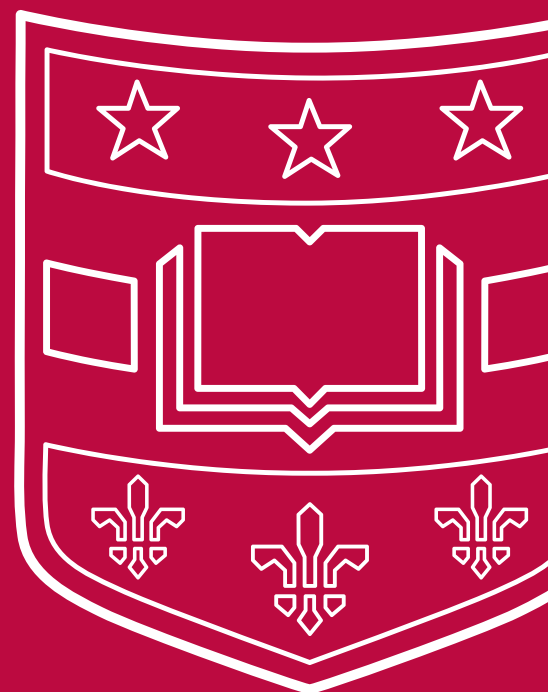


# 2024–25 Bulletin

Undergraduate Catalog



Washington University in St. Louis



# Table of Contents

About This Bulletin .....	11
Bulletin Policies .....	12
Course Numbering .....	12
Curriculum Designators .....	12
Catalog Editions .....	15
Prior Bulletins .....	16
About Washington University in St. Louis .....	18
Trustees & Administration .....	18
Academic Calendar .....	18
Campus Resources .....	19
Policies .....	22
University Affiliations .....	29
Undergraduate Study .....	31
Admission Procedures .....	36
Financial Support .....	48
Tuition & Fees .....	50
Majors (all schools) .....	52
Minors (all schools) .....	55
Architecture .....	57
Sam Fox School of Design & Visual Arts .....	90
Degree Requirements .....	92
Academic Honors & Awards .....	94
Policies .....	96
Administration .....	103
Majors (directory) .....	103
Minors (directory) .....	103
Art .....	104
Sam Fox School of Design & Visual Arts .....	177
Degree Requirements .....	180
Academic Honors & Awards .....	184
Policies .....	185
Administration .....	193
Majors (directory) .....	193
Minors (directory) .....	193
Arts & Sciences .....	194
Fields of Study .....	196

---

African and African-American Studies .....	198
African and African-American Studies Major .....	213
African and African-American Studies Minor .....	214
American Culture Studies .....	214
American Culture Studies Major .....	264
American Culture Studies Minor .....	266
Asian American Studies Minor .....	266
Anthropology .....	268
Anthropology Major .....	302
Anthropology Major, Global Health and Environment Specialization .....	304
Anthropology Minor .....	305
Anthropology Minor, Global Health and Environment Specialization .....	306
Applied Linguistics .....	306
Applied Linguistics Minor .....	311
Art History and Archaeology .....	312
Art History and Archaeology Major .....	341
Art History and Archaeology Minor .....	343
Biology .....	344
Biology Major .....	378
Biology Major, Ecology and Evolution Specialization .....	380
Biology Major, Genomics and Computational Biology Specialization .....	381
Biology Major, Microbiology Specialization .....	383
Biology Major, Molecular Biology and Biochemistry Specialization .....	385
Biology Major, Neuroscience Specialization .....	387
Environmental Biology Major .....	389
Bioinformatics Minor .....	391
Biology Minor .....	392
Chemistry .....	393
Chemistry Major .....	406
Chemistry Major, Biochemistry Specialization .....	407
Chemistry Minor .....	409
Classics .....	409
Ancient Studies Major .....	423
Classics Major .....	423
Ancient Studies Minor .....	424
Classics Minor .....	424
Comparative Literature and Thought .....	425
Comparative Literature and Thought Major .....	458

---

Comparative Literature and Thought Major, Comparative Arts Specialization .....	459
Germanic Languages and Literatures Major .....	461
Comparative Literature and Thought Minor .....	462
Data Science in the Humanities Minor .....	462
Germanic Languages and Literatures Minor .....	463
Legal Studies Minor .....	463
Medieval and Renaissance Studies Minor .....	464
Translation Studies Minor .....	464
Earth, Environmental, and Planetary Sciences .....	464
Earth Science Major .....	472
Environmental Science Major .....	474
Planetary Science Major .....	475
Earth Science Minor .....	477
Environmental Science Minor .....	478
Geospatial Science Minor .....	479
Planetary Science Minor .....	479
East Asian Languages and Cultures .....	480
East Asian Languages and Cultures Major .....	507
East Asian Languages and Cultures Major, Chinese Specialization .....	509
East Asian Languages and Cultures Major, Japanese Specialization .....	510
East Asian Languages and Cultures Major, Korean Specialization .....	511
East Asian Languages and Cultures Minor .....	512
Economics .....	513
Economics and Computer Science Major .....	521
Economics Major .....	522
Financial Economics Specialization for Economics Majors .....	523
Mathematics and Economics Major .....	524
Applied Microeconomics Minor .....	525
General Economics Minor .....	526
Education .....	526
Educational Studies Major .....	538
Elementary Teacher Education Major .....	541
K-12 Teacher Education Major .....	542
Middle School Teacher Education Major (Grades 5-9) .....	544
Secondary Teacher Education Major (Grades 9-12) .....	546
Educational Studies Minor .....	548
English .....	549
English Literature Major .....	580

---

English Literature Major, Creative Writing Specialization .....	580
English Literature Major, Publishing Specialization .....	581
Children’s Studies Minor .....	582
English Minor .....	583
Writing Minor .....	584
Environmental Studies .....	584
Environmental Analysis Major .....	594
Environmental Studies Minor .....	598
Film and Media Studies .....	599
Film and Media Studies Major .....	613
Film and Media Studies Major, Film and Media Production Specialization .....	613
Film and Media Studies Minor .....	614
Global Film and Media Studies Minor .....	615
Global Studies .....	615
Global Studies Major, Development Concentration .....	666
Global Studies Major, Eurasian Studies Concentration .....	669
Global Studies Major, European Studies Concentration .....	673
Global Studies Major, Global Asia Concentration .....	675
Global Studies Major, Global Cultural Studies Concentration .....	680
Global Studies Major, International Affairs Concentration .....	682
History .....	686
History Major .....	729
History Minor .....	730
Medical Humanities Minor .....	731
Jewish, Islamic, and Middle Eastern Studies .....	732
Arabic Major .....	767
Hebrew Major .....	768
Jewish, Islamic, and Middle Eastern Studies Major, Comparative Jewish and Islamic Studies Concentration .....	768
Jewish, Islamic, and Middle Eastern Studies Major, Modern Middle Eastern Studies Concentration .....	769
Arabic Minor .....	770
Hebrew Minor .....	770
Jewish, Islamic, and Middle Eastern Studies Minor, Comparative Jewish and Islamic Studies Concentration .....	771
Jewish, Islamic, and Middle Eastern Studies Minor, Modern Middle Eastern Studies Concentration .....	772
South Asian Studies (Hindi) Minor .....	772
Latin American Studies .....	773
Latin American Studies Major .....	784
Latin American Studies Minor .....	785
Linguistics .....	786

Linguistics Major .....	789
Linguistics Minor .....	790
Mathematics .....	790
Applied Mathematics Major .....	796
Mathematical Sciences Major .....	798
Mathematics and Computer Science Major .....	801
Mathematics and Economics Major .....	805
Mathematics Major .....	808
Mathematics Minor .....	810
Music .....	811
Music Major (AB) .....	826
Music Major (BMus) .....	827
Music Major, Composition Concentration (BMus) .....	828
Music Major, General Concentration (BMus) .....	829
Music Major, History and Culture Concentration (BMus) .....	830
Music Major, Performance Concentration (BMus) .....	831
Music Major, Theory Concentration (BMus) .....	832
Jazz Studies Minor .....	833
Music – General Studies Minor .....	833
Performing Arts .....	834
Dance Major .....	860
Drama Major .....	862
Dance Minor .....	863
Drama Minor .....	864
World Music, Dance, and Theater Minor .....	864
Philosophy .....	865
Philosophy Major .....	874
Philosophy Major, Law and Policy Specialization .....	875
Philosophy Major, Philosophy of Science Specialization .....	876
Philosophy Major, Philosophy Research Specialization .....	877
Philosophy Minor .....	879
Philosophy of Science Minor .....	879
Philosophy-Neuroscience-Psychology .....	879
Philosophy-Neuroscience-Psychology Major, Cognitive Neuroscience Concentration .....	888
Philosophy-Neuroscience-Psychology Major, Language Cognition and Culture Concentration .....	889
Philosophy-Neuroscience-Psychology Minor .....	892
Physics .....	892
Astrophysics Major .....	901

---

Physics Major .....	903
Physics Major, Biophysics Specialization .....	905
Astrophysics and Astroparticle Physics Minor .....	906
Biomedical Physics Minor .....	907
Physics Minor .....	907
Political Science .....	908
Environmental Policy Major .....	927
Political Science Major .....	928
Political Science Major, American Politics Specialization .....	929
Political Science Major, Comparative Politics Specialization .....	930
Political Science Major, International Politics Specialization .....	932
Political Science Major, Political Methodology Specialization .....	933
Political Science Major, Political Theory Specialization .....	934
Political Science Minor .....	936
Psychological & Brain Sciences .....	936
Psychological & Brain Sciences Major .....	948
Psychological & Brain Sciences: Cognitive Neuroscience Major .....	949
Psychological & Brain Sciences Major, Cognition in Children Specialization .....	951
Psychological & Brain Sciences Major, Cognitive Neuroscience Specialization .....	954
Psychological & Brain Sciences Major, Experimental Psychopathology Specialization .....	956
Psychological & Brain Sciences Major, Lifespan Development Specialization .....	958
Psychological & Brain Sciences Major, Personality and Individual Differences Specialization .....	961
Psychological & Brain Sciences: Cognitive Neuroscience Major, Cognition in Children Specialization .....	963
Psychological & Brain Sciences: Cognitive Neuroscience Major, Experimental Psychopathology Specialization .....	966
Psychological & Brain Sciences: Cognitive Neuroscience Major, Lifespan Development Specialization .....	969
Psychological & Brain Sciences: Cognitive Neuroscience Major, Personality and Individual Differences Specialization .....	972
Psychological & Brain Sciences Minor .....	976
Public Health & Society .....	976
Public Health & Society Minor .....	977
Religion and Politics .....	980
Religion and Politics Minor .....	990
Religious Studies .....	991
Religious Studies Major .....	1016
Religious Studies Minor .....	1017
Romance Languages and Literatures .....	1017
French Major .....	1048
Italian Major .....	1049
Spanish Major .....	1050

---

Romance Languages and Literatures Major .....	1051
French Minor .....	1052
Italian Minor .....	1053
Spanish Minor .....	1054
Russian Language and Literature .....	1055
Russian Language and Literature Minor .....	1057
Sociology .....	1058
Sociology Major .....	1068
Sociology Minor .....	1069
Speech and Hearing .....	1070
Speech and Hearing Minor .....	1070
Statistics and Data Science .....	1071
Data Science Major .....	1075
Statistics Major .....	1079
Statistics Minor .....	1081
Women, Gender, and Sexuality Studies .....	1082
Women, Gender, and Sexuality Studies Major .....	1106
Women, Gender, and Sexuality Studies Major, Health Specialization .....	1110
Women, Gender, and Sexuality Studies Major, Politics Specialization .....	1111
Women, Gender, and Sexuality Studies Minor .....	1112
Degree Requirements .....	1112
A&S Integration: Ampersand Programs .....	1114
A&S Integration: Study Away Programs .....	1116
A&S Integration: Integrated Inquiries .....	1117
Academic Honors & Awards .....	1130
Academic Regulations .....	1132
Administration .....	1137
Majors (directory) .....	1137
Minors (directory) .....	1138
Additional Academic Opportunities .....	1140
Accelerated Bachelor's/Master's Program .....	1140
Ampersand Programs .....	1140
Bachelor's and Master's Degrees in the Professional Schools .....	1144
Combined Undergraduate Degree Opportunities .....	1145
Individual and Group Performance .....	1145
Internships .....	1145
Majors Across Schools .....	1145
Medicine & Society .....	1145



Other First-Year Programs .....	1147
Overseas Study Programs .....	1147
Physical Education .....	1147
Special Major and Special Minor .....	1149
Undergraduate Pre-Professional Preparation .....	1149
Summer Session .....	1150
Pre-College Programs .....	1151
Undergraduate Visiting Students .....	1152
Post-Baccalaureate Premedical Program .....	1153
Business .....	1155
Degree Requirements .....	1190
Academic Honors & Awards .....	1192
Academic Regulations .....	1193
Administration .....	1195
Majors (directory) .....	1195
Minors (directory) .....	1195
Engineering .....	1197
Fields of Study .....	1201
Biomedical Engineering .....	1201
The Minor in Biomedical Data Science .....	1213
Computer Science & Engineering .....	1214
Bachelor of Science in Computer Engineering .....	1232
Bachelor of Science in Computer Science .....	1233
Bachelor of Science in Computer Science + Economics .....	1234
Bachelor of Science in Computer Science + Mathematics .....	1236
Bachelor of Science in Data Science .....	1238
Bachelor of Science in Business and Computer Science .....	1240
The Second Major in Computer Science .....	1242
The Second Major in Computer Science + Mathematics .....	1242
The Second Major in Data Science .....	1244
The Minor in Computer Science .....	1246
The Minor in Bioinformatics .....	1246
The Minor in Human-Computer Interaction .....	1247
Electrical & Systems Engineering .....	1248
Bachelor of Science in Electrical Engineering .....	1263
Bachelor of Science in Systems Science & Engineering .....	1264
Bachelor of Science in Computer Engineering .....	1266
Bachelor of Science in Applied Science (Electrical Engineering) .....	1267

Bachelor of Science in Applied Science (Systems Science & Engineering) .....	1268
The Second Major in Electrical Engineering .....	1268
The Second Major in Systems Science & Engineering .....	1268
The Second Major in Financial Engineering .....	1269
The Minor in Electrical Engineering .....	1270
The Minor in Energy Engineering .....	1270
The Minor in Mechatronics .....	1271
The Minor in Robotics .....	1271
The Minor in Systems Science & Engineering .....	1272
The Minor in Quantum Engineering .....	1272
Energy, Environmental & Chemical Engineering .....	1273
Bachelor of Science in Chemical Engineering .....	1282
Bachelor of Science in Environmental Engineering .....	1283
Bachelor of Science in Applied Science (Chemical Engineering) .....	1284
Double Majors and the Pre-Medical Program .....	1284
The Minor in Environmental Engineering Science .....	1284
The Minor in Energy Engineering .....	1285
The Minor in Nanoscale Science & Engineering .....	1286
Mechanical Engineering & Materials Science .....	1287
Bachelor of Science in Mechanical Engineering .....	1298
Bachelor of Science in Applied Science (Mechanical Engineering) .....	1300
The Minor in Aerospace Engineering .....	1300
The Minor in Materials Science & Engineering .....	1301
The Minor in Mechanical Engineering .....	1302
The Minor in Mechatronics .....	1303
The Minor in Robotics .....	1303
University of Missouri-St. Louis/Washington University Joint Undergraduate Engineering Program .....	1304
Degree Requirements .....	1304
Academic Honors & Awards .....	1307
Academic Policies .....	1307
Administration .....	1312
Majors (directory) .....	1312
Minors (directory) .....	1313
Beyond Boundaries Program .....	1314
Interdisciplinary Opportunities .....	1318
Inter-University Exchange Program .....	1318
Reserve Officers Training Corps (ROTC) .....	1319
Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship .....	1321

Index ..... 1324

## About This Bulletin

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

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

The *2024-25 Bulletin* is entirely online but may be downloaded in PDF format for printing. Individual pages as well as information from individual tabs may be downloaded in PDF format using the PDF icon in the top right corner of each page. To download the full PDF, please choose from the following:

- Undergraduate Bulletin (PDF) — *Coming soon!*
- School of Continuing & Professional Studies (undergraduate & graduate) (PDF) — *Coming soon!*

The degree requirements and policies listed in the *2024-25 Bulletin* apply to students entering Washington University during the 2024-25 academic year. For more information, please visit the Catalog Editions (p. 15) page.

Every effort is made to ensure that the information, applicable key policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (July 1, 2024). To view a list of changes that have taken place after that date, visit the Program & Policy Updates page. Please note that the *Bulletin* highlights key university policies applicable to its students. Not all applicable university and departmental policies are included here.

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

The next edition of the *Bulletin* will be published on July 1, 2025. In the interim, semester course offerings will be found in Washington University's Course Listings; these are usually available at the end of September for the upcoming spring semester, in early February for the upcoming summer semester, and in late February for the upcoming fall semester. Midyear changes to current courses (titles, descriptions, and credit units) are not reflected in this *Bulletin* and will only appear in the Course Listings. For more information about determining the appropriate edition of the *Bulletin* to consult, please visit the Catalog Editions page (p. 15) in the About This Bulletin section.

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

More information may be found on the following websites:

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

## University Addresses

### Office of Undergraduate Admissions

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

### Student Financial Services

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

### School of Continuing & Professional Studies

#### Office of Admissions and Student Services

Washington University in St. Louis  
MSC 1085-414-20  
11 N. Jackson Avenue, Suite 1000  
St. Louis, Missouri 63105-2153  
Phone: 314-935-6700  
Toll-Free: 866-340-0723  
Fax: 314-935-6744  
School of Continuing & Professional Studies website  
[caps@wustl.edu](mailto:caps@wustl.edu)

## Bulletin Policies

### Changes to the Bulletin

Every effort is made to ensure that the information, policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication. For more information about the content review process for the Bulletin, please visit the Catalog Editions page (p. 15).

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

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

### Discontinued Programs

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

### Year of Matriculation

Students who attend Washington University are held to the policies in place as published in the *Bulletin* during their year of matriculation. For more information, please visit the Catalog Editions page (p. 15).

## Course Numbering

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

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

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

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

## Curriculum Designators

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

### A (Architecture)

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

### B (Business)

Code	Name
B50 ACCT	Accounting
B51 ADMN	Administration
B52 FIN	Finance
B53 MGT	Management
B54 MEC	Managerial Economics
B55 MKT	Marketing
B56 OB	Organizational Behavior
B57 SCOT	Supply Chain, Operations, and Technology
B59 DAT	Data Analytics
B60 ACCT	Graduate Accounting
B62 FIN	Graduate Finance
B63 MGT	Graduate Management
B64 MEC	Graduate Managerial Economics
B65 MKT	Graduate Marketing
B66 OB	Graduate Organizational Behavior
B67 SCOT	Graduate Supply Chain, Operations, and Technology
B69 DAT	Graduate Data Analytics
B90 BEE	Brookings Executive Education
B99 INTL	International Studies

## E (Engineering)

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

## F (Art)

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

## I (Interdisciplinary Programs)

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

## L (Arts & Sciences)

Code	Name
L01 Art-Arch	Art History and Archaeology
L04 Chinese	Chinese
L05 Japan	Japanese
L07 Chem	Chemistry
L08 Classics	Classics
L09 Greek	Greek
L10 Latin	Latin
L11 Econ	Economics
L12 Educ	Education
L13 Writing	Writing
L14 E Lit	English Literature
L15 Drama	Drama
L16 Comp Lit	Comparative Literature
L18 URST	Urban Studies
L19 EEPS	Earth, Environmental, and Planetary Sciences
L21 German	Germanic Languages and Literatures
L22 History	History
L23 Re St	Religious Studies

L24 Math	Mathematics and Statistics
L27 Music	Music
L28 P.E.	Physical Education
L29 Dance	Dance
L30 Phil	Philosophy
L31 Physics	Physics
L32 Pol Sci	Political Science
L33 Psych	Psychological & Brain Sciences
L34 French	French
L36 Ital	Italian
L37 Portug	Portuguese
L38 Span	Spanish
L39 Russ	Russian
L40 SOC	Sociology
L41 Biol	Biology and Biomedical Sciences
L43 GeSt	General Studies
L44 Ling	Linguistics
L45 LatAm	Latin American Studies
L46 AAS	Asian American Studies
L48 Anthro	Anthropology
L49 Arab	Arabic
L51 Korean	Korean
L52 ARC	Archaeology
L53 Film	Film and Media Studies
L56 CFH	Center for the Humanities
L57 RelPol	Center on Religion and Politics
L59 CWP	College Writing Program
L61 FYP	First-Year Programs
L62 Praxis	Praxis
L63 IPMS	Movement Science
L64 PNP	Philosophy-Neuroscience-Psychology
L66 ChSt	Children's Studies
L73 Hindi	Hindi
L74 HBRW	Hebrew
L75 JIMES	Jewish, Islamic, and Middle Eastern Studies
L77 WGSS	Women, Gender, and Sexuality Studies
L81 EALC	East Asian Languages & Cultures
L82 EnSt	Environmental Studies
L84 Lw St	Legal Studies
L85 MedH	Medical Humanities
L86 PBPM	Biological & Physical Sciences for PBPM Study
L87 SDS	Statistics and Data Science
L89 Sphr	Speech and Hearing
L90 AFAS	African and African-American Studies
L92 APL	Applied Linguistics
L93 IPH	Interdisciplinary Project in the Humanities
L97 GS	Global Studies

L98 AMCS	American Culture Studies
L99 OSP	Overseas Programs
LGS GSAS	The Graduate School
LPH LPHS	Public Health and Society

## M (Medicine)

Code	Name
M01 OT	Occupational Therapy Program
M02 PhysTher	Physical Therapy Program-Grad
M04 FYSelect	First-Year Selectives
M05 Neurosci	Neuroscience
M10 Anesth	Anesthesiology
M15 Biochem	Biochemistry and Molecular Biophysics
M17 CLNV	Clinical Investigation
M18 BMI	Biomedical Informatics
M19 PHS	Population Health Sciences
M20 Genetics	Genetics
M21 MSB	Biostatistics and Genetic Epidemiology
M25 Medicine	Internal Medicine
M26 FamMed	Family Medicine
M27 EMED	Emergency Medicine
M30 MolMB	Molecular Microbiology
M35 Neurol	Neurology
M40 NeurSurg	Neurological Surgery
M45 ObGyn	Obstetrics and Gynecology
M50 Ophth	Ophthalmology and Visual Sciences
M55 Oto	Otolaryngology
M60 Path	Pathology
M65 Peds	Pediatrics
M70 MolBio/Pha	Molecular Biology and Pharmacology
M75 CellBio	Cell Biology and Physiology
M80 Interdis	Interdisciplinary
M81 Gateway	Gateway Curriculum
M85 Psych	Psychiatry
M88 AHBR	Applied Health Behavior Research
M89 PACS	Audiology and Communication Sciences
M90 Radiol	Radiology
M91 MedPhys	Medical Physics
M92 RadOnc	Radiation Oncology
M93 NrsSci	Nursing Science
M95 Surgery	Surgery
M96 Ortho	Orthopedic Surgery
M99 Ind Stdy	Independent Study

## S (Social Work and Public Health)

Code	Name
S10 SWCR	Core
S15 SWCR	MSW Foundation
S20 SWHS	Theory, Problems & Issues
S30 SWDP	Practice Methods
S31 SWDP	Practice Methods
S40 SWSP	Social Policy
S48 SWSP	Social Policy
S50 SWSA	Practice Methods
S55 MPH	Master of Public Health (MPH)
S60 SWCD	Practice Methods
S65 SWCD	Practice Methods
S70 SWPR	MSW Practicum
S81 SKILL	Skill Labs
S90 SWDT	Brown PhD
S91 PSTM	Post-Master Certificate

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

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

## U (School of Continuing & Professional Studies)

Code	Name
U02 Classics	Classics
U03 GS	General Studies
U05 Chem	Chemistry
U07 Econ	Economics
U08 Educ	Education
U09 Psych	Psychological & Brain Sciences (Psychology)
U10 ArtArch	Art History and Archaeology
U11 EComp	English Composition

U12 Fr	French
U13 EPSc	Earth and Planetary Sciences
U14 German	Germanic Languages and Literatures
U15 ELP	English Language Programs
U16 Hist	History
U18 Film	Film and Media Studies
U19 SUST	Sustainability
U20 Math	Mathematics and Statistics
U21 Drama	Drama
U22 Phil	Philosophy
U23 Phys	Physics
U24 Mus	Music
U25 PolSci	Political Science
U26 Port	Portuguese
U27 Span	Spanish
U29 Bio	Biology
U30 Spch	Speech
U31 Dance	Dance and Somatic Movement Studies
U32 CompLit	Comparative Literature
U35 Arab	Arabic
U36 Japan	Japanese
U37 Hebr	Hebrew
U38 Chinese	Chinese
U39 Russ	Russian
U40 Ital	Italian
U43 IS	International Studies
U44 Bus	Business
U47 IRISH	Irish Studies
U48 Comm	Communications
U49 JRN	Journalism
U51 KOREAN	Korean
U56 ISLA	Integrated Studies in Liberal Arts
U65 ELit	English and American Literature
U66 RelSt	Religious Studies
U67 LAS	Latin American Studies
U68 SOC	Sociology
U69 Anthro	Anthropology
U71 DATA	Data Studies
U73 Hindi	Hindi
U74 Sci	Science
U76 NPM	Nonprofit Management
U78 EAsia	East Asian Studies
U79 Art	Art
U80 CRM	Clinical Research Management
U82 CIM	Computers and Information Management
U84 AFAS	African and African-American Studies
U85 IA	International Affairs
U86 HCARE	Health Care

U87 HRM	Human Resources Management
U89 AMCS	American Culture Studies
U90 GIS	Geographic Information Systems
U91 Ling	Linguistics
U92 WGSS	Women, Gender, and Sexuality Studies
U93 Scan	Scandinavian
U94 JME	Jewish, Islamic, and Middle Eastern Studies
U96 DLA	DLA Seminars
U98 MLA	MLA Seminars

## W (Law)

Code	Name
W74 LAW	Law
W75 LAW	Law
W76 LAW	Law
W77 LAW	Law
W78 LAW	Law
W79 LAW	Law
W80 OLAW	Law Onlin

## X (Design & Visual Arts)

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

## Catalog Editions

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

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

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



## Prior Bulletins

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

### 2023-2024

*The HTML archives of the 2023-24 Bulletin are coming soon.*

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

### 2022-2023

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

### 2021-2022

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

### 2020-2021

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

### 2019-2020

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

### 2018-2019

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

### 2017-2018

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

## 2016-2017

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

## 2015-2016

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

## 2014-2016

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

## 2014-2015

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

## 2013-2014

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

## 2012-2015

- Graduate Arts & Sciences Bulletin (PDF)

## 2012-2014

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

## 2012-2013

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

## 2011-2012

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

## 2010-2011

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

## 2009-2012

- Graduate Arts & Sciences Bulletin (PDF)

## 2009-2010

- Medicine Bulletin (PDF)

## 2008-2010

- Undergraduate Bulletin (PDF)

## 2008-2009

- Medicine Bulletin (PDF)

## 2006-2009

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

## 2006-2008

- Undergraduate Bulletin (PDF)

# About Washington University in St. Louis

## Who We Are Today

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

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

## Enrollment by School

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

## Our Mission Statement

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

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

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

### Our goals are:

- to foster excellence and creativity in our teaching, research, scholarship, patient care and service
- to welcome students, faculty and staff from all backgrounds to create an inclusive, equitable community that is nurturing and intellectually rigorous

- to cultivate in students habits of lifelong learning and critical and ethical thinking, thereby enabling them to be productive members and leaders of a global society
- to contribute positively to our home community of St. Louis, and to effect meaningful, constructive change in our world

### To this end we intend:

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

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

## Trustees & Administration

### Board of Trustees

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

### University Administration

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

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

## Academic Calendar

The academic calendar of Washington University in St. Louis is designed to provide an optimal amount of classroom instruction and examination within a manageable time frame, facilitating our educational mission to promote learning among both students and faculty. Individual schools — particularly our graduate and professional schools — may have varying calendars due to the nature of particular fields of study. Please refer to each school's website for more information.

## Fall Semester 2024

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

Date	Day	Description
August 26	Monday	First day of classes
September 2	Monday	Labor Day (no classes)
October 5-8	Saturday-Tuesday	Fall Break (no classes)
November 27- December 1	Wednesday-Sunday	Thanksgiving Break (no classes)
December 6	Friday	Last day of classes
December 9-11	Monday-Wednesday	Reading days
December 12-18	Thursday- Wednesday	Final exams

## Spring Semester 2025

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

Date	Day	Description
January 13	Monday	First day of classes
January 20	Monday	Martin Luther King, Jr. holiday (no classes)
March 9-16	Sunday-Sunday	Spring Break (no classes)
April 25	Friday	Last day of classes
April 28-30	Monday-Wednesday	Reading days
May 1-7	Thursday- Wednesday	Final exams

## Commencement

Date	Day	Description
May 12	Monday	Class of 2025 Commencement

## Summer Semester 2025

Date	Day	Description
May 19	Monday	First Summer Session begins
May 26	Monday	Memorial Day (no classes)
July 4	Friday	Independence Day (no classes)
August 14	Thursday	Last Summer Session ends

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

## Campus Resources Student Support Services

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

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

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

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

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

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

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

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

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

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

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

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

## Student Health and Well-Being Services, Danforth Campus

The Habif Health and Wellness Center provides medical, psychiatric, and health promotion services for undergraduate and graduate students on the Danforth Campus. Please visit the Habif Health and Wellness Center website for more information about Habif's services and staff members.

**Hours:**

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

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

Saturday, Sunday, and university holidays: Closed

For after-hours care, students should access TimelyCare.

## Medical Services

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

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

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

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

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

## Health Promotion Services

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

## Center for Counseling and Psychological Services (CCPS)

### Hours:

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

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

Saturday, Sunday, and university holidays: Closed

For after-hours mental health support, students should access TimelyCare.

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

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

All full-time, degree-seeking Washington University students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Students may opt out of this coverage and receive a refund of the health insurance fee if they provide proof of existing comprehensive insurance coverage that meets all university requirements. Information concerning opting out of the student health insurance plan can be found online after June 1 of each year. All students must request to opt out by September 5 of every year in which they wish to be removed from the Student Health Insurance Plan. Habif provides billing services to many of the major insurance companies in the United States. Specific fees and copays apply to students using Medical Services and Mental Health Services; these fees may be billable to the students' insurance plans. More information is available on the Habif Health and Wellness Center website. In addition, WashU has a health and wellness fee designed to improve the health and well-being of the campus community. It is assessed by the university, and it is entirely separate from health insurance. It covers a membership to the Sumers Recreation Center, health education, prevention efforts, and other benefits, including no-cost counseling visits.

## Student Health Services, Medical Campus

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

## Campus Security

The Washington University campus is among the most attractive in the nation, and it enjoys a safe and relaxed atmosphere. Personal safety and the security of personal property while on campus is a shared responsibility. Washington University has made safety and security a priority through our commitment to a full-time professional police department, the use of closed-circuit television, card access, extensive lighting initiatives based on Crime Prevention Through Environmental

Design (CPTED) practices, shuttle services, emergency telephones, and ongoing educational safety awareness programs. The vast majority of crimes that occur on college campuses are crimes of opportunity, which can be prevented.

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

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

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

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

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

## Policies

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

## Courses and Credit

### Academic Calendar

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

### Credit Measure

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

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

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

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

## Email Communication

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

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

With the exception of School of Medicine students, a student may have email forwarded from their assigned University email address to another email address of the student's choice. School of Medicine students are prohibited from forwarding their University-assigned email address to an email address external to the University other than @bjc.org and @va.gov email domains. Students who choose to have email forwarded to another email address do so at their own risk. The University is not responsible for email forwarded to any other email address. A student's failure to read official University communications sent to the student's University email address does not absolve the student of responsibility for awareness of and compliance with the content of the official communication. Faculty and administrators should use a student's University email address when communicating via email with the student. This policy will ensure that all students will be able to comply with course and other requirements communicated to them by email from course instructors and administrators.

## Graduate Student Academic Integrity Policies

### Authority of Schools Over Graduate and Graduate Professional Students

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

2. If a school does not establish an academic integrity officer or panel or if an established officer or panel fails to function, complaints of academic or professional misconduct against graduate or graduate professional students may be heard by Academic Integrity in the Office of the Provost, the Academic Integrity Board, or the Student Conduct Board.

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

## Nondiscrimination Statement

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

### Policy on Discrimination and Harassment

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

### Sexual Harassment

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

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

### Discrimination and Harassment Response Coordinators

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



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

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

WashU Confidential Concern Reporting Portal

## Title IX Coordinator

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

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

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

## Statement of Intent to Graduate

Students are required to file an Intent to Graduate via WebSTAC prior to the semester in which they intend to graduate. Additional information is available from school dean's offices and the Office of the University Registrar.

## Student Academic Records and Transcripts

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

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

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

## Student Conduct

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

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

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

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

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

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

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

## Student Financial Responsibility

### Communication

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

### Promise to Pay

When students register for any course at or receive any service from Washington University in St. Louis, they accept full responsibility to pay all tuition, fees, and other associated charges assessed as a result of registration and/or receipt of services such as housing, dining, and other University-provided items that exceed financial support provided

by the University, the University payment plan, and/or third parties by the scheduled due dates shown on the WebSTAC student account. Failure to attend class or receive a bill does not absolve students of financial responsibility as described above.

## Failure to Pay

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

## Student Health

### Drug and Alcohol Policy

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

### Tobacco-Free Policy

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

## Medical Information

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

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

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

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

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

## Time Away and Reinstatement

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

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

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

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

In these cases, additional requirements or steps may be required of the student depending on the circumstances, the length of time away, and whether their program of study has undergone curricular revisions since their enrollment.

## Undergraduate Student Academic Integrity Policy

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

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

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

### Scope and Purpose

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

The purpose of the statement is twofold:

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

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

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

#### 1. Plagiarism

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

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

#### 2. Cheating on an Examination

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

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

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

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

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

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

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

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

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

Examples of falsification include:

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

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

Under no circumstances is it acceptable for a student to:

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

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

## Reporting Misconduct Faculty Responsibility

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

## Student Responsibility

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

## Exam Proctor Responsibility

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

## Procedure Jurisdiction

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

## Student Rights and Responsibilities in a Hearing

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

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

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

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

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

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

## Sanctions

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

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

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

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

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

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

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

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

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

## Appeals

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

## Administrative Record-Keeping Responsibilities

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

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

## Multiple Offenses

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

## Reports to Faculty and Student Body

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

---

*Endorsed by the Faculty Senate Council on March 16, 2010*

*Effective July 1, 2010*

*Updated December 4, 2014*

*Endorsed by the Faculty Senate Council on October 18, 2023*

*Updated April 18, 2024*

## University Affiliations

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

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

## Washington University in St. Louis

### Accreditation

- Higher Learning Commission

### Memberships

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

## College of Arts & Sciences

### Memberships

- American Academy of Physician Associates
- American Camp Association
- Association for Pre-College Program Directors
- Association of University Summer Sessions
- Diversity Abroad
- Forum on Education Abroad
- Higher Education Protection Network
- International Center for Academic Integrity

- International Educational Exchange
- Midwest Association of Pre-Law Advisors
- National Academic Advising Association
- National Association of Advisors for the Health Professions
- National Association of Fellowships Advisors
- North American Association of Summer Sessions
- Professional and Organizational Development Network

## Office of Graduate Studies, Arts & Sciences

### Memberships

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

## Sam Fox School of Design & Visual Arts

### Accreditation — College of Art

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

### Accreditation — College of Architecture

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

### Membership — College of Architecture

- Association of Collegiate Schools of Architecture

### Accreditation — Mildred Lane Kemper Art Museum

- American Alliance of Museums

## Membership — Mildred Lane Kemper Art Museum

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

## Olin Business School

### Accreditation

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

## McKelvey School of Engineering

### Accreditation

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

### Membership

- American Society for Engineering Education

## School of Law

### Accreditation

- American Bar Association
- Media Law Resource Center

### Memberships

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

## School of Medicine

### Accreditation

- Liaison Committee on Medical Education

### Membership

- Association of American Medical Colleges

## Brown School

### Accreditation

- Council on Education for Public Health
- Council on Social Work Education

## School of Continuing & Professional Studies

### Memberships

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

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

## University Libraries

### Membership

- Association of Research Libraries

# Undergraduate Study

## Policies & Guidelines

### Academic Standing

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

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

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

### Academic Concern

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

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

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

### Academic Notice

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

- Cumulative GPA of less than 2.0 (first occurrence and all subsequent occurrences)
- Semester GPA of less than 2.0 (second occurrence and all subsequent occurrences)

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

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

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

### Academic Time Away

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

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

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

### Grades and Grade Points

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

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



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

Grade/Notation	Value
P, P#, or CR	Pass/Credit
F, F#, or NCR	Failing/No Credit
S	Satisfactory
U	Unsatisfactory
I	Course work incomplete; final grade pending
X	No final exam taken
W	Withdrawal
WLA	Withdraw, leave of absence
R	Retaken course
L	Successful audit
Z	Unsuccessful audit
N	No grade submitted; final grade pending

## Minimum/Maximum Course Load

Undergraduate degree programs in Arts & Sciences, Olin Business School, Sam Fox School of Design & Visual Arts, and McKelvey School of Engineering require full-time enrollment (p. 49). Full-time enrollment is between 12 and 21 units of credit per semester. Courses taken as “audit” are not factored into the full-time status measure since students are not pursuing them to earn credit. Undergraduate students may not enroll in fewer than 12 units without approval; recommendations for reduced course loads may be approved for documented disability accommodations or health reasons by the appropriate office in Student Affairs, or students’ schools (typically if they are in their ninth semester of enrollment at Washington University and poised to complete degree requirements). Approvals for reduced course loads primarily allow students to pursue lower course loads without risking a violation of standard academic progress and standing requirements.

Enrollment in fewer than 12 units may affect undergraduates’ eligibility for financial aid, athletics, immigration status and other services, and may be approved for reduced tuition but only as documented on the Tuition & Fees page (p. 50) of this *Bulletin*. Similarly, students may not enroll in more than 21 units without approval from their school, and will incur additional tuition charges (p. 50) for such enrollment.

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

## Registration in Courses

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

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

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

## Repeated Courses

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

## Teaching and Learning

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

*Undergraduate Council  
November 10, 1999*

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

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

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

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

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

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

#### *Expectations and responsibilities of the faculty*

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

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

- prompt and responsible grading (including midterms), with evaluative comments and opportunities for students to discuss their grades with the faculty member;
- adherence to the announced office-hour schedule and offering as many avenues as possible for contact, including by online venue, telephone or email;
- using appropriate, relevant technology both inside and outside of the classroom to enhance communication between faculty and students;
- uploading course materials and sending emails or other notifications in a timely manner;
- overseeing assistants in instruction (AIs), including the training of AIs; providing definitions of grading expectations as per the University Code of Conduct; providing detailed rubrics for grading evaluations, case studies and projects; and ensuring a faculty review in the event students contest their grade and petition for regrading, especially to ensure grading uniformity;
- regular communication between two or more professors when they share in the teaching process of a one-semester course, including agreement about responsibilities, assignments given to students, and due dates expected;
- facilitation of and reflection on student evaluations of the faculty member's teaching methods and materials, including midsemester evaluations, as a means of creating an atmosphere of shared responsibility within the classroom;
- regular communication with students regarding progress in the course, ways to improve, and grading structure;
- avoiding prohibitive costs when ordering textbooks and other course materials; making electronic texts available;
- adhering to the published final examination schedule to avoid interfering with students' preparation for other classes;
- showing up to all of the classes and giving students the full number of contact hours they deserve each semester.

#### *Expectations and responsibilities of the students*

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

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

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

#### *Learning outside the classroom*

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

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

#### *Special student concerns*

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

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

#### *Responsibilities of the university administration*

For its part, the university administration must:

- continue to provide facilities and ensure adequate classroom and laboratory space that is stocked with sufficient, appropriate equipment;
- give priority to supporting both faculty and students in teaching and learning;
- provide opportunities for professional, student, and leadership development in both teaching and learning;

- be responsive when normal communications between faculty and students break down by providing a process for discussion and negotiation;
- facilitate communication among various constituents of the university;
- facilitate the flow of visitors to the classroom by providing faculty with ample notice.

#### *Where to get help*

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

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

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

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

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

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

10/30/2015

## Transfer Credit Policy

### Recording Policy

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

Institutionally, Washington University participates in the Inter-University Exchange Program (p. 1318). Courses taken at St. Louis University and the University of Missouri St. Louis, according to the parameters documented, are approved to transfer to Washington University. The McKelvey School of Engineering has agreements related to dual degree programs with other institutions.

## Eligible Credit

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

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

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

# Admission Procedures

## First-Year Admission

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

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

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

## Most candidates' transcripts include the following:

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

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

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

- Extracurricular and community involvement, including positive impacts on home and community (students who work for pay and/or have time-consuming family responsibilities should include this in their activity list)
- Standardized testing, if provided (see below)

## Standardized Testing

WashU has a test-optional policy for applicants for admission in the fall semester of 2025. Applicants have the option of whether to submit standardized test scores. Students who are unable to or who elect not to submit their test scores will have the requirement automatically waived and will not be penalized. For those who do submit test scores, either SAT or ACT scores are acceptable, and neither the writing section nor SAT Subject Tests are required. Test results from any of the student's high school years are acceptable and we consider only the highest individual scores, whenever they occurred. Students may also submit additional testing (such as SAT Subject Tests, AP or IB exam scores, or other forms of testing) in addition to, or in lieu of, the SAT or ACT.

## Applying for Admission

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

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

Washington University also accepts applications through the QuestBridge Match process.

## Decision Plans

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

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

## Selecting a Division

We encourage students to think about where their interests may lie at the time they apply in terms of a major and a degree path to pursue. Applicants must select one of the academic divisions (Architecture, Art, Arts & Sciences, Business, or Engineering) or the Beyond Boundaries

program as the primary point of interest. This allows us to assess proper preparation in the application review process and to provide effective academic advising from the start to help students realize their goals. Once admitted to a division, a student must spend at least one full semester in that division before requesting a change to another undergraduate division at Washington University. Students wishing to switch undergraduate divisions after the first semester do so by meeting with their dean's office. (Note: Olin Business School considers transfer requests after the first year.)

## If English Is Not the Student's Primary Language

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

## Portfolios

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

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

## Deferred Enrollment

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

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

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

Please visit the Admissions website for more information.

## Statement of Admissions Conduct

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

## Transfer Admission

Transfer admission to Washington University is selective; the university receives more applications each year than it has space to admit. Architecture, Art, Business, and Engineering only accept applications for transfer admission for entry in the fall semester; Arts & Sciences accepts applications for both the fall and spring semesters.

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

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

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

## Preparation for Transfer

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

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

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

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

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

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

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

Transfer admission information for individual schools is listed as follows.

## Transferring into Arts & Sciences

Each year, a number of students from other colleges and universities transfer into the College of Arts & Sciences. Upon their admission, the transfer student advisor reviews and evaluates their previous academic work. Full credit is normally granted for courses taken at accredited institutions, provided that the university offers comparable courses and that the student has completed the courses with a grade of C or better. **Please note: With the exception of course work taken during the 2020-21 academic year, online course work will not be considered for transfer credit.** In addition, transfer credit may be counted where applicable and upon department approval toward major or minor requirements. Transfer students must be enrolled for

at least four consecutive full-time semesters, excluding summer terms, to satisfy the residency requirement. They must complete a minimum number of units at Washington University and a minimum number of units in the College of Arts & Sciences in accordance with the table found under the heading "Transfer Students" on the Arts & Sciences Degree Requirements (p. 1112) page of this *Bulletin*.

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

## Transferring into Architecture

Places for transfer students are extremely limited and require strong performance in an arts and sciences curriculum, preferably with preparation in the visual arts. Placement into the design studio sequence is determined by a portfolio review and an evaluation of prior course work. To assist with appropriate placement, an interview with the associate dean of students, while not required, is strongly recommended. The applicant should bring a transcript to the meeting. The applicant's previous work should parallel as closely as possible the course work outlined on the Architecture Degree Requirements (p. 92) page.

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

## Transferring into Art

The number of studio art credits that a transfer applicant has already earned, in combination with an evaluation of the applicant's portfolio, determines the level at which the student is admitted. As much as possible, the studio art courses taken at other institutions should correspond with the program at Washington University as outlined on the Art Degree Requirements (p. 180) page. To assist with appropriate placement, an interview with the associate dean of students, while not required, is strongly recommended. The applicant should bring a transcript to the meeting.

Transfer applicants to the College of Art are **required** to submit a portfolio through SlideRoom on the Common Application for faculty review. The portfolio should consist of 12 to 15 pieces of recent work and show a variety of art experiences, including drawings, work utilizing design principles, and some work in color. Applicants should include examples of work from basic drawing and design classes that indicate their technical and conceptual level of accomplishment, and some drawing should be from direct observation. If possible, applicants

should submit examples of work in different media to demonstrate a range of art and design experiences. If applying to the second- or third-year level, some of the work should be in the area of the applicant's intended major.

## Transferring into Business

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

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

Please refer to the Degree Requirements (p. 1190) for the Bachelor of Science in Business Administration degree.

## Transferring into Engineering

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

the applicant's record will be made to determine the transfer of college credit. Grades earned do not transfer, but the applicant must earn a letter grade of C- or better for the course credit to transfer. Courses taken on a pass/fail basis do not transfer.

To be recommended for any bachelor's degree, a transfer applicant must satisfy applicable requirements of the McKelvey School of Engineering as shown in the Degree Requirements (p. 1304) section of this *Bulletin*. Please note that all students earning an undergraduate engineering degree are required to complete a minimum of 60 course units at Washington University.

## Pre-Matriculation Credit Units

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

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



- A student in the **College of Architecture** may apply a maximum of 15 units of pre-matriculation credit toward an undergraduate degree; these units of credit will count toward graduation but will not count toward the distribution requirements. A transcript notation is made of all pre-matriculation credit units earned before enrollment in Washington University.

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

## College Courses Prior to Washington University

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

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

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

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

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

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

## Secondary School Course Work

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

## Proficiency and Placement Examinations

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

Four types of examinations are recognized:

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

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

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

## Back Credit Policy

### East Asian Languages

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

#### Chinese

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

#### Japanese

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

#### Korean

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

### French (L34)

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

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

### Germanic Languages and Literatures (L21)

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

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

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

German 210D = 3 units for German 102D  
German 301D = 3 units for German 102D and 3 units for German 210D  
German 302D = 3 units for German 102D and 3 units for German 210D

### Greek (L09)

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

### Italian (L36)

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

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

### Jewish, Islamic, and Middle Eastern Languages

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

#### Arabic

Arab 207D or Arab 208D = 3 units for Arab 108D  
Arab 307D or Arab 308D = 3 units for Arab 207D and 3 units for Arab 208D  
Arab 3075 or Arab 3085 = 3 units for Arab 207D and 3 units for Arab 208D  
Arab 407 or Arab 408 = 3 units for Arab 3075 and 3 units for Arab 3085

#### Hebrew

HBRW 2011 or HBRW 2012 = 3 units for HBRW 1012  
HBRW 320D or HBRW 322 = 3 units for HBRW 1011 and 3 units for HBRW 2012  
HBRW 384 or HBRW 385D = 3 units for HBRW 1011 and 3 units for HBRW 2012  
HBRW 4011 or HBRW 401W or HBRW 402 = 3 units for HBRW 320D and 3 units for HBRW 322D

#### Hindi

Hindi 218 or Hindi 202 = 3 units for Hindi 112D  
Hindi 301 or Hindi 302 = 3 units for Hindi 218 and 3 units for Hindi 202

#### Urdu

Hindi 232 or Hindi 232A = 3 units for Hindi 151  
Hindi 250 or Hindi 251 = 3 units for Hindi 151  
Hindi 305 or Hindi 306 = 3 units for Hindi 250 and 3 units for Hindi 251

### Latin (L10)

Students may be awarded 3 units of credit for Latin 101D and 3 units of credit for Latin 102D upon completion of Latin 301, Latin 3161, Latin 3171 or Latin 3181 with a grade of B or better. Placement in the appropriate course is determined by examination.

### Mathematics (L24)

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

Math 132 = 3 units for Math 131  
Math 203 or Math 204 = 3 units for Math 131 and 3 units for Math 132

Math 233 = 3 units for Math 131 and 3 units for Math 132  
All other courses = no credit

#### **Russian (L39)**

Students can receive back credit for up to 6 credits contingent upon successful completion (B or better) of the next level. Native speakers are not eligible for back credit, so evidence of secondary or postsecondary study of the language is required.

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

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

#### **Spanish (L38)**

All students seeking Back Credit or wishing to enroll in a Spanish class must take the Spanish placement exam first, regardless of previous experience in the language. Credit is awarded for the following courses with a grade B or better. Native speakers are not eligible for Back Credit. Heritage speakers of Spanish may receive Back Credit provided secondary or postsecondary study of the language and certification by the director of undergraduate study in Spanish. No back credit is awarded for Span 101 or Span 223.

Span 201E = 3 units for Span 102D

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

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

Span 308E = 3 units for Span 307D\* and 3 units for Span 202 (credit awarded for placement; completion of the course is not required)

\* Back credit for Span 307D can only be used for elective credit; it cannot be used toward a Spanish major or minor.

## **International Baccalaureate Policy**

#### **Biology (L41)**

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

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

#### **Business/Organization**

No credit given.

#### **Chemistry (L07)**

Those students who receive a 6 or 7 on the IB test in Chemistry will receive 3 units each of Chem 103 and Chem 104. Receipt of these credits has no bearing on the fulfillment of chemistry requirements for pre-medicine or any science major and cannot be used to satisfy prerequisites for Organic Chemistry. All students who receive a score of 6 or 7 should enroll in Chem 111A rather than Chem 105. All students who wish to pursue a major or a pre-professional preparatory curriculum requiring general chemistry must take Chem 111A and Chem 112A and the associated labs, Chem 151 and Chem 152. Please note that, in certain instances, students may substitute Chem 105/ Chem 106 for Chem 111A/Chem 112A. Please consult the Department of Chemistry's Director of Undergraduate Studies for details. Students

who wish to pursue another major or a pre-professional preparatory curriculum requiring general chemistry must take either Chem 105 and Chem 106 or Chem 111A and Chem 112A (specific requirements are defined by the major program) and the associated labs, Chem 151 and Chem 152. Students who wish to exempt either the first or second semester of general chemistry, including the labs, must pass a placement exam administered by the Department of Chemistry during the first week of classes in the fall.

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

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

#### **Classical Greek (L09)**

No credit awarded. Students should take the departmental placement exam. Students who place into and complete higher level courses can earn up to 6 units of Back Credit for preceding courses; see the Back Credit policy for details.

#### **Computer Science (E81)**

No credit awarded, but a student can take the CSE 131 placement exam. Contact the CSE office at 314-935-6160 for more information.

#### **Economics (L11)**

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

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

#### **English Literature (L14) and Writing (L13)**

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

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

#### **French (L34)**

No credit awarded. Students should take the departmental placement exam. Students who place into and complete higher level courses can earn up to 6 units of Back Credit for preceding courses; see the Back Credit policy for details.

#### **Geography**

No credit awarded.

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

No credit awarded. Students should take the departmental placement exam. Students who place into and complete higher level courses can earn up to 6 units of Back Credit for preceding courses; see the Back Credit policy for details.

#### **Greek (L09)**

No credit awarded. Students should take the departmental placement exam. Students who place into and complete higher level courses can earn up to 6 units of Back Credit for preceding courses; see the Back Credit policy for details.

#### **History (L22)**

**American History:** No credit awarded.

**European History:** No credit awarded.

**African History:** No credit awarded.

**Islamic World History:** No credit awarded.

**South and Southeast Asia History:** No credit awarded.

**South Asia and Middle East History:** No credit awarded.

#### **Italian (L36)**

No credit awarded. Students should take the departmental placement exam. Students who place into and complete higher level courses can earn up to 6 units of Back Credit for preceding courses; see the Back Credit policy for details.

#### **Latin (L10)**

No credit awarded. Students should take the departmental placement exam. Students who place into and complete higher level courses can earn up to 6 units of Back Credit for preceding courses; see the Back Credit policy for details.

#### **Mathematics (L24)**

Mathematics HL:

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

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

#### **Music (L27)**

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

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

#### **Norwegian**

No credit awarded.

#### **Philosophy (L30)**

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

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

#### **Physics (L31)**

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

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

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

Physics EE: No credit awarded.

#### **Psychological & Brain Sciences (L33)**

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

#### **Social Anthropology (L48)**

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

#### **Spanish (L38)**

No credit awarded. Students should take the departmental placement exam. Students who place into and complete higher level courses can earn up to 6 units of Back Credit for preceding courses; see the Back Credit policy for details.

#### **Visual/Studio Arts (F20)**

Grade 7: 3 units of elective credit.

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

## A-Level Tests Policy

#### **Accounting (B50)**

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

#### **Biology (L41)**

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

#### **Business Studies (B53)**

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

#### **Chemistry (L07)**

A grade of A to be awarded 3 units for Chem 103 and 3 units for Chem 104. These units do not replace Chem 105, Chem 106, Chem 111A, or Chem 112A. Chem 106 or Chem 112A must be completed prior to registration in Chem 261 or Chem 401 or any advanced courses in Chemistry.

A grade of B to be awarded 3 units for Chem 103. These units do not replace Chem 105, Chem 106, Chem 111A, or Chem 112A.

#### **Computer Science (E81)**

No A-Level credit given but a student can take the CSE 131 placement exam. Contact the CSE office at 314-935-6160 for more information.

#### **Economics (L11)**

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

coordinator. Bypassing Econ 1011 and/or Econ 1021 requires the completion of additional economics elective credit for the major/minors in Economics and for the major in Economics + Computer Science.

**English (L13)**

No credit or placement given.

**French (L34)**

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

**German (L21)**

No credit awarded. Students should take the departmental placement exam. Students who place into and complete higher level courses can earn up to 6 units of Back Credit for preceding courses; see the Back Credit policy for details.

**Greek (L09)**

No credit awarded. Students should take the departmental placement exam. Students who place into and complete higher level courses can earn up to 6 units of Back Credit for preceding courses; see the Back Credit policy for details.

**History (L22)**

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

**Latin (L10)**

No credit awarded. Students should take the departmental placement exam. Students who place into and complete higher level courses can earn up to 6 units of Back Credit for preceding courses; see the Back Credit policy for details.

**Mathematics (L24)**

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

**Mathematics (Further) (L24)**

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

**Music (L27)**

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

**Physics (L31)**

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

**Psychological & Brain Sciences (L33)**

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

**Spanish (L38)**

No credit awarded. Students should take the departmental placement exam. Students who place into and complete higher level courses can earn up to 6 units of Back Credit for preceding courses; see the Back Credit policy for details.

## Advanced Placement Policy

**Art History (L01) — Test: AHS**

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

Grade 3, 2, 1: No credit given.

**Biology (L41) — Test: BIO**

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

Grade 3, 2, 1: No credit given.

**Chemistry (L07) — Test: CHE**

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

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

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

Grade 3, 2, 1: No credit given.

**Computer Science (E81) — A Test**

Grade 5, 4: 3 units of general elective credit for E81 CSE 131. Students who want to confirm their skills can take the online placement exam.

Grade 3, 2, 1: No credit or placement given, but a student can take the online placement exam and receive "proficiency" credit if a passing score is achieved.

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

Grade 5, 4: 3 units of general elective credit for E81 CSE 013. Students who want to confirm their skills can take the online placement exam.

Grade 3, 2, 1: No credit given. Students who want to confirm their skills can take the online placement exam.

**Economics-Micro (L11) — Test: EMI**

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

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

**Economics-Macro (L11) — Test: EMA**

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

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

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

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

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

**Environmental Science (L81)**

No credit or placement given.

**French Language (L34) — Test: LNF**

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

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

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

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

Grade 2, 1: No credit given.

**French Literature (L34) — Test: LNF**

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

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

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

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

Grade 2, 1: No credit given.

**German (L21) — Test: LNG**

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

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

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

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

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

**History (L22)**

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

Grade 5: 3 units of credit for History 163.

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

Grade 3, 2, 1: No credit given.

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

Grade 5: 3 units of credit for History 102.

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

Grade 3, 2, 1: No credit given.

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

Grade 5: 3 units of credit for History 164.

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

Grade 3, 2, 1: No credit given.

**Latin (L10) — Test: LNL**

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

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

**Mathematics (L24) — Test: MAB**

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

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

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

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

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

**Mathematics (L24) — Test: MBC**

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

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

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

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

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

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

**Music Literature/Listening (L27) — Test: MUL**

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

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

Grade 3, 2, 1: No credit given.

**Music Theory (L27) — Test: MUT**

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

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

Grade 3, 2, 1: No credit given.

**Philosophy-Neuroscience-Psychology (L64)**

Grade 5: Waives the L64 PNP 100B Introduction to Psychology requirement for the Philosophy-Neuroscience-Psychology Major (for both the Cognitive Neuroscience and Language Cognition and Culture Concentrations), but no college credit is awarded.

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

**Physics (L31)**

**Physics 1 Test — Test: P1**

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

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

**Physics 2 Test — Test: P2**

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

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

**C Test (Mechanics) — Test: PCM**

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

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

Grade 3, 2, 1: No credit given.

**C Test (Electricity and Magnetism) — Test: PCE**

Grade 5: 4 total units of credit for Physics 192 (3 credits) and Physics 192L (1 credit). This corresponds to the second semester in a two-semester, calculus-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in Physics 193 and Physics 191L in the fall semester, followed by Physics 194 and Physics 192L in the spring.

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

Grade 3, 2, 1: No credit given.

**Political Science (L32)**

**American Politics — Test: POA**

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

Grade 3, 2, 1: No credit given.

**Comparative Politics — Test: POC**

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

Grade 3, 2, 1: No credit given.

**Psychological & Brain Sciences (L33)**

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

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

**Spanish Language (L38) — Test: LNS**

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

**Spanish Literature (L38) — Test: LNS**

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

**Statistics (L87) — Test: STA**

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

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

**2D Art and Design (F20) — Test: A2D**

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

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

**3D Art and Design (F20) — Test: A3D**

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

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

**Drawing (F20) — Test: DRW**

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

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



# Financial Support

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

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

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

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

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

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

## Scholarship Funds

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

## Army ROTC Scholarships

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

## Air Force ROTC Scholarships

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

Different types of AFROTC merit-based scholarships are available to students studying at Washington University. However, a scholarship is not required to join AFROTC or to successfully begin a career as an Air Force officer. For scholarship details, contact AFROTC Detachment 207 at 314-977-8328 or [afrotc@slu.edu](mailto:afrotc@slu.edu).

## Corporation Awards to Children of Employees

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

## Loans

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

## Partners in Education with Parents (PEP)

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

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

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

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

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

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

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

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

## Installment Payment Plan (Monthly Payment Plan)

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

## Federal Work-Study

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

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

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

# Tuition & Fees

## Tuition

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

In setting the tuition rate, our emphasis is on being able to hire a high-caliber faculty and to offer extensive opportunities to our students. For the 2024-25 academic year, the tuition rate also reflects, among other things, the cost of comprehensive measures we are taking that are necessary to enhance the safety of all members of our community.

Tuition for the 2024-25 academic year is \$32,250 per semester for full-time study. Typical full-time study is 12 to 18 units. If students enroll in more than 21 units per semester, they will pay additional tuition of \$2,688 for each credit unit beyond 21 units. Undergraduate students may be eligible to pay the per-credit unit tuition rate if they receive approval for a reduced course load below the required minimum of 12 units (see the Minimum/Maximum Course Load information on the Undergraduate Study page (p. 31)) and if they work to adjust their registration accordingly by the add/drop deadline. Recommendations for reduced course loads may be approved for documented disability accommodations or health reasons by the appropriate office in Student Affairs or by the student's school(s). (This typically occurs if the student is in their ninth semester of enrollment at Washington University and poised to complete their degree requirements.) Students must subsequently work with their school to adjust tuition. Students withdrawing from individual courses or recommended for reduced course loads after the add/drop deadline are not eligible for tuition reductions/refunds.

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

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

If a student cannot afford to pay the full tuition bill, they should explore the university's extensive financial assistance opportunities, which are described in the Financial Support (p. 48) section of this *Bulletin*.

Many families prefer to pay educational expenses on a monthly basis. The Installment Payment Plan allows students and families to spread all or part of the academic year's expenses over equal monthly payments. The Washington University Partners in Education with Parents (PEP) plan offers monthly payment options over a period as long as 10 years at a competitive, fixed interest rate. The PEP plan is described in the Financial Support (p. 48) section of this *Bulletin*.

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

## Fees

### Student Activities

The mandatory student activities fee is 1% of tuition; for the 2024-25 academic year, it is \$322 per semester. This special fee may vary from year to year. Information about the fee may be obtained from the Department of Campus Life.

### Student Health and Wellness

Washington University has a student health and wellness fee designed to improve the health and wellness of the entire Washington University community. The fee of \$323 is billed to the student tuition statement each semester. In addition, to protect the health of our entire community, the university requires all full-time degree-seeking students to have health insurance. Students either must purchase the Washington University Student Health Insurance Plan or prove that they have adequate coverage through another plan. The cost of the Washington University Student Health Insurance Plan, as well as instructions for obtaining a waiver through proof of adequate coverage, will be provided to enrolled students.

### Late Registration

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

### Returned Checks

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

### Enrollment Deposit

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

- \$580 for domestic first-year students
- \$855 for international first-year students
- \$275 for domestic transfer students
- \$550 for international transfer students
- \$550 for exchange students

## Leaves and Withdrawals from the University and Refunds

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

### Tuition Refund Schedule (as of Fall 2021)

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

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

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

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

## Changes in Fees

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

## Nonpayment of Fees

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

# Majors (all schools)

## All Undergraduate Majors, Listed Alphabetically

### A

Accounting (p. 1158)  
African and African-American Studies (p. 213)  
American Culture Studies (p. 264)  
Ancient Studies (p. 423)  
Anthropology (p. 302)  
Anthropology, Global Health and Environment Specialization (p. 304)  
Applied Mathematics (p. 796)  
Applied Science (Chemical Engineering) (p. 1284)  
Applied Science (Electrical Engineering) (p. 1267)  
Applied Science (Mechanical Engineering) (p. 1300)  
Applied Science (Systems Science & Engineering) (p. 1268)  
Arabic (p. 767)  
Architecture (p. 59)  
Art (p. 105)  
Art (Painting) (p. 105)  
Art (Photography) (p. 105)  
Art (Printmaking) (p. 105)  
Art (Sculpture) (p. 105)  
Art (Time-Based + Media Art) (p. 105)  
Art History and Archaeology (p. 341)  
Astrophysics (p. 901)

### B

Biology (p. 378)  
Biology, Ecology and Evolution Specialization (p. 380)  
Biology, Genomics and Computational Biology Specialization (p. 381)  
Biology, Microbiology Specialization (p. 383)  
Biology, Molecular Biology and Biochemistry Specialization (p. 385)  
Biology, Neuroscience Specialization (p. 387)  
Biomedical Engineering (p. 1204)  
Business and Computer Science (p. 1240)

### C

Chemical Engineering (p. 1282)

Chemistry (p. 406)  
Chemistry, Biochemistry Specialization (p. 407)  
Classics (p. 423)  
Communication Design (p. 105)  
Comparative Literature and Thought (p. 458)  
Comparative Literature and Thought, Comparative Arts Specialization (p. 459)  
Computer Engineering (p. 1232)  
Computer Science (p. 1233)  
Computer Science + Economics (p. 1234)  
Computer Science + Mathematics (p. 1236)

### D

Dance (p. 860)  
Data Science (p. 1075) (Arts & Sciences)  
Data Science (p. 1238) (Engineering)  
Design (p. 105)  
Design (Communication) (p. 105)  
Design (Fashion) (p. 105)  
Double Majors and the Pre-Medical Program (EECE) (p. 1284)  
Drama (p. 862)

### E

Earth Science (p. 472)  
East Asian Languages and Cultures (p. 507)  
East Asian Languages and Cultures, Chinese Specialization (p. 509)  
East Asian Languages and Cultures, Japanese Specialization (p. 510)  
East Asian Languages and Cultures, Korean Specialization (p. 511)  
Economics (p. 522)  
Economics and Computer Science (p. 521)  
Economics and Strategy (p. 1158)  
Educational Studies (p. 538)  
Electrical Engineering (p. 1263)  
Elementary Teacher Education (p. 541)  
English Literature (p. 580)  
English Literature, Creative Writing Specialization (p. 580)  
English Literature, Publishing Specialization (p. 581)  
Entrepreneurship (p. 1158)  
Environmental Analysis (p. 594)  
Environmental Biology (p. 389)

Environmental Engineering (p. 1283)

Environmental Policy (p. 927)

Environmental Science (p. 474)

## F

Fashion Design (p. 105)

Film and Media Studies (p. 613)

Film and Media Studies, Film and Media Production Specialization (p. 613)

Finance (p. 1158)

Financial Economics Specialization for Economics Majors (p. 523)

Financial Engineering (p. 1158)

French (p. 1048)

## G

Germanic Languages and Literatures (p. 461)

Global Studies, Development Concentration (p. 666)

Global Studies, Eurasian Studies Concentration (p. 669)

Global Studies, European Studies Concentration (p. 673)

Global Studies, Global Asias Concentration (p. 675)

Global Studies, Global Cultural Studies Concentration (p. 680)

Global Studies, International Affairs Concentration (p. 682)

## H

Health Care Management (p. 1158)

Hebrew (p. 768)

History (p. 729)

## I

Individually Designed Major (BS in Engineering) (p. 1197)

Italian (p. 1049)

## J

Jewish, Islamic, and Middle Eastern Studies, Comparative Jewish and Islamic Studies Concentration (p. 768)

Jewish, Islamic, and Middle Eastern Studies, Modern Middle Eastern Studies Concentration (p. 769)

## K

K-12 Teacher Education (p. 542)

## L

Latin American Studies (p. 784)

Linguistics (p. 789)

## M

Marketing (p. 1158)

Mathematical Sciences (p. 798)

Mathematics (p. 808)

Mathematics and Computer Science (p. 801)

Mathematics and Economics (p. 524) (Economics)

Mathematics and Economics (p. 805) (Mathematics)

Mechanical Engineering (p. 1298)

Middle School Teacher Education (Grades 5-9) (p. 544)

Music (AB) (p. 826)

Music (BMus) (p. 827)

Music, Composition Concentration (BMus) (p. 828)

Music, General Concentration (BMus) (p. 829)

Music, History and Culture Concentration (BMus) (p. 830)

Music, Performance Concentration (BMus) (p. 831)

Music, Theory Concentration (BMus) (p. 832)

## O

Organization and Strategic Management (p. 1158)

## P

Philosophy (p. 874)

Philosophy, Law and Policy Specialization (p. 875)

Philosophy, Philosophy of Science Specialization (p. 876)

Philosophy, Philosophy Research Specialization (p. 877)

Philosophy-Neuroscience-Psychology, Cognitive Neuroscience Concentration (p. 888)

Philosophy-Neuroscience-Psychology, Language Cognition and Culture Concentration (p. 889)

Physics (p. 903)

Physics, Biophysics Specialization (p. 905)

Planetary Science (p. 475)

Political Science (p. 928)

Political Science, American Politics Specialization (p. 929)

Political Science, Comparative Politics Specialization (p. 930)

Political Science, International Politics Specialization (p. 932)

Political Science, Political Methodology Specialization (p. 933)

Political Science, Political Theory Specialization (p. 934)

Psychological & Brain Sciences (p. 948)

Psychological & Brain Sciences, Cognition in Children Specialization (p. 951)

Psychological & Brain Sciences, Cognitive Neuroscience Specialization (p. 954)

Psychological & Brain Sciences, Experimental Psychopathology Specialization (p. 956)

Psychological & Brain Sciences, Lifespan Development Specialization (p. 958)

Psychological & Brain Sciences, Personality and Individual Differences Specialization (p. 961)

Psychological & Brain Sciences: Cognitive Neuroscience (p. 949)

Psychological & Brain Sciences: Cognitive Neuroscience, Cognition in Children Specialization (p. 963)

Psychological & Brain Sciences: Cognitive Neuroscience, Experimental Psychopathology Specialization (p. 966)

Psychological & Brain Sciences: Cognitive Neuroscience, Lifespan Development Specialization (p. 969)

Psychological & Brain Sciences: Cognitive Neuroscience, Personality and Individual Differences Specialization (p. 972)

## R

Religious Studies (p. 1016)

Romance Languages and Literatures (p. 1051)

## S

Second Major in Computer Science (p. 1242)

Second Major in Computer Science + Mathematics (p. 1242)

Second Major in Data Science (p. 1244)

Second Major in Electrical Engineering (p. 1268)

Second Major in Financial Engineering (Business (p. 1158) or Engineering (p. 1269))

Second Major in Systems Science and Engineering (p. 1268)

Secondary Teacher Education (Grades 9-12) (p. 546)

Sociology (p. 1068)

Spanish (p. 1050)

Statistics (p. 1079)

Supply Chain, Operations, and Technology (p. 1158)

Systems Science & Engineering (p. 1268)

## W

Women, Gender, and Sexuality Studies (p. 1106)

Women, Gender, and Sexuality Studies, Health Specialization (p. 1110)

Women, Gender, and Sexuality Studies, Politics Specialization (p. 1111)

# Minors (all schools)

## All Undergraduate Minors, Listed Alphabetically

### A

Accounting (p. 1163)  
Aerospace Engineering (p. 1300)  
African and African-American Studies (p. 214)  
American Culture Studies (p. 266)  
Ancient Studies (p. 424)  
Anthropology (p. 305)  
Anthropology, Global Health and Environment Specialization (p. 306)  
Applied Linguistics (p. 311)  
Applied Microeconomics (p. 525)  
Arabic (p. 770)  
Architectural History and Theory (p. 60)  
Architecture (p. 60)  
Art (p. 108) (Studio Art)  
Art History and Archaeology (p. 343)  
Asian American Studies (p. 266)  
Astrophysics and Astroparticle Physics (p. 906)

### B

Bioinformatics (p. 391) (Arts & Sciences)  
Bioinformatics (p. 1246) (McKelvey)  
Biology (p. 392)  
Biomedical Data Science (p. 1213)  
Biomedical Physics (p. 907)  
Business Analytics (p. 1161)  
Business of the Arts (p. 1161)  
Business of Entertainment (p. 1161)  
Business of Social Impact (p. 1161)  
Business of Sports (p. 1161)

### C

Chemistry (p. 409)  
Children's Studies (p. 582)  
Classics (p. 424)  
Comparative Literature and Thought (p. 462)

Computer Science (p. 1246)  
Creative Practice for Social Change (p. 108)

### D

Dance (p. 863)  
Data Science in the Humanities (p. 462)  
Design (p. 108)  
Drama (p. 864)

### E

Earth Science (p. 477)  
East Asian Languages and Cultures (p. 512)  
Educational Studies (p. 548)  
Electrical Engineering (p. 1270)  
Energy Engineering (p. 1285)  
English (p. 583)  
Entrepreneurship (p. 1163)  
Environmental Engineering Science (p. 1284)  
Environmental Science (p. 478)  
Environmental Studies (p. 598)

### F

Film and Media Studies (p. 614)  
Finance (p. 1163)  
French (p. 1052)

### G

General Economics (p. 526)  
Geospatial Science (p. 479)  
Germanic Languages and Literatures (p. 463)  
Global Film and Media Studies (p. 615)

### H

Hebrew (p. 770)  
History (p. 730)  
Human-Computer Interaction (p. 1247) (McKelvey)  
Human-Computer Interaction (p. 108) (Sam Fox)

### I

Italian (p. 1053)



## J

Jazz Studies (p. 833)

Jewish, Islamic, and Middle Eastern Studies, Comparative Jewish and Islamic Studies Concentration (p. 771)

Jewish, Islamic, and Middle Eastern Studies, Modern Middle Eastern Studies Concentration (p. 772)

## L

Landscape Architecture (p. 60)

Latin American Studies (p. 785)

Legal Studies (p. 463)

Linguistics (p. 790)

## M

Managerial Economics (p. 1163)

Marketing (p. 1163)

Materials Science & Engineering (p. 1301)

Mathematics (p. 810)

Mechanical Engineering (p. 1302)

Mechatronics (p. 1303)

Medical Humanities (p. 731)

Medieval and Renaissance Studies (p. 464)

Music — General Studies (p. 833)

## N

Nanoscale Science & Engineering (p. 1286)

## O

Organization and Strategic Management (p. 1163)

## P

Philosophy (p. 879)

Philosophy of Science (p. 879)

Philosophy–Neuroscience–Psychology (p. 892)

Physics (p. 907)

Planetary Science (p. 479)

Political Science (p. 936)

Psychological & Brain Sciences (p. 976)

Public Health & Society (p. 977)

## Q

Quantum Engineering (p. 1272)

## R

Religion and Politics (p. 990)

Religious Studies (p. 1017)

Robotics (p. 1303)

Russian Language and Literature (p. 1057)

## S

Sociology (p. 1069)

South Asian Studies (Hindi) (p. 772)

Spanish (p. 1054)

Speech and Hearing (p. 1070)

Statistics (p. 1081)

Strategy (p. 1163)

Supply Chain, Operations, and Technology (p. 1163)

Systems Science & Engineering (p. 1272)

## T

Translation Studies (p. 464)

## U

Urban Design (p. 60)

## W

Women, Gender, and Sexuality Studies (p. 1112)

World Music, Dance, and Theater (p. 864)

Writing (p. 584)

# Architecture

## Sam Fox School of Design & Visual Arts

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

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

## Architecture

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

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

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

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

## Architecture at Washington University

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

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

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

The **Bachelor of Arts in Architecture** offers greater flexibility. Its strong, adaptable undergraduate curriculum prepares students for graduate study in architecture, usually for three years. During their senior year, students complete a capstone research project. With their remaining credits, they may choose to pursue courses in other areas of interest or take advanced architecture design studios and electives.

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

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

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

## Faculty

### Endowed Professors

#### Aki Ishida

Sam and Marilyn Fox Professor  
BArch, University of Minnesota  
MSAAD, Columbia University

#### Bruce Lindsey, AIA

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

#### Robert McCarter

Ruth & Norman Moore Professor  
MArch, Columbia University

**Eric Mumford**

Rebecca and John Voyles Professor of Architecture  
PhD, Princeton University

**Mónica Rivera**

JoAnne Stolaroff Cotsen Professor of Architecture  
MArch, Harvard University

## Professors

**Patricia Heyda**

MArch, Harvard University

**John Hoal**

PhD, Washington University in St. Louis

**Derek Hoferlin**

MArch, Yale University

**Adrian Luchini**

MArch, Harvard University

**Linda C. Samuels**

PhD, University of California, Los Angeles

**Hongxi Yin**

PhD, Carnegie Mellon University

## Professor of Practice

**Nanako Umemoto**

BArch, The Cooper Union

## Associate Professors

**Chandler Ahrens**

MArch, University of California, Los Angeles

**Gia Daskalakis**

Dipl de Postgrado, Universidad Politecnica de Catalunia

**Catalina Freixas**

Dipl Arch, Universidad de Buenos Aires

**Zeuler Lima**

PhD, Universidade de São Paulo

**Constance Vale**

MArch, Yale University

## Assistant Professors

**Wyly Brown**

MArch, Harvard University

**Seth Denizen**

PhD, University of California, Berkeley

**Eric Ellingsen**

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

**Michelle Hauk**

PhD, Columbia University  
MArch/MSAS, Washington University in St. Louis

**Petra Kempf**

PhD, Karlsruhe Institute of Technology  
MSc, Columbia University

**Pablo Moyano**

MArch/MUD, Washington University in St. Louis

**Zahra Safaverdi**

MArch, Harvard University

**Kelly Van Dyck Murphy**

MArch, Washington University in St. Louis

## Senior Lecturers

**Ryan Abendroth**

MArch, University of Illinois at Urbana-Champaign

**Michael Allen**

BA, The Union Institute

**Julie Bauer**

Diplom-Ingenieur in Architecture, Technical University of Berlin

**George Johannes**

MArch, Washington University in St. Louis

**Don Koster**

MArch, Washington University in St. Louis

**Doug Ladd**

BA, Southern Illinois University, Carbondale

**Emiliano López Matas**

MArch, Washington University in St. Louis

**Gay Lorberbaum**

MArch, Washington University in St. Louis

**Dennis McGrath**

BArch, University of Kansas

**Bob Moore**

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

**Jim Scott**

JD, Saint Louis University School of Law

**Phillip Shinn**

BS, Princeton University

**Jonathan Stitelman**

MArch/MUD, Washington University in St. Louis

**Lindsey Stouffer**

MFA, Washington University in St. Louis

**Ian Trivers**

PhD, University of Michigan

## Professors Emeriti

**Kathryn Dean**

**Iain A. Fraser**

**Gerald Gutenschwager**

**Robert Hansman**

**James Harris**

**Sheldon S. Helfman**

**Stephen P. Leet**

**Donald Royse**

**Carl Safe**

**Thomas L. Thomson**

**Heather Woofter**

## Deans Emeriti

**Constantine E. Michaelides**

FAIA

**Cynthia Weese**

FAIA

## Majors

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

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

## The Major in Architecture

### Bachelor of Science in Architecture Degree

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

For additional information about current requirements, please visit the Degree Requirements (p. 92) page.

### Bachelor of Arts in Architecture Degree

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

For additional information about current requirements, please visit the Degree Requirements (p. 92) page.

## Year-by-Year Plans for Both Degrees

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

### First Year

- Beginning design studio focused on environmental questions and the exploration of materials and media
- Introduction to architecture practice through case studies in focus areas including environment, society, technology, history, and entrepreneurship
- Introduction to architectural representation including analogue and digital drawing, model-making, photography, and image-making
- Additional course work in the liberal arts

### Second Year

- Design studio focused on technological questions and the exploration of geometry, form, and space
- Interdisciplinary track electives bridging architecture; art; design; and other focus areas, including environment, society, technology, history, and entrepreneurship
- Architectural history courses
- Ecological systems course
- Additional course work in the liberal arts

## Third Year

- Design studio focused on social questions and honing knowledge of assemblies, structure, sustainability, landscape, and urban environment
- Building systems course
- Architectural theory course
- Additional course work in the liberal arts

## Fourth Year

### For the Bachelor of Science in Architecture

- Option to choose from a selection of advanced architectural design studios
- Structures courses
- Architectural history and theory course work, with an emphasis on urban design issues
- Technology courses in environmental systems or landscape architecture

### For the Bachelor of Arts in Architecture

- Student-directed capstone research
- Ultimate flexibility to complete a second major or an additional minor or to explore other areas of interest
- Option to take additional architecture course work, including the student's choice of advanced architectural design studios and elective courses

## Minors

The College of Architecture offers several minors, which are available to all students at Washington University in St. Louis. Minors require a total of 15 units from approved courses. All courses applied toward an architecture minor must be taken for a grade, and students must earn a grade of C- or higher. At least 12 of the credit units must be applied exclusively to the minor and cannot be counted toward another major or minor. Architecture track (p. 92) courses count toward the minor. No individual course may count more than once toward the minor.

Students should contact the designated minor advisor to declare a minor.

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

The requirements below apply to students who declared a minor in the College of Architecture in Fall 2024 or later. Students who declared a minor prior to Fall 2024 should refer to the 2023-2024 Bulletin (p. 16) for minor requirements.

## The Minor in Architectural History and Theory

The minor in architectural history and theory is open to all students at Washington University in St. Louis, regardless of major. It explores the broader cultural context of the discipline of architecture. Students learn about historical and contemporary issues in architecture around the world. Students pursuing the minor must take three architectural history survey courses; one methodology course; and two architectural history and theory electives (courses designated "CAST" and "RW" fulfill this requirement).

At least 12 of the 15 credit units must be applied exclusively to the minor and cannot be counted toward another major or minor. Architecture track (p. 92) courses count toward the minor.

Students interested in the minor should contact the minor advisor, Robert McCarter.

**Units required:** 15

#### Required Courses:

- 9 units of Architectural History Surveys:

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

- 3 units of Methodology:

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

#### Architectural History Electives:

- 3 units or 9 units, depending on major:

Code	Title	Units
<b>Non-Architecture Majors: 3 units selected from the following</b>		
Any 300-level or above architectural history and theory course*		
ARCH 144	Architecture for Non-Architects	3
or ARCH 499	Senior Capstone in Architecture	
<b>Architecture Majors: 9 units selected from the following</b>		
Any 300-level or above architectural history and theory courses*		
ARCH 499	Senior Capstone in Architecture (not permitted for Bachelor of Arts students)	3

\* Courses designated "CAST" and "RW" fulfill this requirement.

## The Minor in Architecture

The minor in architecture is open to students at Washington University in St. Louis who are not majoring in architecture. It introduces students to the fundamentals of architecture and develops an appreciation for buildings, cities and environments and their role in society. It includes a foundational design course such as ARCH 144 Architecture for Non-Architects or ARCH 111C Introduction to Design Processes I, which provides an overview of the discipline by highlighting contemporary issues of architecture worldwide with a focus on introductory methods of design and representation. Students also complete one architectural history course, highlighting the importance of historical and cultural contexts. The remaining 9 units of course work are structured as open architecture electives, allowing students to explore their own interests more deeply.

At least 12 of the 15 credit units must be applied exclusively to the minor and cannot be counted toward another major or minor. Architecture track (p. 92) courses count toward the minor.

Students interested in the minor should contact the minor advisor, Catalina Freixas.

**Units required:** 15

**Required Courses:**

- 3 units of Architectural Design selected from the following:\*

Code	Title	Units
ARCH 144	Architecture for Non-Architects	3
ARCH 111C	Introduction to Design Processes I	4.5
	Architectural Apparitions: City of Collective Memory (Florence, Italy)	6

\* If more than 3 units are taken, the extra units will be counted in the elective category.

- 3 units of Architectural History selected from the following:\*

Code	Title	Units
ARCH 3280	Architectural History I: Antiquity to Baroque	3
ARCH 3284	Architectural History II: Architecture Since 1880	3
ARCH 3823	Fifteenth & Sixteenth Century Florence, Rome & Venice: Rethinking Renaissance Visual Culture	3
or other architectural history course approved by the minor advisor		

\* If more than 3 units are taken, the extra units will be counted in the elective category.

**Architecture Electives:**

- 9 units selected from the following:

Code	Title	Units
Any 300-level or above A46 Architecture courses		
ARCH 112C	Introduction to Design Processes II	4.5
ARCH 151	Representation I	1.5
ARCH 152	Representation II	1.5
ARCH 185	Practices in Architecture, Landscape Architecture, and Urban Design	3
BEYOND 175	Designing Creativity: Innovation Across Disciplines	3

## The Minor in Landscape Architecture

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

The minor exposes students in any major to a range of design scales from the urban environment to the garden, with a focus on public space, infrastructure and new and old media. Courses introduce how the design of landscape affects the social, cultural and ecological dimensions of the world. History and theory complement science and the arts to equip students with the tools, knowledge and innovative skills to enrich any major. Students take one design methods course, with non-architecture majors completing ARCH 144 Architecture for Non-Architects or ARCH 111C Introduction to Design Processes I and architecture majors completing ARCH 312M Architectural Design IV (Urban Design + Landscape Systems) or ARCH 412M Architectural Design VI (Urban Design + Landscape Systems). Students pursuing the minor also take one landscape history course, one ecology course, and two landscape architecture electives, with options varying each semester. The minor advisor can help determine courses that best meet the student's area of interest.

At least 12 of the 15 credit units must be applied exclusively to the minor and cannot be counted toward another major or minor. Architecture track (p. 92) courses count toward the minor.

Students interested in the minor should contact the minor advisor, Derek Hoferlin.

**Units required:** 15

**Required Courses:**

- 3 units of Design Methods selected from the following:

Code	Title	Units
<b>Non-Architecture Majors:</b>		
ARCH 144	Architecture for Non-Architects	3
ARCH 111C	Introduction to Design Processes I *	4.5
<b>Architecture Majors:</b>		
Urban Design + Landscape Systems Option Studio*		

ARCH 312M	Architectural Design IV (Urban Design + Landscape Systems)	6
ARCH 412M	Architectural Design VI (Urban Design + Landscape Systems)	6

\* Only 3 units count toward the minor.

- 3 units of Landscape History:

Code	Title	Units
LAND 571A	Landscape Architecture History & Theory (both courses offered fall only)	3
or LAND 574A	Modern and Contemporary Landscape Architecture	

- 3 units of Ecology selected from the following:

Code	Title	Units
LAND 551A	Landscape Ecology (spring only)	3
ARCH 304	Shared Ecologies and Design (Non-architecture Majors Only)	3

**Landscape Architecture or Environmental Study Electives:**

- 6 units selected from the following:

Code	Title	Units
Any 300-level or above A48 Landscape Architecture courses		
EnSt 111	Environmental Racism and the Health of Everyone	3
BEYOND 175	Designing Creativity: Innovation Across Disciplines	3
EnSt 316	Beyond the Evidence	3
EnSt 350W	Writing Skills for Environmental Professionals	3
ARCH 355	Interdisciplinary Ecosystems Principles Integration	1
EnSt 357	Multiparty Environmental Decision Making	3
EnSt 364	Field Methods for Environmental Science	3
EnSt 380	Applications in GIS	3
ARCH 405H	Sustainability Exchange: Community and University Practicums	3
ARCH 499	Senior Capstone in Architecture (not permitted for Architecture Bachelor of Arts in Architecture students)	3

## The Minor in Urban Design

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

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

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

Students take one design methods course, with non-architecture majors completing ARCH 144 Architecture for Non-Architects or ARCH 111C Introduction to Design Processes I and architecture majors completing ARCH 312M Architectural Design IV (Urban Design + Landscape Systems) or ARCH 412M Architectural Design VI (Urban Design + Landscape Systems). The minor also includes one foundations course, one advanced urban design course, and two urban design electives, with options varying each semester. The minor advisor can help determine courses that best meet the student's area of interest.

At least 12 of the 15 credit units must be applied exclusively to the minor and cannot be counted toward another major or minor. Architecture track (p. 92) courses count toward the minor.

Students interested in the minor should contact the minor advisor, Jonathan Stitelman.

**Units required:** 15

**Required Courses:**

- 3 units of Design Methods selected from the following:

Code	Title	Units
<b>Non-Architecture Majors:</b>		
ARCH 144	Architecture for Non-Architects	3
ARCH 111C	Introduction to Design Processes I *	4.5
<b>Architecture Majors:</b>		
Urban Design + Landscape Systems Option Studio*		
ARCH 312B	Architectural Design IV (Urban Design + Landscape Systems)	6
ARCH 412B	Architectural Design VI (Urban Design + Landscape Systems)	6

\* Only 3 units count toward the minor.

- 3 units of Foundations:

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

- 3 units of advanced courses selected from the following:

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

#### Urban Design Electives:

- 6 units selected from the following:

Code	Title	Units
Any 300-level or above A49 Urban Design courses		
ARCH 335X	Urban Books	3
BEYOND 175	Designing Creativity: Innovation Across Disciplines	3
ARCH 405H	Sustainability Exchange: Community and University Practicums	3
ARCH 499	Senior Capstone in Architecture (not permitted for Bachelor of Arts in Architecture students)	3
ARCH 457B	Segregation by Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis	3

## Courses

- A46 ARCH (p. 63): Architecture
- A48 LAND (p. 88): Landscape Architecture

## Architecture

Visit online course listings to view semester offerings for A46 ARCH.

#### A46 ARCH 111C Introduction to Design Processes I

The first year of the core studio sequence examines interactions between architecture and environments through the design of a small-scale project. Key concerns include global climate change, ecological systems, and sustainability. This year emphasizes experimentation in which students search for a conceptual position relative to architecture history, theory, and culture via the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on engagement with abstraction, context, and temporality in a series of design projects that include: (1) a body device, (2) a ground, and (3) a temporary structure. Exercises explore problems of translation between 2 and 3-dimension, site and climate study and design, and narrative design. Introduction to Design Processes I is the first in the series of the five required core studios in the undergraduate architecture program. No prerequisites. Credit 4.5 units.

#### A46 ARCH 112C Introduction to Design Processes II

The first year of the core studio sequence examines interactions between architecture and environments through the design of a small-scale project. Key concerns include global climate change, ecological systems, and sustainability. This year emphasizes experimentation in which students search for a conceptual position relative to architecture history, theory, and culture via the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses

on engagement with surfaces, flows, and assemblies in a series of design projects that include: (1) a tectonic surface, (2) land and waterscapes, and (3) a gathering space. Exercises explore problems of size and scale, object to field, and figure-ground. Introduction to Design Processes II is the second in the series of the five required core studios in the undergraduate architecture program. Prerequisites: Successful completion of A46 111C or A46 144 with a grade of C- or better. Credit 4.5 units.

#### A46 ARCH 144 Architecture for Non-Architects

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

#### A46 ARCH 151 Representation I

This course introduces students to the ever-expanding, extra-disciplinary array of tools, techniques, software, equipment, and media at play in architectural representation. Organized as a lab, the course presents a series of one to three-week-long, in-class exercises that focus on skill-building and encourage experimentation within a narrow framework. Three primary areas of focus include visualization (freehand drawing, hand-mechanical projection, digital model-making, digital projection, and photography), fabrication (hand model-making, woodworking, and CNC routing), and curation (portfolio design, display, and presentation.) Representation I is the first in the series of two required representation workshops in the undergraduate architecture program. No prerequisites. Credit 1.5 units.

#### A46 ARCH 152 Representation II

This course introduces students to the ever-expanding, extra-disciplinary array of tools, techniques, software, equipment, and media at play in architectural representation. Organized as a lab, the course presents a series of one to three-week-long, in-class exercises that focus on skill-building and encourage experimentation within a narrow framework. Three primary areas of focus include visualization (freehand drawing, hand-mechanical projection, digital model-making, digital projection, and photography), fabrication (hand model-making, woodworking, and CNC routing), and curation (portfolio design, display, and presentation.) Representation II is the second in the series of two required representation workshops in the undergraduate architecture program. Prerequisites: Successful completion of A46 151 with a grade of C- or better. Credit 1.5 units.



---

**A46 ARCH 185 Practices in Architecture, Landscape Architecture, and Urban Design**

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

---

**A46 ARCH 209 Design Process**

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

Credit 3 units. Arch: SEM Art: CPSC

---

**A46 ARCH 211D Architectural Design I**

The second year of the core studio sequence examines interactions between architecture and technology through the design of a medium-scale project. Key concerns include transformative emerging technology, cultural and material production, and labor practices in relation to digital tools and systems. This year emphasizes choice as students are supported in clarifying their conceptual position relative to architecture history, theory, and culture via the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on engagement with materials, cladding, and interiors in a series of design projects that include: (1) modules, (2) a screen, and (3) a live/work space. Exercises explore problems of part-to-whole relationships, cladding and ornament, and public and private space. Architectural Design I is the third in the series of the five required core studios in the undergraduate architecture program. Prerequisites: Successful completion of A46 111C or 144 and A46 112C with a grade of C- or better.

Credit 6 units.

---

**A46 ARCH 212D Architectural Design II**

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

Architectural Design II is the fourth in the series of the five required core studios in the undergraduate architecture program. Prerequisites: Successful completion of A46 111C or A46 144, 112C, and 211D with a grade of C- or better.

Credit 6 units.

---

**A46 ARCH 241 Community Dynamics**

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

Credit 3 units. Art: CPSC

---

**A46 ARCH 2647 Italian Language (Florence)**

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

Same as F20 ART 2647

Credit 3 units.

---

**A46 ARCH 2661 Semester Abroad Program Seminar**

This course will prepare students participating in the Sam Fox School's Semester Abroad Programs. The seminar will meet 8 times over the course of the semester. Attendance is mandatory for students going abroad. Prereq: College of Art and College of Architecture students selected for the Sam Fox School Abroad Programs.

Same as F20 ART 2661

Credit 1 unit. EN: H

---

**A46 ARCH 275 Service Learning Course: Environmental Issues**

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

Credit 2 units.

---

#### **A46 ARCH 300A Design Foundations Studio**

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

Credit 3 units.

---

#### **A46 ARCH 303B Design Drawing**

Drawing is a fundamental act that is intrinsic to who we are as visual designers, visual thinkers, visual learners, visual problem solvers, and visual communicators. We drew even before we could write. It is an integral part of a design process and foundational to how we navigate the digital world. This course will explore all these aspects of drawing and its role in today's culture. It is a hands-on course that allows students to explore and experiment with a variety of representational media, including freehand drawing, rendering, and digital drawing. An emphasis will be put on drawing as a way of searching for and discovering design solutions. The majority of the drawings produced will not be ends in themselves as finished products; rather, drawing will serve as a process-driven medium for exploring new ideas and design solutions.

Credit 3 units.

---

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

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

Credit 1.5 units.

---

#### **A46 ARCH 304 Shared Ecologies and Design**

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

Same as A48 LAND 304

Credit 3 units. Arch: ECOL

---

#### **A46 ARCH 307X Community Building**

This course looks at the intersection of the built fabric and the social fabric. Using St. Louis as the starting point, this course takes students out of the classroom and into a variety of neighborhoods -- old, new, affluent, poor -- to look at the built environment in a variety of contexts and through a variety of lenses. Almost every week for the first half of the semester, students visit a different area of the city, with each trip highlighting some theme or issue related to the built environment.

These include topics such as architecture, planning, American history, investment and disinvestment, community character and values, race, transportation, immigrant communities, and future visions. Running parallel to this, students will be involved in an ongoing relationship with one particular struggling neighborhood, in which students will attend community meetings and get to know and become involved with the people of the community in a variety of ways. Students learn to look below the surface and beyond the single obvious story for multiple stories to discover complexity, contradictions and paradoxes. They also come to consider the complex ways in which architecture and the built environment can affect or be affected by a host of other disciplines. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Students will add themselves to the wait list and will be administratively enrolled in the course. This course fulfills the Sam Fox Commons requirement.

Credit 3 units. Arch: SEM Art: CPSC

---

#### **A46 ARCH 308B Engaging Community: Understanding the Basics**

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

Same as F20 ART 308B

Credit 1.5 units. Arch: SEM Art: CPSC

---

#### **A46 ARCH 308H Alberti Program: In the Public Schools**

The Alberti Program is a problem-solving studio workshop about architecture, community, and the environment. WashU students enrolled in this course will serve as teachers: developing curriculum and visiting classrooms in regional public schools to teach 2D and 3D hands-on problem-solving projects. They will serve as guides for student participants through the field of architecture, the design process, and sustainable design within lectures and discussions regarding projects they will undertake. WashU students may earn a maximum of 3 credits for this course. This course requires off-site travel, arranged once the semester has begun. NOTE: Students enrolled in this course must pass a background check in order to remain enrolled.

Credit 3 units.

---

#### **A46 ARCH 311B Architectural Design III**

The third year of the core studio sequence examines interactions between architecture and society through the design of a large-scale project. Key concerns include architectural agency, community activism, and socioeconomic justice. This year emphasizes voice as students adopt their own conceptual position relative to architecture history, theory, and culture via the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on engagement with tectonic assemblies, public space, and programming in a series of design projects that include: (1) a precedent analysis, (2) a detailed study of the project's urban context, and (3) a mixed-use vertical structure. Exercises explore problems of grids and frames, urban and architectural space, and programmatic interrelationships. Architectural Design III is the fifth in the five required core studios in the undergraduate architecture program. Prerequisites: Successful completion of A46 111C or A46 144, 112C, 211D, and 212D with a grade of C- or better. Concurrent registration in Building Systems I is required.

Credit 6 units.

---

**A46 ARCH 312B Architectural Design IV**

The third and fourth years introduce a selection of option studios to students. This year emphasizes voice as students adopt their own conceptual position relative to architecture history, theory, and culture through the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on advanced architectural design and an in-depth study of a specific topic through rigorous design development. Prerequisites: Successful completion of A46 111C or A46 144, 112C, 211D, 212D, and 311B with a grade of C or better.

Credit 6 units.

---

**A46 ARCH 315B Historic Preservation, Memory and Community**

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

Same as I50 INTER D 415B

Credit 3 units.

---

**A46 ARCH 316A Portfolio Design**

Architecture portfolios play an essential role in framing and presenting work in academic and professional contexts. The portfolio serves as a record of one's creative and intellectual thought, production, and experience. Through the highly personal and reflective act of re-presenting images and texts, the portfolio frames an individual's position in the field of architecture. Architecture Portfolio Design facilitates the production and development of a comprehensive portfolio and covers the essential concepts and techniques of contemporary portfolio production. Prerequisite: A46 311B or A46 419

Credit 3 units. Arch: NLCU

---

**A46 ARCH 316F Re-Discover the Child**

It is said that at this time in history the entire country must make a commitment to improve the positive possibilities of education. We must work to lift people who are underserved; we must expand the range of abilities for those who are caught in only one kind of training; and we must each learn to be creative thinkers contributing our abilities to many sectors of our society. In this course, during the semester we will expand our views about learning by experimenting with the creative process of lateral thinking. We will learn about learning by meeting with some brilliant people at the university and in the St. Louis community who are exceptional in the scholarly, professional, and civic engagement work they are accomplishing. We will learn about learning by working in teams to develop exciting curricula (based upon the knowledge and passion WU students bring from their academic studies and range of interests) for middle school students from economically disadvantaged urban families. Each week of the semester, we will learn about learning by giving 2-D / 3-D hands-on problem solving workshops, once a week for one hour each week, for elementary school students. You and your WU teammate will implement the workshops you create. In this course we celebrate the choices of studies we each pursue, and we expand our experience in learning from each other's

knowledge bases and learning from each person's particular creativity in problem-solving. This course seeks students from all disciplines and schools, freshmen through seniors. Course fee applies to mandatory background check and is not refundable.

Credit 3 units. Art: CPSC

---

**A46 ARCH 316T Printmaking for Architecture and Art Students**

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

Same as F20 ART 316T

Credit 3 units. Art: FAAM EN: H

---

**A46 ARCH 316X Cycles**

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

Credit 3 units. EN: H

---

**A46 ARCH 317A Architectural Design I (MARCH 3)**

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

Credit 9 units.

---

**A46 ARCH 318A Architectural Design II (MARCH 3)**

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

Credit 9 units.

---

**A46 ARCH 323A Architectural Representation I (MARCH 3)**

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

Credit 3 units.

---

**A46 ARCH 323B Architectural Representation II (March 3)**

The course examines the history/theory and practice of representation, specifically the systems of drawing used in architecture. The objective is to develop the requisite discipline, accuracy, and visual intelligence to conceptualize and generate a relationship between space and form. The course focuses on two concurrent tasks: first to outline and analyze the historical development of representational logics and their impact on architectural ideation, and second to explain the codification and usage of specific geometries, including orthographic and isometric projection, central and parallel perspective, and architectural axonometric. We will see that, rather than a translation of reality, representation operates between perception and cognition as a transcription of reality and is a powerful instrument in the design and making of architecture. The relationship between the drawing forms and the tools used to produce them are brought into focus as manual, digital, photographic and physical applications driven by drawing intentions. This course is organized as a lecture/lab with emphasis on the practice of digital media and physical modeling. Emphasis is on participation and excessive absences will be noted. PLEASE NOTE: The second half of the semester will focus on computing, for which each student is required to have a laptop computer.  
Credit 3 units.

---

**A46 ARCH 326G Digital Fabrications**

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

---

**A46 ARCH 326J Digital Representations**

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

will develop their digital model into a geometrically rationalized material system that draws upon their initial precedent, producing a physical model, renderings, and 2d drawings presented in the format of a final review.  
Credit 3 units.

---

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

Digital Evolutions will introduce digital modeling, parametric workflow, and fabrication techniques in a variety of two and three-dimensional media to document the imagined development of a hypothetical animal species. As a prerequisite for more advanced courses in design scripting and digital fabrication, this course will introduce each technique at a foundational level giving every student a new arsenal of digital tools with which they can act as evolution's (intelligent) designer. Students will begin with an analysis of drawings by Ernst Haeckel (1843-1919), a German biologist, naturalist, philosopher, and artist who promoted and popularized Charles Darwin's work in Germany, but whose own alternative theories of evolution have subsequently been discredited. Students will use Grasshopper and associated plug-ins to exploit the powerful flexibility of parametric design to iteratively adapt these studies to various imagined environmental conditions. Working in pairs, students will crossbreed their species, synthesizing ideas concerning skin, support systems, pattern, and kinetics, finally modeling this fictitious entity with a geometrically rationalized material system—a fabricated fabrication.  
Credit 3 units. Arch: HUM Art: FADM

---

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

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

---

**A46 ARCH 326Q Evolution of a Section: Architecture and Machine Learning**

Throughout human history, architecture was seen as static, a quality attributed to its inherent physicality. This seminar encourages students to conceive of an architecture, through the medium of an architectural section, that mutates across space and time. Using Machine Learning processes, the class intends to propose an alternative and nonlinear means of production to the linear process of architectural design from conception to construction. Machine learning engages graphic information differently than designers do. All fidelity towards visual, cultural, political, and geometrical context is lost, resulting in a new class of compositions that are unique but not critical. The systems, including Generative Adversarial Networks, Convolutional Neural Networks, and Diffusion Models, are explored with input (images/texts) and analyzed as output images. We will collectively conjecture on how

to 'train' the AI models to understand spatial features typical of an architectural section. We will rely on the rich history of architectural sections, across time, styles, and media, to inform the potential trajectories that our section follow. The works of contemporary artists and architects, like Matias Del Campo, Gabriel Esquivel, Helena Sarin, Refik Anadol, etc. who work with Machine Learning technologies, will be analyzed to understand approaches towards AI and Design.  
Credit 3 units.

---

**A46 ARCH 327D Digital Lighting Design: Rapid Prototyping and the CNC**

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

---

**A46 ARCH 327W Color in Space | Space in Color**

It is perhaps not a coincidence that one of the main literatures on color still relevant today - Josef Albers' *Interaction of Color* (1963) - has its origins in the Bauhaus pedagogy. After all, color is a major design element that alone has the power to transform a space. Color ignites the imagination, holding the potential to elevate being in a space into an emotional experience. In this design seminar, students will investigate the use of color in architecture and spatial practices. Architectural practitioners and artists - from Josef & Anni Albers, Luis Barragán, Hélio Oiticica, Bridget Riley, James Turrell, Olafur Eliasson, James Casebere, Bruce Nauman, and others - will be the subject of a number of case studies. Short weekly lectures will be presented on selected topics and concepts such as color theory, simultaneous contrast, perception and optical mixing of color, use of artificial and natural light, interactive effects and relationships of colors, color as a prominent compositional and spatial element, environmental influence on color, among others. In tandem with the lectures, students will work on a small series of independent explorations studying color and light phenomena in physical modeling, drawing, photography and digital color mapping. The goal is to inspire architecture and urban design students with the expressive and poetic qualities of color and its potential material depth.  
Credit 3 units.

---

**A46 ARCH 327X Color Systems**

This course is a sustained investigation of color. Students study how color is affected by light, by space, by arrangement, by culture, and by commerce. The course aims to deepen the understanding of color's complexity and pervasiveness as a fundamental element of shared visual culture. The course develops both technical and conceptual skills to aid in visual translation. In addition to color-specific inquiry, a goal is to expand ideas of research and enable students to integrate various methods of acquiring knowledge into their art and design practice. Throughout the course, students discuss various processes of making/constructing, the connection between color/form/concept, and strategies for idea generation and brainstorming. The course allows for much individual freedom and flexibility within varying project parameters. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement. Prerequisite: Drawing I, Communication Design I, or 2-D Design, or permission of instructor.  
Same as X10 XCORE 327X

Credit 3 units. Art: FADM EN: H

---

**A46 ARCH 3280 Architectural History I: Antiquity to Baroque**

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

---

**A46 ARCH 3284 Architectural History II: Architecture Since 1880**

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

---

**A46 ARCH 331A Experimental Formwork**

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

---

**A46 ARCH 331B Innovative Bamboo**

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

---

**A46 ARCH 332A 1 House**

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

Credit 3 units.

---

**A46 ARCH 333A Matsumoto Modern**

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

Credit 3 units. Arch: CAST, GACS

---

**A46 ARCH 335X Urban Books**

Since the beginning of the 20th century, art, architecture, and urbanism together have investigated the production of images that shape the symbolic dimension of our experience of large cities. The main goal of this course is to critically embrace this tradition through the format of the artist's book. St. Louis is the focus for our observations because it is familiar to our everyday lives and also because it provides key situations for understanding contemporary forms of urbanity and

how urban space is produced and imagined. The course bridges the curricular structures of art and architecture by enhancing the collaboration between the practical and scholarly work developed in both schools, with additional support from Special Collections at Olin Library. It combines the reading, lecture, and discussion format of a seminar with the skill building and creative exploration of a studio. This course is divided into three progressive phases of development: the first consists of weekly readings, discussion, and responses in the form of artist's books. The second phase focuses on the *Derive* with physical activities and assignments based on interacting directly with the urban environment. The third phase focuses on individual research, documentation, and final book design and production. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement.

Credit 3 units. Arch: GAUI, SEM, UI Art: CPSC, FADM EN: H

---

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

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

Credit 3 units.

---

**A46 ARCH 336E Biomimicry, Teleology & Organic Architecture**

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

Credit 3 units.

---

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

This course explores architectural detailing from the quotidian to the sublime to posit architectural design intent. Through fieldwork and research, students will study the role of architectural detailing in the configuration and execution of architectural space making. Students will be asked to carefully observe their own constructed environment

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

---

#### **A46 ARCH 343A Design As Export**

This course introduces students to the contemporary global characteristics of design in the late 20th & 21st century. The marketing, fabrication, distribution and consumption of design is global, yet the cultural and formal identity of most design products are national and regional. How do traditions of design and quality based on centuries of a national and regional design culture react and adapt to a global market? What is the culture of design? What is design identity? Italian design will be the primary focus of this course, followed by Japanese and Asian design & manufacturing. Case studies will include examples of industrial design, fashion design, communication design and automobile design. The course will also include presentations by design curators and representatives of various international design companies. This course will count as a foundational seminar for the Global Certificate Program (<http://global.wustl.edu/university-wide-international-initiatives/the-global-certificate/>).  
Credit 3 units.

---

#### **A46 ARCH 343X Digital Filmmaking: City Stories**

DIGITAL FILMMAKING: CITY STORIES is a cross-University video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course, the City becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. CITY STORIES merges several arts and humanities disciplines, including experimental cinema and documentary journalism and create an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories.  
Same as X10 XCORE 343  
Credit 3 units.

---

#### **A46 ARCH 345A The Corner Problem**

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

---

#### **A46 ARCH 347F Furniture Design, Emphasis Metal**

Students design and make small tables using metal as the primary material. Traditional and emergent technologies will be explored such as welding and use of cnc plasma cutting. No experience is necessary.  
Credit 3 units.

---

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

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

---

#### **A46 ARCH 348B Furniture**

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

---

#### **A46 ARCH 350 Service Learning Course: Environmental Issues**

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

---

**A46 ARCH 355 Interdisciplinary Ecosystems Principles Integration**

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

Credit 1 unit. Art: CPSC

---

**A46 ARCH 355A Carbon Neutrality in Architectural Design**

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

Credit 3 units. Arch: ETH, S Art: CPSC

---

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

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

Credit 3 units.

---

**A46 ARCH 364C Projective Excavation: Drawing out the Untold History of St. Louis Chinatown**

From 1869 to 1966 in downtown St. Louis, a small but thriving Chinese immigrant community existed in the area that is now occupied by the Spire Headquarters. St. Louis's Chinatown was home to laundromats, grocery stores, restaurants, shops, and residences until it was razed for urban renewal as part of the Busch Memorial Stadium project in 1966. After the last residents were forced out, the site remained a

surface parking lot for decades. Today, St. Louis's Chinatown (or Hop Alley, as it was often referred to) only resides in historical fragments and memories. Working in collaboration with the Chinese American Collecting Initiative at the Missouri Historical Society, students will develop drawings and models that reveal the suppressed history of this site that formed the backdrop of everyday life for Chinese Americans in St. Louis. Focusing on the daily rituals, events, and activities sourced from photos and personal stories, students will develop projective representations of the interior lifeworld of St. Louis's Chinatown. Using techniques adapted from graphic novels, architectural drawing, Chinese landscape painting, and 19th-century panoramic maps, students will investigate how we can use the disciplinary tools of architecture to reveal hidden histories and construct new narratives.

Credit 1.5 units.

---

**A46 ARCH 3752 Impossible Collaborations: Architecture and Machine Learning (Florence)**

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

Credit 1.5 units.

---

**A46 ARCH 375M Impossible Collaborations: Architecture and Machine Learning**

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

Credit 1.5 units.

---

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

This introductory course will outline strategies and methodologies drawn from a wide range of creative design practices, including architecture, landscape architecture, urban design, industrial design, and others. The course will explore how these ideas and techniques are similar to practices in science, engineering, business, and the liberal



arts and how they might be applicable to multi-disciplinary problem solving. Topics will include perception, representation, technology, group intelligence, bio-mimicry, and context-based learning, among others. Emphasis will be given to the intersection of design thinking with environmental problems and the relationship between design thinking and innovation. The course will include lectures, guest lectures with case studies, and design projects. Open to all undergraduate students.

Credit 1 unit. EN: H

---

**A46 ARCH 3823 Fifteenth & Sixteenth Century Florence, Rome & Venice: Rethinking Renaissance Visual Culture**

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

Same as F20 ART 3823

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

---

**A46 ARCH 3824 The Italian Renaissance in the City of Florence**

This course encompasses the Renaissance from Giotto through the High Renaissance. Students will be able to examine first-hand the works they are studying. Included are field trips to Rome and Venice.

Same as F20 ART 3824

Credit 3 units. Art: AH EN: H

---

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

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

Credit 3 units.

---

**A46 ARCH 3828 Lets Go to the Market**

Set against the backdrop of the heavy stone walls of the Renaissance city, the Florentine piazza serves as a hub of rotating events and informal activity centered around the exchange of goods and culture. Concerts, football matches, temporary exhibitions, and markets upon markets fill the public space, contrasting old and new, temporary and permanent. This seminar is intended to get students out of the studio and into the city to observe and engage with these lively spaces through a series of field studies. Students in the course will explore the city and document their observations through various media and

techniques, including drawing, printmaking, scanning, and model-making. Using techniques adapted from graphic novels, painting, and traditional and contemporary architectural drawing, the final project will take the form of a field guide that frames Florence as a living system, focusing on themes of mobility, permanence, exchange, and daily life.

Credit 1.5 units.

---

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

The seminar focuses on art in the public domain and examines contemporary practices that engage public memory and the metacity. Prompting students to consider their own practice in the context of public space, this seminar offers examples of projects that contribute to the global cultural and political discourse. Weekly illustrated lectures, readings, writing assignments, screenings, discussions, and individual research lead toward the final term paper. Individual studio consultations serve as a platform for the discussion of student's evolving practice, which culminates in a final project in a medium of choice. MFA VA students and graduate students in architecture are especially welcome.

Credit 3 units.

---

**A46 ARCH 388A Architecture Portfolio Design**

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

Credit 1.5 units.

---

**A46 ARCH 396B Making Things That Function**

Heidegger identified "things" as what objects become once they cease to perform their function in society. In this course, we seize that moment of dysfunction as a point for creative intervention. Students will design and make functional objects that engage the body with intention. The meaning of function will be debated so that students develop a definition based on their own values. Highly exaggerated, specific, or experimental works will be encouraged. Techniques for metal fabrication, simple woodworking, and mold-making will be taught in class, as needed. No previous experience is necessary. This course will benefit designers, artists, architects, and engineers, and it will explore the intersections of design and making among these fields. Prerequisite: 3D Design, Architecture 111 studio, or permission of instructor.

Same as F20 ART 396B

Credit 3 units. Art: FAAM, FADM

---

#### **A46 ARCH 400A Design Foundations Studio**

This is an intensive three-week program that introduces incoming students to the pedagogy around thinking and making through an introductory studio exercise. Enrollment is open to first-semester MArch 2 students only.  
Credit 3 units.

---

#### **A46 ARCH 401B Color in Architecture, Design and Art**

Credit 3 units.

---

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

This course proposes to investigate and create a series of measured drawings. The drawings, as architectural objects, configure architectural knowledge, perception and vision. We will begin by studying precedent drawings in relation to each architect's theoretical framework, project description and technique. The range of works will relate different types of construction (perspectives, axonometrics, diagrams, ideagrams, assemblages, montages, descriptive geometry, and mapping) with integral and symbiotic theoretical agendas. Each student will learn the techniques of representation in their case study and from this example construct an interpretation of a specified site in this language. With a collection of theoretical frameworks and workshops on various techniques, the class will qualify a series of sites through drawing/interpreting the shadows present. Shadows may be thought of as reductions of the real object - in this sense, the drawings will act as abstractions or reductions that promote vision. Instead of simply discussing qualities of space, narratives of metaphor, intangible phenomena, implications of constructed geometry, this architectural research project attempts to propose methods of seeing such that the representation may play a more active role in the shaping of design. This course centers on the creation of imaginative processes of representation.  
Credit 3 units.

---

#### **A46 ARCH 404 Advancing Integrated Sustainability**

DO YOU WANT TO WORK DIFFERENTLY? TOWARD MORE EFFECTIVE OUTCOMES? This course is a call to students from ALL DISCIPLINES with the conviction that it is necessary for us to WORK TOGETHER WHILE CONTRIBUTING FROM OUR SPECIFIC FIELDS OF STUDY to find solutions to challenges in our BUILT ENVIRONMENT. You will APPLY THE KNOWLEDGE BASE you acquire in this course to FORMULATING IDEAS FOR ACTUAL COMMUNITY PROJECTS in ST. LOUIS. Students will learn to INTEGRATE and APPLY a holistic range of social, economic, and technical systems inspired and optimized by models in the natural world. A foundation in natural and bio-mimetic systems will be overlaid with analysis of corporate mission, principles, and triple bottom line thinking in order to learn how to build defensible, value-based arguments for implementation of sustainable systems. With the expressed intent of achieving net positive outcomes in the built environment, the following topics will be addressed: brownfield property reuse; storm/wastewater management; urban heat island management; air quality; potable water issues and opportunities; material cycles and flows including embedded energy, emissions, toxicity, virgin vs. recycled content and waste diversion; energy efficiency and renewable energy opportunities; transportation, accessibility and mobility choices; vernacular and cultural expression; local and healthy food availability; fitness advocacy and other health issues; education; public outreach and transparency; governance; and the economics of these systems. Lectures, case studies, readings, and class discussions will support application exercises and experimental projects to propose ideas for improving the built environment at multiple scales. Assignments will be reviewed often to assist each student's learning and questions. Complementing leading edge theory with practical outcomes will be provided with the intention

that students will develop valuable skills to be incorporated in their other academic projects. Please see [www.wu/samfoxschool/A46-404ARCH...TBD.edu](http://www.wu/samfoxschool/A46-404ARCH...TBD.edu) for work samples and student manifestos from previous classes.  
Credit 3 units.

---

#### **A46 ARCH 404C Topics in Architectural Entrepreneurship**

Entrepreneurship has become a very important issue for businesses small and large. What can the profession of architecture learn from these ideas? 'Topics in Architectural Entrepreneurship,' a course offered in partnership with the Skandalaris Center for Entrepreneurial Studies, offers students a chance to gain exposure to the entrepreneurial ideas that are innovating the architectural community, and begin to foster a mindset of architectural entrepreneurship that has the potential to be widely beneficial to the profession. Each week the course will welcome a guest speaker who, as the owner of a firm, or innovator of a new business proposal in the design field, would provide case studies to show students what type of entrepreneurial ideas are shifting the architectural discipline. From sustainability, to urbanization and localism, to emerging global growth engines, and the future structure of the architectural network, each lecturer will bring new insight to what it is to be an architectural entrepreneur.  
Credit 3 units.

---

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

Working from the premise that art and design have the ability to enrich and transform lives and communities in a tangible way, students will redefine social, environmental and cultural problems as opportunities. Students are encouraged to bring ideas that have the potential to address these problems through the creative processes of art and design. Students will work in teams to develop a proposal for a project, product, or service-based organization with the potential to address a specific issue. Students will draw lessons from researching established individuals, companies and not for profit organizations that are involved in the production of culturally significant, creative work, that also supports a larger social mission and apply this research to their own proposal. Each proposal shall be developed into a business / sustainability plan that will demonstrate the value of the proposal and explain the resources required to meet specific goals. This course will introduce students to the uncertainty that is inherent in the entrepreneurial process. Students will work to develop skills to evaluate ideas in relation to their personal values, the idea's ability to address a specific problem, and the resources required to implement a sustainable solution. The process will help students to navigate the uncertainty and assess the risk associated with implementing their proposal through morphing the idea concept, seeking advice, and building a coalition of stakeholders. This course is open to disciplines outside of architecture. Students in Art, Social Work and Engineering are encouraged to register.  
Credit 3 units.

---

#### **A46 ARCH 404E Design: Urban Ecosystem Principles Integration**

In today's world, your discipline has grand challenges whose solutions often lay in other realms. How will you train yourself to leverage the interdisciplinary partnerships required to innovatively solve and evolve in a rapidly changing world? The mission of this interdisciplinary course is to "Advance the interrelationships of ecological and human systems toward creating a healthy, resilient, and biodiverse urban environment", and will bring together experts and students in ecology, urban design, architecture/landscape architecture, economics, social work, and engineering, drawing from inside and outside the WU community. Building from our knowledge of ecosystem principles and function, a diverse group of leaders in their fields will provide lectures, readings, and student project leadership to understand and test Healthy Urban Ecosystems Principles among human and ecological (non-human) systems and the range of sociopolitical processes entailed with

their implementation. Class content is developed by Washington University leaders in their disciplines as well as external organizations such as the Missouri Botanical Garden, the Field Museum in Chicago, and others. This course builds upon a 1-unit fall seminar (not a prerequisite) that introduces challenges and solutions to achieving healthy urban ecosystems, and provides students an opportunity to more deeply engage and manipulate the interrelationships of symbiotic urban systems and apply those concepts in multidisciplinary project applications. Projects will leverage student-defined challenges in the evolving laboratory of urban St. Louis using Healthy Urban Ecosystems Principles to develop multidisciplinary integrated solutions to challenges encountered in urban areas such as climate change and resilience, security of ecosystem services, social inequity, economic strife, and community vitality. Students will present their work in a public forum at semester's end.

Same as IS0 INTER D 406

Credit 3 units. A&S IQ: SSC Arch: SSP EN: S

---

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

The course will focus on the design of tables using wood as the primary material in response to "rational and irrational strategies" (systematic and emotional). Each student will design, develop and build prototypes of two tables using the same material. One table will be the product of a systematic analysis of material qualities, production procedures and other constructivist principles. One table will be the product of more explicitly intuitive, emotional and interpretive responses to the nature of the material and its production. Course limited to 10 students  
Credit 3 units.

---

#### **A46 ARCH 405H Sustainability Exchange: Community and University Practicums**

The Sustainability Exchange engages interdisciplinary teams of students to tackle real-world energy, environmental, and sustainability problems through an experiential form of education. Students participate in projects with on- or off-campus clients, developed with and guided by faculty advisors from across the University. Teams deliver to their clients an end-product that explores "wicked" problems requiring innovative methods and solutions. New and varied projects are introduced each semester. Past projects have included conducting greenhouse gas inventories for a community organization; developing a tool to screen University investments for sustainability parameters; developing a sustainability plan for a local nonprofit; addressing water savings initiatives for local breweries; and assessing the vulnerability of city sanitation systems. Team-based projects are complemented by seminars that explore problem solving strategies and methodologies drawn from a wide range of creative practices, including design, engineering, and science, as well as contemporary topics in energy, environment, and sustainability. Students will draw on these topics to influence their projects. The course is designed primarily for undergraduates, with preference given to seniors.

Same as IS0 INTER D 405

Credit 3 units. A&S IQ: SSC Arch: ETH, S, SSC Art: CPSC, SSC EN: S

---

#### **A46 ARCH 407A Digital and Analog Fabrication**

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

Credit 3 units.

---

#### **A46 ARCH 407B Dynamic Materialism and Urbanism**

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

---

#### **A46 ARCH 407C Mixed-Reality Fabrication**

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

---

#### **A46 ARCH 407F Fields and Frames**

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

will include drying and firing clay components, post-printing physical manipulation, staining and glazing techniques, clay body research, and full-scale prototyping. Proficiency in Rhino is a requirement for the course.

Credit 3 units. Arch: ETH, NS

---

#### **A46 ARCH 408J Performance Enhancing**

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

---

#### **A46 ARCH 408M Atmospheric Animations**

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

---

#### **A46 ARCH 408N Mapping Complex Spatial Sequences**

New methods of spatial practice have changed the way architects and designers work. As designers, we are no longer tied to static, projection-based drawings as a means to develop and represent our ideas. Time based digital imaging allows us to simultaneously examine the narrative, formal, experiential and spatial aspects of a particular place. Students will map a site through digital photography focusing on a specific spatial sequence much like how a director would set up a scene, moving fluidly from one space to another. During the first half of the semester, this spatial sequence will be used to create a drawing of the entire site as one multilayered composite image with particular attention to the interaction of time, space and movement. The site will then be reconstructed digitally through models or drawings, using the composite drawing as base. Finally, relationships between the drawing and model will be outlined resulting in a more complete experiential spatial sequence. Credit 3 units.

---

#### **A46 ARCH 408P Building Performance for a Solar Powered House**

We will study the state of the art of building integrated solar systems, and design such a system for a house and assess its performance using computational tools. Topics include the fundamentals of solar energy systems, energy management, and its implications to design, either passive or active approach. The course involves building performance simulations using Ecotect, Energy+, HERS, and other tools. Students will use simulation data to study the relation between design and its performance. The course will consist of lectures, review, and student projects. The course will be parallel with several Engineering courses, including ESE 437: Sustainable Energy Systems and EECE 428: Sustainability Exchange. Projects will involve teamwork with Engineering students of different backgrounds. The course will contribute to Team WUSTL solar decathlon with the following features: Energy efficiency: passive design; high performance enclosure; Net-zero energy: renewable energy; heat recovery; Sustainability: water recycle; carbon neutral; lean construction; Resilience: prefabricated house to mitigate natural disasters; Smartness: advanced sensors network; energy management; data visualization; Human-centered living adaptability: flexible space; human comfort and perception controls to operate the house to improve productivity and health; An interdisciplinary effort for renewable energy and sustainable buildings. Credit 3 units.

---

#### **A46 ARCH 408Q Fabricated Drawings**

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

---

**A46 ARCH 408R Intelligent Prefabrication**

Digital Fabrication is often critiqued as not being scalable to larger projects since it is often associated with highly specialized small prototyping and installations. The seminar will focus on digital fabrication at the medium to large scale using a proprietary system designed by Scott Mitchell, alumni of Wash U and founder of Stud.io. The system focuses on intelligent prefabrication using custom parametric software to create a series of robotically fabricated metal studs that can be easily assembled into almost any form. The CNC machine is specifically designed to make these custom metal studs with a series of operations, promoting mass-customization. The seminar will develop full-scale prototypes.  
Credit 3 units.

---

**A46 ARCH 409C Watercolor Painting for Architects, Urban Designers & Landscape Architects**

This class will introduce students to different techniques of watercolor painting. The class will focus on teaching students the basics of material selection (paint colors, brushes, various papers), proper paint blending/mixing techniques, creation of unique color palettes, and both smooth wash techniques and painterly brush effects. Students will learn to render site plans of their own project work. There will also be an optional afternoon of pure sketching with paint. One objective is to teach students the methods to create beautiful renderings so that they may choose to apply the techniques to their final studio illustrative work (at the discretion of the student). Grades will be based upon class participation, effort, and final watercolors. Fulfills Analog elective requirement.  
Credit 3 units.

---

**A46 ARCH 409E Architectural Sketching**

An introduction to architectural sketching - a graphic communication skill that architects and designers use to analyze and document their environments, and to visualize design thinking and creative process. Many class sessions will meet on site, drawing directly from observation. The first part of the semester will focus on fundamentals of sketching through the study of existing buildings, their contexts, and interiors. Students will expand and refine their observation skills as they use the architectural sketch as a mode of research - exploring elements of architecture: form, material, light; and the relationships between building and context, and building and interior. The second part of the semester will expand to include the architectural sketch as language. Students will learn to use the architectural sketch to explore, confront, develop, and translate abstract ideas into visual narrative, creating a record of design thinking and creative process. Students will be registered for the course from the waitlist by the Registrar's Office. Priority will be given to undergraduate students. Prerequisite: Drawing I (X10 XCORE 101) or graduate architecture standing.  
Credit 3 units.

---

**A46 ARCH 4102 Lively City: Behavioral Studies & Public Space Design**

Working in small groups, students will acquire new perspectives and skills that put people and their needs at the heart of the creative process of re-imagining and transforming cities. Livability, lively cities, public life, and other concepts describing inviting, vibrant, and stimulating urban environments are frequently communicated in new visions for the future of cities today, but they are the most often unrealized components of design projects. This focus on "urban life" is a direct reaction to the urban realities created in the 20th century, where increases in our standards of living and the associated city building processes have created areas in which large and increasing numbers of people have become isolated from each other, both socially and geographically. Despite our new awareness for the need to plan for a shared and intensified urban life in sustainable cities, we continue to have difficulty understanding exactly what this "urban life"

is, how much of it we truly want and need, and how we can reconcile the often conflicting and simultaneous needs of people for privacy and social stimulation. Open to all graduate students. Master of Urban Design students receive priority. The completion of both the Informal Cities (fall semester) and Lively City (spring semester) masterclasses may fulfill the Urban Issues elective requirement for MArch students. Same as A49 MUD 4102  
Credit 2 units.

---

**A46 ARCH 411B Architectural Design V**

The third and fourth years introduce a selection of option studios to students. This year emphasizes voice as students adopt their own conceptual position through the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on advanced architectural design and an in-depth study of a specific topic through rigorous design development. Prerequisites: Successful completion of A46 111C or A46 144, 112C, 211D, 212D, 311B, and 312B with a grade of C- or better.  
Credit 6 units.

---

**A46 ARCH 411F Architectural Design V (Florence)**

The third and fourth years introduce a selection of option studios to students. This year emphasizes voice as students adopt their own conceptual position through the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on advanced architectural design and an in-depth study of a specific topic through rigorous design development. Prerequisites: Successful completion of A46 111C or A46 144, 112C, 211D, 212D, 311B, and 312B with a grade of C- or better. Note: Only students in the Florence study abroad program may register for this course. Students will add themselves to the wait list and be administratively enrolled.  
Credit 6 units.

---

**A46 ARCH 412B Architectural Design VI**

The third and fourth years introduce a selection of option studios to students. This year emphasizes voice as students adopt their own conceptual position through the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on advanced architectural design and an in-depth study of a specific topic through rigorous design development. Prerequisites: Successful completion of Arch 111B or Arch 144, 112B, 211C, 212C, 311, 312, and 411 with a grade of C- or better.  
Credit 6 units.

---

**A46 ARCH 418A Design Culture**

This course will provide an overview of historical and contemporary design issues, including (but not limited to) graphic design, communication design, industrial design, furniture design, film, and animation. Lectures, films, and readings will deepen students' knowledge of how different design practices complement and enrich architecture and broaden their understanding of how history, philosophy, and technology have shaped different design movements.  
Credit 1.5 units.

---

**A46 ARCH 419 Architectural Design III (MArch 3)**

The third of a three-semester sequence of design studios. Continues examination of issues raised in Arch 317 and 318.  
Credit 6 units.

---

**A46 ARCH 420E The Persistence of the Beaux Arts**

This seminar will investigate the neoclassical style associated with the École des Beaux Arts in Paris (est. 1819), which was characterized by symmetry, grid-based plans, privileging of the plan in design, the systematic organization of rooms, urban monuments, relief sculpture,

status on buildings, and other attributes. We will compile a database of projects; explore the nearby traces of the Louisiana Purchase Exposition of 1904 in Forest Park and on the Danforth Campus; and use resources in the Steedman Collection in the St. Louis Central Library and the Missouri Historical Society as well as on campus. An optional longer-distance field trip will be considered. Association of the Beaux Arts style with utopian societies, nationalist politics, colonial expansion, and enslavement practices as well as with science, health and hygiene, and international relations will be examined. Taking the analytical research of Colin Rowe and Kenneth Frampton as models, students will enrich their understanding of Beaux Arts architecture through comparative analyses, seeking connections between its buildings and examples from Ancient Egypt, Classical Greece, and the Renaissance as well as from the modern, postmodern, and contemporary periods. Final projects may use drawing, rendering, photogrammetry, or video, along with a written research paper. Prerequisite: Architectural History II. A few spaces will be reserved for undergraduate students.  
Credit 3 units. Arch: GARW, RW

---

#### **A46 ARCH 421Q Utopia or Oblivion**

Taking its title from Buckminster Fuller, this seminar investigates whether architectural design could be a revolutionary practice, serving to transform social and spatial relations simultaneously. In this era of pandemics, climate change and social disparity, can architecture's history of utopian projects help us form practices to change the world around us? Can an imaginary of perfecting the world through built forms serve useful purposes today? The course will examine case studies of built and unbuilt designs that sought to transform social and political structures, including speculative urban-scale designs by Ebenezer Howard, Frank Lloyd Wright, Le Corbusier, Tony Garnier, Mirra Alfassa, Paolo Soleri and others, as well as architectural projects envisioned by Fuller, Oscar Niemeyer, Minoru Yamasaki, Archigram, Kisho Kurakawa, Russian and Yugoslavian communist designers and others. Lectures will be coupled with field work at local sites enmeshed in concepts of utopia and dystopia, and students will develop their own speculative work presenting contemporary visions of utopian design.  
Credit 1.5 units.

---

#### **A46 ARCH 421U Urbanism: Chicago**

This design research seminar will focus on the urban infrastructure and associated buildings of central Chicago, in and around the areas near the Loop. The Chicago metropolitan area is the third largest in the United States, and from 1870 until the 1950s, Chicago was America's "second city," surpassed in size only by New York City. It remains the densest and most "urban" of the cities of the Midwest, with many examples of complex interconnections between rail lines, highways, and various kinds of pedestrian-oriented urban environments. This seminar will combine historical and field research on some of the many architectural urban design interventions in Chicago. Students will choose among several topic areas to produce detailed drawings and digital models of specific urban interventions. There will likely be a publication of the work. Topic areas for digital documentation include the pedestrian relationships between transit lines and various buildings and urban complexes, including the large Millennium Park interventions by SOM and others over the Illinois Central railway lines adjacent to Lake Michigan, and Wacker Drive, a 1920s underground limited access highway along the Chicago River, and other projects. Fulfills History/Theory and Urban Issues elective requirement.  
Credit 3 units.

---

#### **A46 ARCH 421V Unbuilt Sert**

This design research seminar will focus on the digital simulation of the unbuilt architectural design projects of Josep Lluís Sert (1901-83). This spring we will document and analyze Sert's drawings for St. Bololph's Chapel (1963) designed for the Boston Government Center complex with the goal of virtually 'building' it. Sert practiced in Barcelona in the 1930s during the era of the Spanish Republic and later in the U.S. as

both architect and planner. He was the President of CIAM (International Congresses of Modern Architecture) from 1947-56, and Dean of the Harvard Graduate School of Design from 1953-69 where he developed urban design as a discipline and academic program. The chapel was an effort to combine elements of Catalan modern architecture with his concept of a modern "New Monumentality" suitable to the postwar world. The seminar will also visit several of Sert's major built projects in the Boston area, and will include presentations by Dean Emeritus Edward Baum, who was job captain on the St. Bololph's chapel project with the Sert, Jackson firm. Students will work in teams to produce detailed digital models of the project to simulate the 'built' chapel inside and out. Publication of the work is anticipated.  
Credit 3 units. Arch: GACS

---

#### **A46 ARCH 421W Designing the Modern City**

This course, which is based on the textbook *Designing the Modern City: Urbanism Since 1850*, is a lecture course that examines designers' efforts to shape modern cities. Topics covered include the technical and social changes in mid-19th century industrial cities, notably London, Paris, and Barcelona, as well as varied efforts to shape urban extensions and central new interventions elsewhere. These include reform housing efforts for the working class in 19th-century London and New York, Städtebau (city building) in German-speaking environments, the Garden City Movement, the American City Beautiful movement, "town planning" in Britain, and "urbanisme" in France (the source of the contemporary term "urbanism"). Less well-known topics that will also be addressed are urban modernization in East Asia before 1940 and suburban planning in the United States, including Frank Lloyd Wright's Broadacre City. The book also addresses social change and modern urbanism in Europe in the 1920s, including the emergence of CIAM (International Congresses for Modern Architecture), which met from 1928 to 1956; the political, technological and urban transformations of World War II; the expansion of racially segregated decentralization in the United States; and some European and Latin American postwar urbanism. It also addresses urbanistic aspects of postwar architectural culture, including critiques of modernist planning by Jane Jacobs and others and more recent responses to the ongoing challenges posed by efforts to create organized self-build settlements and to make more ecologically sustainable cities.  
Credit 3 units. Arch: GAMUD, GARW, GAUI, HT, RW, UI

---

#### **A46 ARCH 421X Modern St. Louis, 1940 to 1974: Art, Architecture and Social Change**

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

---

#### **A46 ARCH 421Z The Chicago Skyscraper**

This seminar will consider a set of projects by Burnham and Root, Holabird and Roche, Wm. Le Baron Jenney, Louis Sullivan, and others. A central example will be the Monadnock Building, with its two sections by Burnham and Root (1891) and Holabird and Roche (1893). As one of the main lines of inquiry, we will define the skyscraper type, evaluate examples through comparative study, and unfold "intersectional"

aspects of the buildings with respect to race, gender, and labor. Special attention will be paid to symbolism and the relationship between structure, tectonics, and ornament programs. Circumstances permitting, the seminar will apply photogrammetric techniques to the documentation and study of architectural details, entailing a field trip. Space will be reserved for undergraduate students. Prerequisite: Architectural History I or II.

Credit 3 units. Arch: GARW, RW

---

#### **A46 ARCH 422H Urban Topographies**

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

Credit 3 units. Arch: ECOL

---

#### **A46 ARCH 422J Confronting Urbanization: The Interactive Tissue of Urban Life**

This course invites architecture and urban design students to explore the urban condition through the lenses of its interactive tissue -- a tissue that includes smartphones, the World Wide Web, credit cards, highway systems, airports, sidewalks, and indoor plumbing. Within this frame of reference, students are encouraged to investigate, unearth, and document with surgical precision the emergent interrelationships between actors, the agency through which actors engage with the interactive tissue, and the ways in which these actors and relationships shape and influence one another. With the understanding that ideas are generated through speculation, projection, and experimentation, we will use the third dimension as a point of departure toward the fourth dimension of time, and we will aspire to the fifth dimension of lived experience. It is most welcomed that students bring their curiosity to the course, that they are interested in being investigative, and that they are open to various mediums ranging from reading theories of urbanization, drawing, and experimenting with physical/interactive objects to using projection as a tool to document their research in both analog and digital formats. The final product of this course will be a presentation during which students will present their research through multiple media outlets, which may include drawings, installation work, or moving images.

Same as A49 MUD 422J

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

---

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

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

Credit 3 units.

---

#### **A46 ARCH 423E Cinematic Landscapes: The Making Of**

Watch movies. Talk about movies. Analyze the making of movies. Make a movie. Climate-themed movies. Post-apocalyptic movies. Meet in technology. Learn to scientifically use drones. Learn to scientifically use LIDAR. Use these tools in your climate-themed movie. Sculpt stories in time, supported by sound. This course will focus on the analysis of landscapes and cities as portrayed by popular cinema. How eidetic portrayals of nature and cities are circulated by popular cinema. Stories through which the values, common referents, public concepts, and memes of a culture materialize through the construction of movies. Interior to the semester there is an interdisciplinary workshop. Four-day fieldwork with Geology Assistant Professor Alex Bradley. Map and produce digital representations at 2-cm resolution of a mountainside scoured by a burst reservoir. This class is divided into three parts: watch, learn, and make. Watch: Each week, students will be asked to watch one movie and one director's commentary, often referred to in the "bonus features" as "the making of." Learn: Students will study the methods and techniques used to create settings, props, and storyboards in the service of a sound vision. Make: Students will synthesize digital and analogue time-based media tools (sound and video) to make a movie thematically based on climate change.

Same as A48 LAND 423E

Credit 3 units.

---

#### **A46 ARCH 424M Spatializing Extremes: Graphic Explorations on Projected Climate Futures**

As architects, we communicate through a language of visual representation. We use drawing as an act of translation - to spatialize ideas and information in a way that could arguably be understood universally. Furthermore, we use drawing as an act of persuasion - to convince others of our designs, positions, and intentions. In the culture of immediacy that we currently find ourselves in - an era where the image and the video dominate our scrolling - it's more important than ever to produce compelling graphics that aid in the dissemination of information. This course explores how architects can harness the power of architectural representation to construct spatial narratives of text-based research and data, particularly regarding the interdisciplinary science surrounding projected climate futures. We will operate contextually through a lens that does not try to prevent the extremes of climate change, but rather accepts these new realities that we have already begun to find ourselves in, that of extreme weather events, floods, droughts, sea level rise, plant & animal migrations, and human migrations, among others. How can we translate existing climatic research into compelling graphics? How can we persuade an audience of the need to adapt our built environment and existing infrastructures in the face of these alternate realities? From there, how can we speculate on these conditions in a way that compels different thinking surrounding adaptation and resilience? The course will explore these questions through the generation of narrative drawings, working iteratively through a variety of digital drawing techniques towards a composition deeply layered with multiples sources of information as well speculations on climatic futures.

Same as A48 LAND 424M

Credit 3 units. Arch: ECOL

---

#### **A46 ARCH 427H The Crystal Palace**

The seminar will seek a thorough acquaintance with the Crystal Palace, the structure that housed the Great Exhibition of 1851 in London. We will follow a timeline from the building's origins in theories of art and society to its design and construction at Hyde Park, its opening, its exhibits, its wide publication in the media, its catastrophic fire, its reconstruction on a new site, and its final demise in 1936. We will examine the building's structure and details and the extent to which project and building served to plan parts of the city and inaugurated a new type of space for the public display of objects. Looking at authors of this project, including Joseph Paxton and Owen Jones, we will explore the implied relationships between architecture and

landscape and between architecture and the decorative arts, including the unsteady beginnings of design for mass production. We will revisit debates this building provoked concerning the nature of ornament and the very definition of architecture. In reviewing the building and its contents, we will ask questions about antiquarianism and the return of the temple as a symbol; about natural histories, techniques of inventory, and the context of the British Empire; and about the role the Crystal Palace has played in narratives of the history of modern architecture. Readings will include selections from Paxton, Jones, Ruskin, Semper, Pevsner, Hegel, Benjamin, Tafuri, Said, Ranciere, and others.

Credit 3 units. Arch: GARW, RW

---

**A46 ARCH 4280 Architectural History I: Antiquity to Baroque**

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

Same as A46 ARCH 3280

Credit 3 units. Arch: HT

---

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

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

Same as A46 ARCH 3284

Credit 3 units. Arch: HT

---

**A46 ARCH 4288 Architectural History III: Advanced Theory**

The third survey class focuses on architectural history and theory after modernism. It examines the rise of architectural theory as a field of inquiry and its links to both critical social theory - including the Frankfurt School - and to contemporary traits of philosophical postmodernity. From the contextual questions of meaning and memory to the examination of post-structuralism, cultural theory and identity politics - including race, gender and ethnicity - the course uses primary textual sources to illuminate drawings, buildings, and ideas that defined this seminal moment in architectural history. While the course closely examines this time period of intense search for a new visual language, it also probes contemporary complexities of architecture's continued search for visual and social purpose in an increasingly interconnected world.

Credit 3 units. Arch: GARW, RW

---

**A46 ARCH 428P Design Agendas: Modern Architecture in St. Louis, 1930s-1970s and Beyond**

This seminar, offered parallel to the current exhibition at the Kemper Museum, will examine postwar modern art and architecture in St. Louis within the changing design and social contexts of the postwar era, which included massive spatial and racial transformations in this region. Using site visits, photographs, films, architectural drawings and models, and guest lectures, the seminar will bring together design and social documentation to understand this remarkable creative and conflicted period in St. Louis's history. Students will present selected readings and pursue individual research projects for this course. Fulfills Master of Architecture History-Theory Elective Distribution requirement for research and writing courses. Prerequisite: successful completion or waiver of A46 3284/4284: Architectural History II

Credit 3 units. Arch: GARW, RW

---

**A46 ARCH 428R Urban Archaeology**

In this course, students will learn about the potential of making meaning from urban architectural artifacts - remnants of buildings still standing, artifacts recovered from demolition and archival sources that invoke lost designs. "Urban archaeology" can redirect destruction and loss of the built environment into meaningful knowledge. What can fragments and traces teach us about the material culture, politics and ideas of architecture? The main focus will be the collection of the National Building Arts Center, the nation's largest repository of architectural artifacts that is located in St. Louis. These artifacts - parts of demolished or extant buildings, drawings, catalogs and photographs -- come from St. Louis, Chicago, New York City and other places around the world. The course will provide an overview of architectural salvage, historic preservation and archive-making as architectural practices that are capable of producing meaning around loss and ruin. Students will work with artifacts through research, 3-D scanning, photographic documentation, drawing and interpretation. This course will help develop an exhibition of architectural artifacts at the Pulitzer Arts Foundation in Fall 2023.

Credit 1.5 units.

---

**A46 ARCH 428U American Architecture and Urbanism**

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

Credit 3 units. Arch: GARW, RW

---

**A46 ARCH 430B Special Topics: Smart Residential Retrofit (Barcelona)**

Amid the debate on climate change and still immersed in the effects left by the global pandemic of covid19, cities have a key role in defining possible and accurate solutions. This seminar aims to familiarize students with urban concepts and themes, such as urban fabric, public space, buildability, scale, paths and streets, mixed-use, density, mobility flows, zoning, urban renewal, gentrification, etc., and provide them with basic tools to describe, analyze and articulate proposals in urban contexts. Through field visits, theoretical sessions, debates, and practical exercises, the spectrum of urban issues and themes will be examined with Barcelona as an example and a living laboratory.

Credit 3 units.



---

**A46 ARCH 430M Special Topics in History & Theory: Hidden in Plain Sight: How to Read a Building**

This seminar is an exploration into the importance of autonomy, formal analysis and the rigorous use of architecture's unique language in the service of an idea—all unrelated to "style." The aim here is to demonstrate that in the best of architecture, in particular the Great (Conical) Works, there is an "intention" that can be "read" in the buildings. These readings demonstrate a recurring methodology that can represent a rigorous, timeless and comprehensive approach to understanding meaning in architecture from antiquity to the present. These intentions, which can be expressed as diagrams, are hidden in plain sight. They are not, in this context, diagrams of information that simply depict program, geometry, structure, circulation, etc. The course will be comprised of lectures, reading assignments, in-class discussions and drawing exercises. The lectures will introduce specific examples of the language of architecture. Using this language, students will analyze individual structures as well as compare buildings side by side. These comparisons will include buildings that come from different historical periods, look nothing alike, yet share the same basic diagram, as well as buildings that appear to resemble each other, yet are fundamentally different. The goal is to learn to read buildings, to see in a deeper way, and to use that skill to analyze, refine, and correct one's own work.  
Credit 3 units. Arch: GARW, RW

---

**A46 ARCH 430N Special Topics in History & Theory: Learning From Pruitt-Igoe**

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

---

**A46 ARCH 431A Architecture in the Age of Identity: Race, Gender, Ethnicity and Their Discontents**

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

of both political and architectural emancipation. The course content includes lectures, discussions and presentations, as well as reading and research. The course is open to both undergraduate and graduate students and it has no pre-requisites.  
Credit 1.5 units. Art: CPSC

---

**A46 ARCH 431B Modern Architecture, Race, and Ethnicity**

This course will review the issues mentioned in the title as represented in recent literature and historical examples, focusing mainly on the urban context but more on architecture than urbanism. Themes will include the history and theory of architecture; architecture as art and as service; architecture and social class; and technology and intersectionality. An emphasis will be placed on information literacy, including the use and management of primary and secondary sources, accessed digitally. Assignments will include a series of short papers and a final paper. Space will be reserved for undergraduates. Prerequisite: Architectural History II or equivalent.  
Credit 3 units. Arch: GARW, RW Art: CPSC

---

**A46 ARCH 434J Immeasurably Small and Inconceivably Immense**

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

---

**A46 ARCH 434Y Precarious Structures: Composition/Anti-Composition**

This design seminar will explore the construction of architectural compositions as time-based events using motion graphics, physics engines and scale models. Design exercises will be supplemented by readings and lectures that track intersections between abstract painting, color theory, choreography, video game physics, and architectural space. The suite of digital videos and models generated during the course of the workshop will make an argument for animation software as an architectural-form-generation technique. This workshop is designed as a visual-studies-focused exploration of material assemblages. In his recent text entitled "Bad New Days: Art, Criticism, Emergency," theorist Hal Foster analyzes contemporary visual artists like Thomas Hirschhorn and suggests the term "precarity" to describe one of the major emerging themes in post-2001 art; this is a meta-category that he puts forward alongside the abject, mimetic, archival and postcritical. These terms, Foster suggests, might replace the postmodernist overprivileging of images and language. Following the work Foster highlights in his text, we will engage with what sculptor Robert Morris calls "anti-form": the material and optical territory of the formless (all that is horizontal, unconstructed, and otherwise base). It is without doubt that the specters of postminimalism -- Alice Aycock, Robert Morris, Eva Hesse and Mary Miss, for example -- loom large in contemporary aesthetic research. This pervasive (if underarticulated) interest in base materialism, elemental tectonics, and provisional structures owes much to the antiformal revisions of minimalism that

these artists celebrate in their work (so many piles, ruins, stacks, stick-frame forts, huts, and shelters). Can architecture revitalize these types and add elements (spatial, economic, political and technological complexity) to the sculptural articulation of precarity? Can we design with formal provisionality at the forefront? Requirements: Beginners with no background in the following platforms are welcome. However, some familiarity with Rhino 3D, the Maya platform, and processing will be helpful.  
Credit 3 units.

---

#### **A46 ARCH 435E Furnish It, With Pieces**

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

---

#### **A46 ARCH 4362 Advanced Grasshopper**

With a base knowledge of the Rhino+Grasshopper interface, this class will focus on developing an entirely scripted building system. Each student will be given a set of initial parameters (building volume, square footage, percent of transparent/opaque facade, required programmatic elements/size, etc.) They will begin by selecting a formal precedent that will help them determine a structural system. Within this framework, students will develop an algorithmic logic to organize program and then articulate a responsive skin. The goal of this exercise will be to develop understanding of the potential use of scripting

in design. Scripting allows the designer to transform their design dynamically as the parameters change or update. The final output of this class will be detailed, annotated drawings of each student's structural system as well as a 1/4" scale model of a small portion of their design utilizing available tools in the FabLab such as 3D printing and CNC routing. Students taking this course must have working knowledge of Grasshopper. This class is an advanced class exploring design through generative modeling.  
Credit 3 units.

---

#### **A46 ARCH 436A Information Modeling & Technology**

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

---

#### **A46 ARCH 436B BIM in Practice**

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

---

#### **A46 ARCH 436D Advanced BIM in Practice**

While the adoption of BIM continues to grow across the industry, criticism of its effectiveness as a design tool remains. The foundation of BIM, the creation and management of geometric objects with associated non-geometric data, is often at odds with established methodologies of design. Current practice typically manages this schism by separating design from the use of BIM for documentation and construction. The class will seek to develop methods of design within a BIM environment, not through the translation or reshaping of traditional techniques, but through the design of a

methodology that seeks to capitalize on what BIM enables: direct, digital collaboration and the facile management of large data sets. This is not an introductory class. Basic knowledge in Revit (or an alternative BIM software) is required. Skill in other parametric and 3D modeling software as well as a basic knowledge of Grasshopper or other algorithmic processes is strongly preferred. Students will investigate and design digital processes using a short design brief to enable the investigation.  
Credit 3 units.

---

#### **A46 ARCH 436E Technology + Tectonic**

Beginning with a rigorous study of 3-dimensional grid systems, students will work in pairs to develop conceptual proposals for site-specific hanging installation. Students will examine materiality, grid distortions, and spatial qualities, as well as interactions with natural light and human input. The ideas generated in this course have the potential to directly affect an architectural installation the following semester. Students enrolling in the course should have completed at least one digital seminar as a prerequisite.  
Credit 3 units.

---

#### **A46 ARCH 436F Designing with Grasshopper**

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

---

#### **A46 ARCH 438 Environmental Systems I**

Environmental Systems I is the foundation course in the architectural technology sequence. This course addresses the relationship between buildings and an expanded idea of context, including ideas of environment, landform, energy, material and space. The class places an emphasis on each student developing his or her own attitude toward architectural sustainability, its role within the design process, and its relationship to architectural form. The class is organized around the themes of climate, site and energy. The theme of climate addresses macro- and micro-climates, and the roles they have in developing architectural form through 'passive' strategies. The theme of site expands the idea of the architectural project to examine landform, position, access and region. The theme of energy looks at architecture as both embodied energy and a consumer of energy, to understand how the architect helps to control and direct these flows at macro and micro levels. Two goals for the class are to provide students with ways of thinking about and of working with issues of sustainability, which can inform their design practice, and to equip them with the basic knowledge needed to continue within the technology sequence.  
Credit 3 units.

---

#### **A46 ARCH 438I Environmental Systems I: Site Planning**

Environmental Systems I, site planning module, addresses the relationship between buildings and an expanded idea of context, including environmental, material and spatial realms. The class places an emphasis on each student developing his or her own attitude toward architectural sustainability, its role within the design process, and its relationship to architectural form. The theme of site expands the idea of the architectural project to examine landform, position, foundation, access and region. Two goals for the class are, first, to

provide you with ways of thinking about and of working with issues of sustainability, which can inform your design practice, and second to equip you with the basic knowledge needed to continue within the technology sequence. Only students who have received a partial waiver for A46 438 Environmental Systems I may register for this course.  
Credit 1 unit.

---

#### **A46 ARCH 438C Expanding Skin**

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

---

#### **A46 ARCH 439 Environmental Systems II**

We as architects have to analyze and address complex issues and relationships, synthesize them, and then make them manifest through clear design strategies. Building systems must reconcile solar heat gain, glare control, daylight levels, thermal insulation, ventilation, acoustics, air quality, structure and fabrication - all in relation to the scale and comfort of the human body. The development of environmental systems into a clear, comprehensive, and elegant design solution cannot be an afterthought; it must be a synthesized and integral part of the design process, with a clear strategy that operates at multiple scales. Building upon the passive strategies explored in Environmental Systems I, this course will lay the foundation for the integration of active environmental systems with enclosure, space, and the requirements for human occupation. This will be done through the study of climate, air, temperature, water, light, sound, and energy. Each topic will be assessed against problems, principles, possibilities and potential. This course focuses on how important it is to consider active systems as part of an integrated design strategy addressing both FORM and PERFORMANCE throughout the design process. Prerequisites: Environmental Systems I & Building Systems I  
Credit 3 units.

---

#### **A46 ARCH 445 Building Systems**

Building Systems will examine the performance and properties of building materials, both traditional and new, through an analysis of assemblies and related systems. Investigations of wood, masonry, steel and concrete and the integration of relevant building systems will provide the fundamental structure for the course. All systems will be investigated relative to their architectural purpose, impact on the environment, relationship to culture/context, technical principles and will also consider manufacturing, construction, our profession and the society in which we practice. Moreover, the course

will also examine the performance characteristics of contemporary enclosure technology and explore the impact these technologies are having on design thinking. Although we will focus primarily on the aforementioned topics, we will also identify and consider the impact of other parameters on design and performance such as building codes, role of the profession, health and life safety, systems integration, sustainability and industry standards. The course strives to provide students with a sound familiarity and understanding of traditional building systems in wood, steel and concrete; as well as the skills necessary to represent these systems. The course also seeks to expose students to the material and poetic potential of these technologies related to the making of architectural environments.

Credit 3 units.

---

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

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

Credit 3 units.

---

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

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

Prerequisite: Arch 447A

Credit 3 units.

---

#### **A46 ARCH 451J Aesthetic Subcultures: Identity, Values, and Architecture**

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

Credit 3 units. Arch: GARW, HT, RW

---

#### **A46 ARCH 453A Aviation & Architecture: Air Terminal Design and Emergence of Airport Cities**

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

Credit 3 units. Arch: GACS, HT

---

#### **A46 ARCH 453B Art and Architecture**

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

Credit 3 units. Arch: GARW, HT

---

#### **A46 ARCH 454B Civic Buildings and Perimeter Architecture in the St. Louis Park System: A Study on Fairground Park**

This seminar is a design research course examining the Saint Louis park system's complexity from an architectural and identity lens, primarily focused on built works inside the parks and their perimeter architecture. A comparative analysis will focus on Fairground Park at its center. This course provides an overview of the park's social and political history, from the early 20th century to present-day planning. With more than 100 parks in the city, students will work through comparative analyses to study interior and perimeter architecture: civic buildings, housing, infrastructure, and memorials. The architectural and social narratives result in unique community identities and the persistent challenge of disinvestment in under-resourced neighborhoods. Because these parks are anchor points in the city, the course will also consider park-based connective routes to other primary urban hubs. This research project will enhance students' understanding of the civic and social domain while they explore typology and case-study analysis techniques. In particular, students will investigate Fairground Park in North St. Louis as a central focus, including the perimeter bounding this 132-acre urban park. Fairground Park was founded in 1908 as a city park after it was previously sited as

the St. Louis Agricultural and Mechanical Fairgrounds, where it hosted the St. Louis Exposition from 1856 to 1902. Attention shifted to Forest Park in 1904, when it became a focal point of the city as the location of the World's Fair, with designs from the same landscape architect, George Kissler. Located near Fairground, College Hill, and O'Fallon, Fairground Park sits within predominantly black communities with high land vacancy percentages. The park itself was a historic racial conflict location, eventually leading to the desegregation of public pools following an injunction against St. Louis by George W. Draper II, an African-American lawyer and civil rights leader who filed suit in 1950. Fairground Park and its surrounding neighborhoods are locations of historical neglect and segregation. A comparative analysis will identify contributing factors of disinvestment to later engage in productive conversations about the park's future.

Credit 3 units. Art: CPSC

---

#### **A46 ARCH 455A Urban Books**

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

Same as X10 XCORE 336

Credit 3 units. Arch: GAUI, UI Art: CPSC, FADM EN: H

---

#### **A46 ARCH 455D Community Design Sprints**

In this course, students will provide scoping, phasing, programming, and conceptual design for small-scale yet pressing St. Louis needs through selected projects for community members and small organizations. Students will work directly with a local organization over 7 weeks in to clarify and move forward a community project; students will learn community engagement, facilitation, and communication skills, as well as practicing research, representation, and design skills. Open to upper-level undergraduate students and graduate students of all levels.

Credit 1.5 units. Arch: SEM Art: CPSC

---

#### **A46 ARCH 456B Way Beyond Bigness...or Towards a Watershed Architecture**

2015 marked the 10- and 20- year anniversaries of two seminal events that have challenged architects' relationships to large scale, complex societal issues: 1) the publishing of the "S,M,L, XL" in October 1995 that featured Rem Koolhaas' manifesto of "Bigness;" and, 2) the landfall of Hurricane Katrina just outside of New Orleans in August 2005 that catapulted fields of design into an unprecedented post-disaster context. Students will reconcile these two disciplinary jolts by understanding these seemingly incongruous snapshots of history as jumping off points for new modes for architectural activism and opportunism. Students will design a manifesto, in newspaper format, for a future-based discipline of architecture that sails uncharted realms that are "Way Beyond Bigness." This will require the simultaneous submersion and assertion of architecture within other disciplines; the formulation of alternate modes of representations for emerging

practice-based models; the blurring of academic and professional agendas in the urgency of activism; and, the integration of multiple scales, interest groups and agendas in ridiculously complex and antagonistic situations. Underpinning Bigness and Hurricane Katrina will be additional case studies, guest lectures and field trips that cover: CIAM and the emergence of urban design; Koolhaas' thesis and OMA's early practice; mega-scale urban renewal projects in St. Louis; contemporary investigations into territorial scales of design; and, multiple scales of contemporary, integrated Water-based designs, post-Katrina efforts and beyond. This course fulfills the History/Theory Case Studies elective requirement.

Credit 3 units. Arch: GACS, GARW, HT

---

#### **A46 ARCH 457B Segregation by Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis**

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

Credit 3 units. Arch: CAST, GACS, SEM Art: CPSC EN: S

---

#### **A46 ARCH 457C Radical Mapping**

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

Credit 3 units. Arch: ETH, S, GAMUD, GAUI, SEM, UI Art: CPSC

---

**A46 ARCH 457K Towards Common Ground**

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

Credit 3 units. Arch: GAUI, SEM, UI

---

**A46 ARCH 459A Under the Scramble Suit**

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

Credit 3 units.

---

**A46 ARCH 461D Laboratory for Suburbia**

During the past five years, America's suburbanized landscape has emerged as a site of urgent electoral, cultural, and spatial contestation; it is arguably the defining geography of the national political moment. The fields of design and art, however, have largely failed to engage this critical space, remaining focused instead on prestigious cosmopolitan destinations and distressed inner-city communities. This interdisciplinary course will ask students to step into this gap, exploring and proposing new forms of critical suburban practice. This course is interdisciplinary, and students with interests in visual art, architecture, urban design, art history, public art, planning, performance, urban history, American Studies, and anthropology are especially encouraged to enroll. For the course's final project, students will draw from research and fieldwork to produce propositions for interventionist art or design projects in St. Louis. Final projects can include "paper architecture" renderings, sculptural maquettes, video works, performances, curatorial projects, or scholarly papers that point toward new models for critical and visionary suburban practice.

Credit 3 units. Arch: GAMUD, GAUI, UI

---

**A46 ARCH 462F Wellness in Buildings**

The WELL Building Certification Standard is a tool to enhance human health and well-being in buildings. This course investigates the relationship between the built environment and human health to promote well-being through design strategies and operational

protocols based on a designated occupational therapy clinic office in St. Louis. Students will investigate design concepts and new technology that can improve building performance and thermal comfort to enhance the healing process for disabled occupants. Students will accumulate evidence of well-being by measuring air, water, and light quality. Students will track human productivity and building performance. The final project will be a team research effort that dives into current WELL Building certification systems to assess the wellness of a designated clinic office to meet human needs in water, energy, and green space integration. Experts from USGBC and IWBI will deliver guest lectures on various topics throughout the course.

Credit 3 units.

---

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

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

Credit 3 units.

---

**A46 ARCH 462I Design Strategies for Energy Efficiency**

High-performance, zero-energy buildings are an integral part of addressing climate change, pollution, social inequality, and other urgent contemporary issues due to the outsized impact the built environment has on global energy use. The course will allow students an opportunity to learn the technical skills required to design highly efficient buildings using energy modeling and simulations. The energy impact of the building's orientation, thermal envelope, fenestration, shading, air sealing, thermal bridging, thermal mass, ground contact, natural ventilation, and mechanical systems will be examined. Emphasis will be placed on cost, performance, sustainability, renewable energy, and the professional designer's role in efficient buildings. The course concludes with each student completing a cumulative project which encompasses a whole building approach to energy efficient design. Each of these projects will be specific to the individual student and focused on the energy efficiency design principles which relate to the type of building, occupancy, climate, and design aesthetics of the project. Students will need to exhibit mastery of the concepts and techniques used throughout the semester in order to synthesize the existing constraints with energy efficiency, sustainability, and design excellence. Prerequisite: Students must have either completed or waived A46 438 Environmental Systems I in order to register for this course. Students who have waived Environmental Systems I with the exception of Site Planning are eligible to register.

Credit 3 units.

---

#### **A46 ARCH 462M Pattern Recognition**

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

---

#### **A46 ARCH 462N Constructing Ideas**

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

---

#### **A46 ARCH 463B Emergent Urbanisms**

This course surveys emergent models of urbanization in globalizing cities that thus far defy categorization or exist peripherally in studies of urban form. The goal of the course is to equip students with the theoretical and historical background, the analytical tactics, and the critical awareness necessary to reposition themselves as designers in these increasingly challenging contexts. Through case study examples and supporting readings, the course will decipher the formal, social, and environmental effects of particular processes defining new urban spatial configurations in city-regions around the globe. Most of these processes are driven by discourses of 'efficiency,' such that urban forms are increasingly inflected by economic operating systems, as they are subsequently detached from traditional concerns of livability and public interest. Emerging urban assemblages include: massive manufacturing warehouse landscapes or logistical distribution centers and 'aerotropolis' transit hubs as well as those spaces left behind by regional restructuring: de-urbanizing (or deliberately erased) environments which contradictorily 'enable growth' in other areas (or over the same areas); and the informal settlements that emerge more spontaneously on the margins of mainstream urban policy. Students will use their understanding of these spatial and logistical configurations to project creative models for re-direction or engagement. Sources and analytical tactics will be drawn from across fields including design, sociology, geography and history. Fulfills Urban Issues elective requirement., MUD-Track elective requirement. Same as A49 MUD 463B

Credit 3 units.

---

#### **A46 ARCH 463C Invisible Cities**

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

---

#### **A46 ARCH 463D City Life and Urban Worlds: An Introduction to the Urban Humanities**

The urban humanities is an inter-/anti-disciplinary project that brings together theory, practice, and methods from fields in architecture, urban design, and the humanities to interrogate the urban condition. In this core course, we will delve into key theorists, texts, and methods that inform the urban humanities through seminars, site visits, and design projects. We will debate emerging perspectives in critical urban theory and then explore the applicability of these positions in St. Louis through mapping, street ethnography, and subtraction. In addition, this seminar is designed to introduce urban scholars from across the humanities and design fields to each other. Participants will be encouraged to experiment, trade, and engage in dialogue across their fields. What, we will ask, is the status of the urban commons in an era of enclosures and privatization? What can postapocalyptic cyberpunk from Lagos teach us about "smart cities"? How do built environments get their politics? Can these politics be redirected or subverted? Same as A49 MUD 463D Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

---

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

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

Credit 3 units.

---

#### **A46 ARCH 465C Art, Design, and Entrepreneurship: Creative Placemaking Beyond The City**

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

Credit 3 units.

---

#### **A46 ARCH 465P DeCon & ReCon: Design A Pavilion to Demonstrate Circular Economy in Architectural Design**

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

Credit 3 units.

---

#### **A46 ARCH 467A Disappearing Act**

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

---

#### **A46 ARCH 470G Edges of Privacy**

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

Credit 3 units.

---

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

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

Credit 3 units.

---

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

This seminar is an introduction to the basics of small- to medium-scale development. It will begin with a series of introductory lectures covering the principles and tools of development, such as creating a project performa, basic tax credits, TIFs, and financial structuring of a project; exploring methods of implementing sustainable practices and designs into development-driven projects through marketability, cost-savings, tax credits and other incentives; and investigating the process of real estate development through the use of sustainable ideas and practices in buildings. It will continue with a series of case studies in which the class will examine models of existing developers in terms



of these base elements. Finally, students will be asked to develop a project in order to understand the architect-client relationship and how to stimulate recognition of the value and importance of sustainable design in real estate development.  
Credit 3 units.

---

#### **A46 ARCH 475E History of the Modern Art Museum**

This seminar explores the development of the modern art museum as an architectural type, measured against evolving nature of display objects, curatorial practices, and demands of the viewing public. Since the consolidation of the type in the early 19th century, the art museum has been the primary site where the symbiotic trajectories between artistic and architectural development have played out. Also, to be examined is the importation of this program into non-Western countries, which responded with their own canons and classifications of fine art. The course ends with recent case studies where architecture has made new, often aggressive, commentaries on objects it is designed to display. The course is open to graduate students and advanced undergraduate Architectural History minors. Fulfills History/Theory elective requirement.  
Credit 3 units. Arch: GARW, HT

---

#### **A46 ARCH 478B Modern Architecture in St. Louis, 1930s-1970s**

This seminar will examine postwar modern art and architecture in St. Louis within the changing design and social contexts of the postwar era, which included massive spatial and racial transformations. Using artworks, photographs, films, and architectural drawings and models, this course will bring together design and social documentation to understand this remarkable creative and conflicted period in St. Louis's history. Michael Willis, FAIA, will also give several lectures and lead two tours. Students will present selected readings and pursue individual research projects for this course. Prerequisite: A46 4284 or equivalent course taken elsewhere.  
Credit 3 units. Arch: GARW, HT, RW Art: CPSC

---

#### **A46 ARCH 486A NOMA National Design Competition**

The 2024 Barbara G. Laurie NOMA Student Design Competition Seminar will allow students to work collaboratively on a national design challenge that will be located in Baltimore, Maryland. The students will have an opportunity to visit the site to gather physical geographic, neighborhood context, and demographic data. They will also work together in developing presentation boards, a physical site model and other related digital graphics. The seminar is open to both undergraduate and graduate students. The course will begin on August 5, 2024 and end on October 28, 2024. The course will begin remotely and transition to in-person learning when the fall semester begins.  
Credit 3 units. Art: CPSC

---

#### **A46 ARCH 490A Explore & Contribute: Collaboration between Washington University & Henry Elementary School**

A major goal is to have elementary school students explore sustainable ways to live during the 21st. century. To this end, we will offer students curriculum ideas which will emphasize ecological sustainability, environmental health, personal responsibility, leadership, and a high-quality academic program. We will place emphasis on the environmental sciences, energy alternatives and conservation, recycling, organic gardening and the food sciences, and the emerging "green" economy. We will work to help the students improve their math, science, writing, and hands-on skills - using the range of topics about sustainable living as the "vehicle." This course invites both undergraduate and graduate students from different fields of study to apply their discipline to the goal of designing and teaching hands-on problem-solving projects for elementary students. Gay Lorberbaum, with advising from administrators at the elementary school, will work individually with each WU student and each WU team to develop the

right fit between the creative contribution each WU student will offer and the range of emotional and intellectual needs of the elementary school students. WU students enrolled in this course will work on-site at the elementary school during the scheduled weekly meeting times.  
Credit 3 units. Art: CPSC

---

#### **A46 ARCH 4930 In|Visible St. Louis: People, Place, and Power in the Divided City**

This course approaches the study of segregation and inequality in St. Louis as deeply relational and contextual -- that is, embedded in a particular space and place and constituted through social-political relations. Students will be immersed in the history, theory and contemporary academic debates surrounding inequality, segregation, and social justice initiatives in urban cities across the United States. The course pairs this theoretical base (conceiving of segregation as multifaceted and durable, historical, spatial, and interpersonal) with intensive research experiences drawing on the methodological tools available across sociology, urban design, and architecture (archival research, data collection, mapping, diagramming, interviewing, field observation). Students will initiate collaborative research projects aligning with the needs of local organizations that serve the city's historically disadvantaged populations. Local guest speakers (scholars, community leaders, residents) will enhance students' classroom learning, as will site visits and other discussion formats. This interdisciplinary course bridges the Department of Sociology and the Sam Fox School of Design and Visual Arts, a collaboration supported by The Divided City initiative.  
Same as I50 INTER D 4930  
Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S

---

#### **A46 ARCH 499 Senior Capstone in Architecture**

The Senior Capstone in Architecture allows undergraduate students in their final semester of study to pursue individual research projects. All students will participate in shared discussions and presentations, as well as pursue a highly individualized line of research inquiry that potentially starts where a former project left off, supplementing current or previous coursework, or investigating a previously unexplored route. The course will culminate in a presentation and defense of a well-articulated and developed research project.  
Credit 3 units.

---

## Landscape Architecture

Visit online course listings to view semester offerings for A48 LAND.

---

#### **A48 LAND 304 Shared Ecologies and Design**

This interdisciplinary course will introduce biological, social and cultural ecology concepts to proactively address current stressors that impact and are being impacted by design and the built environment. These effects and affects range from (but are not limited to) climate change science; racial and social justice impacts; sustainability, resiliency and adaptation-design strategies; systems-based and multi-scalar understandings; and interrelational human and non-human environments bound in both acting and being acted upon locally and globally.  
Credit 3 units. Arch: ECOL

---

#### **A48 LAND 315B Historic Preservation, Memory and Community**

Whose history is significant enough to be worth preserving in physical form? Who gets to decide, and how? Does the choice to preserve buildings, landscapes and places belong to government, experts or ordinary people? How does the condition of the built environment impact community identity, structure and success? This place-

based course in historic preservation pursues these questions in St. Louis' historically Black neighborhood The Ville, where deep historic significance meets a built environment conditioned by population loss, disinvestment and demolition. The course explores the practice of historic preservation as something far from neutral but rather considers it as a creative, productive endeavor that mediates between community values, official policies and expert assertion. Critical readings in preservation and public history will accompany case studies, community engagement and practical understanding.  
Credit 3 units. Arch: GAUI, UI

---

**A48 LAND 401 Landscape Architecture Design Studio I**

This core studio explores design principles common to architecture and landscape architecture as well as their own specificity. A series of problems will focus on the relation of component to space through conceptual, analytical, formal, and perceptual investigations.  
Credit 6 units.

---

**A48 LAND 402 Landscape Architecture Design Studio II**

In this core studio, students will develop a spatial understanding of landscape architecture through a series of exercises of varying scale and complexity. Building design skills incrementally, students will acquire facility with the manipulation of ground plane and the elaboration of vegetation and material strategies at both site and urban scales. The studio will foster an appreciation of landscape architecture as a systemic construct with formal, ecological and social implications.  
Credit 6 units.

---

**A48 LAND 421 Landscape Representation I: Hand Drafting, Drawing, & Sketching**

The beginning course in the representation sequence will introduce students to freehand and mechanical representation as a means for developing and communicating design ideas. Students will build a basic understanding of orthographic drawing typologies and traditional drawing materials. Emphasis is placed on development of observational skills, building a design vocabulary, basic drawing skills, and the techniques of landscape architecture and architectural representation.  
Credit 3 units.

---

**A48 LAND 423D Videography for Designers**

This seminar course will examine the practice of capturing, producing and analyzing moving images as a method of inquiry for design. We will focus on the analytical and communicative qualities of time-based media [recorded sequences, video, slideshows, animation, simulation, remote sensing, etc.] as a human-landscape intermediary that has the ability to alter understanding and evaluation of the environment. We will explore techniques from a range of disciplines - art, design, sociology, anthropology, etc. The course will meet weekly for brief lectures/presentations to direct our inquiries, discussion of foundational readings and ideas, media workshops, screenings, local field trips, and/or student presentations of work. Throughout the semester, students will generate brief, exploratory work that focuses on methods and techniques, and a larger, final project that engages the themes of the course. Open to all graduate and upper level undergraduate students, a goal of the course is to blur boundaries between art and design, and to capitalize on their various approaches. No experience with video, animation, or other software is required - only the desire to explore and incorporate time-based methods into individual processes.  
Credit 3 units.

---

**A48 LAND 423E Cinematic Landscapes: The Making Of**

Watch movies. Talk about movies. Analyze the making of movies. Make a movie. Climate-themed movies. Post-apocalyptic movies. Meet in technology. Learn to scientifically use drones. Learn to scientifically use LIDAR. Use these tools in your climate-themed movie. Sculpt stories in time, supported by sound. This course will focus on the analysis of landscapes and cities as portrayed by popular cinema. How eidetic portrayals of nature and cities are circulated by popular cinema. Stories through which the values, common referents, public concepts, and memes of a culture materialize through the construction of movies. Interior to the semester there is an interdisciplinary workshop. Four-day fieldwork with Geology Assistant Professor Alex Bradley. Map and produce digital representations at 2-cm resolution of a mountainside scoured by a burst reservoir. This class is divided into three parts: watch, learn, and make. Watch: Each week, students will be asked to watch one movie and one director's commentary, often referred to in the "bonus features" as "the making of." Learn: Students will study the methods and techniques used to create settings, props, and storyboards in the service of a sound vision. Make: Students will synthesize digital and analogue time-based media tools (sound and video) to make a movie thematically based on climate change.  
Credit 3 units.

---

**A48 LAND 424M Spatializing Extremes: Graphic Explorations on Projected Climate Futures**

As architects, we communicate through a language of visual representation. We use drawing as an act of translation - to spatialize ideas and information in a way that could arguably be understood universally. Furthermore, we use drawing as an act of persuasion - to convince others of our designs, positions, and intentions. In the culture of immediacy that we currently find ourselves in - an era where the image and the video dominate our scrolling - it's more important than ever to produce compelling graphics that aid in the dissemination of information. This course explores how architects can harness the power of architectural representation to construct spatial narratives of text-based research and data, particularly regarding the interdisciplinary science surrounding projected climate futures. We will operate contextually through a lens that does not try to prevent the extremes of climate change, but rather accepts these new realities that we have already begun to find ourselves in, that of extreme weather events, floods, droughts, sea level rise, plant & animal migrations, and human migrations, among others. How can we translate existing climatic research into compelling graphics? How can we persuade an audience of the need to adapt our built environment and existing infrastructures in the face of these alternate realities? From there, how can we speculate on these conditions in a way that compels different thinking surrounding adaptation and resilience? The course will explore these questions through the generation of narrative drawings, working iteratively through a variety of digital drawing techniques towards a composition deeply layered with multiples sources of information as well speculations on climatic futures.  
Credit 3 units. Arch: ECOL

---

**A48 LAND 430C Special Topics: Pyrocene**

In the last five years, cataclysmic wildfires have raged globally, burning hotter, faster, larger, and longer in California, Australia, the Amazon, and beyond. A firestorm of images -- frantic smartphone footage, smoldering drone shots, panoramas of orange haze -- has ushered a vision of an apocalyptic "new normal" into public consciousness. In 2015, the scholar Steven Pyne coined the term "Pyrocene" to describe our current "age of fire," defined not only by the accelerated burning of living landscapes but also "lithic" ones, in which the spectacle of the fire crisis can only be understood in relation to deeper climatic and cultural transformations produced by fossil fuel combustion. This interdisciplinary seminar will explore avenues for architectural and cultural practice in the Pyrocene, which some scholars have called the "arts of living on a damaged planet."

Approaching wildfire as a phenomenon at the intersection of landscape and urbanization, the course will center design disciplines but also develop robust connections to political ecology, eco-aesthetic art, decolonial anthropology, eco-poetic literature, and ecologically oriented philosophy. Drawing from readings and case studies in various fields, students will experimentally develop projects that traverse diverse critical frameworks for understanding, shaping, inhabiting, and tending contemporary fire landscapes.  
Credit 3 units.

---

**A48 LAND 430E Special Topics: Solar Decathlon Landscape Strategy**

A solar decathlon house is currently being designed and constructed by Sam Fox architecture students for entry into the 2017 competition to be held in Denver, Colorado. This summer landscape architecture studio will develop the design and construction drawings for the high-performance landscape system that sustains the house. It will provide energy, light, water and food.  
Credit 3 units.

---

**A48 LAND 453 Advanced Planting Design**

This course focuses on both the cultural, environmental, scientific and the technical aspects of planting design. The course will be taught in 3 modular sessions: Horticulture and the Science of plants; Typologies and design such as bosque, grove, glade, allee, meadow, wetlands, hedgerow, etc., and their origins in productive landscapes, application to contemporary landscape architecture; and the Practical hands-on experience in the field with both design documentation to installation techniques. The course will offer several field trips to experience urban revitalization, various design typologies, sustainable land use, reclamation, and restoration.  
Credit 3 units.

---

**A48 LAND 480B Mapping the Metropolitan Mississippi**

This seminar explores the relationship of city to river through reading, recording, and mapping. Students will document their research, create proposals, and develop simulations and/or prototypes for a site on the St. Louis riverfront. Methods of inquiry will combine hand-recording, photography, GIS techniques and DIY devices. The course will alternate discussion sessions, field research, and lab. Open to all graduate students; undergraduates require the instructor's approval.  
Credit 3 units.

---

**A48 LAND 483A Emergence in Landscape Architecture**

This course investigates the roles of emergence theory in landscape architectural discourse. For the purposes of the course, emergence is considered as the development of new and/or different conditions as a result of disturbance. Disturbance can take many forms, and the phenomena that are subject to disturbance are many and varied. Landscapes are continually disturbed by social, economic, and physical interruptions, but cognitive structures, perceptual frameworks and cultural values are also subject to turbulence that, as with landscape disturbance, often leads to innovation, novelty and resilience. The course will explain what emergence theory is, where it comes from, how it relates to environmental design in general, and how it has - or could - change the way we design human and nonhuman inhabitations. Through readings, presentations and discussions, students will be able to connect the rise of emergence theory in cultures of contemporary thought to its application in practice. The main theme of the course is the potential for emergence theory to enable us to relate qualitatively different modes of existence (human; nonhuman) to each other and through the connections thus established improve the lifeworlds of all. The structure of the course is based around ten key concepts of

emergence, as follows: open systems, situation, initial conditions, assemblage, nature cultures, difference, field theories, disturbance, morphogenesis, formless. Each student will investigate one of these concepts and present their findings to the class.  
Credit 3 units. Arch: ECOL

---

## Sam Fox School of Design & Visual Arts

### Ralph J. Nagel Dean

**Carmon Colangelo**

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

### Associate Dean

**Nicole Allen**

MA, MBA, University of Wisconsin-Madison

### Associate Dean of Students

**Joseph Fitzpatrick**

MHEA, Upper Iowa University

### Associate Dean of Finance and Operations

**Meredith Gugger**

MAcc, University of Missouri-Columbia

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

**Linda C. Samuels**

Interim Director, College of Architecture and Graduate School of Architecture & Urban Design  
PhD, University of California, Los Angeles

## College of Art/Graduate School of Art

**Amy Hauff**

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

## Mildred Lane Kemper Art Museum

**Sabine Eckmann**

William T. Kemper Director and Chief Curator  
PhD, University of Erlangen-Nürnberg

## About Us

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

Composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art and the Mildred Lane Kemper Art Museum, the Sam Fox School is an inspiring place for learning, making, and creative research. Its six-building complex features numerous exhibition and maker spaces, a dedicated art and architecture library, and a world-class art museum. Students have unparalleled resources that support a positive creative culture.

The **College of Art**, founded in 1879, was the first professional, university-affiliated art school in the United States. In the 1940s, its broad-based core program helped set the standards for the bachelor of fine arts degree. Faculty over the years have included Max Beckmann, Philip Guston and other internationally known artists.

The **College of Architecture**, established in 1910, was one of eight founding members of the Association of Collegiate Schools of Architecture. In 1962, Architecture launched one of the nation's first Master of Urban Design programs. Four winners of the Pritzker Prize, considered architecture's highest honor, have taught at the school.

The **Mildred Lane Kemper Art Museum** dates back to 1881, making it the first art museum west of the Mississippi River. The collection has historically focused on contemporary work. Today, the Kemper Art Museum holds roughly 3,500 important paintings, sculptures, photographs and installations by 19th-, 20th- and 21st-century American and European artists, along with significant antiquities and a large number of prints and drawings.

Additional collaborative opportunities are provided by the Department of Art History and Archaeology in Arts & Sciences, the Kenneth and Nancy Kranzberg Art & Architecture Library, and the Dowd Illustration Research Archive.

## Inquiry, Creativity and Synthesis

The Sam Fox School offers rigorous art, design and architecture education at both the undergraduate and graduate levels, within the unique context of an independent, nationally prominent research university.

The student body is composed of approximately 325 undergraduate and 45 graduate students in Art as well as 235 undergraduate and 130 graduate students in Architecture. In all, they represent 29 countries, 38 states, the District of Columbia, and Puerto Rico. Roughly 11% of undergraduates pursue combined studies with another university area and 28% of graduate students in Architecture are pursuing joint degrees.

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

- Multidisciplinary courses are co-taught by Art, Architecture, and Art History and Archaeology faculty. Recent seminars have explored the history of illustrated entertainment, combined urban theory with book design and production, and crafted a variety of online publications. Courses in exhibition studies are being offered, and a new program of exhibition studies is under development.
- International studios in Barcelona, Berlin, Buenos Aires and Florence are taught by Washington University faculty and offer a range of distinctive programs in art and architecture.
- Sam Fox School faculty, students, and staff work with individuals, organizations, governments, and communities — especially in St. Louis — through research, teaching and practice. This includes community-engaged teaching, service programs, research projects, and additional types of socially engaged practice.

## Uniting Creativity and Scholarship

The Sam Fox School boasts a unique combination of academic and intellectual resources.

The Architecture faculty includes practicing architects, urban designers and landscape architects as well as eminent architectural theorists and historians and a select number of international visitors. The resident, full-time faculty members have won national and regional awards for design excellence and planning, including more than two dozen from the American Institute of Architects alone.

Art's full-time faculty members include prominent painters, sculptors, printmakers and mixed-media artists as well as leading illustrators, graphic designers, fashion designers and photographers. Design faculty have won numerous professional honors, and fine art faculty have been featured in more than 100 solo exhibitions and 300 group shows on five continents.

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

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

## A Comprehensive Campus

The Sam Fox School is housed in a comprehensive, six-building campus for design and the visual arts located on the eastern portion of the Danforth Campus. Conceived around a central courtyard, it both reflects and updates Washington University's original campus plan, which was developed in 1895.

**Anabeth and John Weil Hall**, designed by the internationally acclaimed architecture firm KieranTimberlake, houses state-of-the-art graduate studios, classrooms and digital fabrication spaces. With its abundant natural light and flexible, loft-style studios and workspaces, Weil Hall is a locus for teaching, study, creation and critique. The William A. Bernoudy Architecture Studio — along with studios for graduate architecture, landscape architecture, urban design, illustration & visual culture, and visual art — houses programs for the Graduate School of Architecture & Urban Design and the Graduate School of Art. The Roxanne H. Frank Design Studio houses the Graduate School of Art's Master of Fine Arts in Illustration & Visual Culture.

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

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

**William K. Bixby Hall**, completed in 1926, has grown and changed to meet the needs of the students, faculty and administration of the College & Graduate School of Art. The building currently houses teaching and studio spaces for first-year art and design students, the undergraduate fashion design and printmaking majors, and the Nancy Spirtas Kranzberg Studio for the Illustrated Book. The Dubinsky Printmaking Studio, a state-of-the-art facility, is located on the first floor beside Island Press, a research-based printmaking workshop that creates and publishes innovative prints and multiples by many of today's most influential artists. On the ground floor, an administrative suite is home to student services, financial services, and the director of Art.

**Joseph B. Givens Hall** has been architecture's home since 1932. It features a variety of studio spaces, including large drafting rooms with 15-foot ceilings, large windows, and skylit ateliers. The building's compact and elegant Beaux-Arts design has at its heart a grand central stair often used for socializing and informal meetings. Givens Hall also houses a lecture hall, review spaces, classrooms and the office of the director of Architecture.

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

The **Mildred Lane Kemper Art Museum**, completed in 2006, is another commission by Maki. The elegant, 65,000-square-foot limestone-clad structure — a gathering point for scholars and the general public — includes more than 10,000 square feet of exhibition space, art storage facilities, and the Florence Steinberg Weil Sculpture Garden. The museum also houses the Kenneth and Nancy Kranzberg Art & Architecture Library and the Department of Art History & Archaeology.

In 2019 Washington University completed one of the most significant capital projects in the recent history of the Danforth Campus. The comprehensive transformation of the east end of the campus included a significant expansion of the Kemper Art Museum, designed by the architecture firm KieranTimberlake. The new and reconfigured galleries more than doubled the exhibition space for the Museum's permanent collection.

## Lecture Series

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

Email: [samfoxschool@wustl.edu](mailto:samfoxschool@wustl.edu)

Website: <http://www.samfoxschool.wustl.edu>

# Degree Requirements

## Undergraduate Degree Programs

The College of Architecture offers course work leading to two undergraduate degrees: the Bachelor of Science in Architecture and the Bachelor of Arts in Architecture. The requirements for both degrees are the same through the junior year. Students choose which degree program they wish to pursue. Further information about the particular requirements and curricular structures of the undergraduate degree programs is listed below.

Students in the College of Architecture select, in consultation with their advisors, a course of study that satisfies the formal degree requirements, addresses their interests, and best meets their overall goals.

Students begin with a design studio and take required courses in the College of Arts & Sciences in addition to electives across the university. To encourage students to focus their academic and professional interests, they are required to select one of five tracks in architecture (p. 94).

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

## Continuing for Graduate Study Years

Students receiving the Bachelor of Science in Architecture degree can apply to two-year Master of Architecture programs. Students receiving the Bachelor of Arts degree with a major in architecture usually apply to three-year Master of Architecture programs. Please visit the Graduate School of Architecture & Urban Design section of this *Bulletin* for more information.

## College of Architecture Requirements

Students in the class of 2028 and beyond must fulfill the following degree requirements. For class of 2027 academic requirements, see the 2023-2024 Bulletin (p. 16). For class of 2026 and prior classes, refer to the 2022-2023 Bulletin.

### Academic Requirements (18 units)

- College Writing (3 units): Every student must demonstrate proficiency in reading and writing the English language and must begin to develop mature skills in framing and revising arguments by completing course work as determined by the College Writing Program L59 CWP, with a grade of C- or better. Transfer students must fulfill the writing requirement by taking an approved writing course or by review of a writing portfolio. For more information, visit the College Writing Program website.
- Calculus I (3 units): All students must complete Math 131 Calculus I (Natural Sciences/Math) with a C- or better. Transfer credit cannot be used to fulfill the Calculus I requirement; the requirement can be fulfilled with Advanced Placement (AP) or International Baccalaureate (IB) credit.
- Physics I (3 units): Students must complete Physics 191 Physics I (Natural Sciences/Math) with a C- or better.
- Humanities (3 units): Humanities courses examine the human condition as it has been documented and expressed in both past and contemporary times. This area includes courses from literature (both in English and other languages), Classics, History, Philosophy and Religious Studies, as well as some courses in the creative arts such as Dance, Drama, Music and Writing. Courses designated "Arch HUM" fulfill the humanities requirement.
- Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society and forms of human behavior. This area includes courses from Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences as well as courses from other areas, including interdisciplinary studies. Courses designated "Arch SSC" fulfill the social and behavioral sciences requirement.
- Art History (3 units): Students must complete Art-Arch 113 History of Western Art, Architecture & Design with a C- or better; this course may not be taken pass/fail.

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

Code	Title	Units
ARCH 151	Representation I	1.5
ARCH 152	Representation II	1.5
ARCH 185	Practices in Architecture, Landscape Architecture, and Urban Design	3
ARCH 111C	Introduction to Design Processes I	4.5
ARCH 112C	Introduction to Design Processes II	4.5
ARCH 304	Shared Ecologies and Design	3
ARCH 211D	Architectural Design I	6
ARCH 212D	Architectural Design II	6
ARCH 311B	Architectural Design III	6
ARCH 312B	Architectural Design IV (or ARCH 312M Architectural Design IV (Urban Design + Landscape Systems))	6
ARCH 411B or ARCH 411F	Architectural Design V Architectural Design V (Florence)	6
ARCH 412B	Architectural Design VI (or ARCH 412M Architectural Design VI (Urban Design + Landscape Systems) or ARCH 3231 Architectural Apparitions: City of Collective Memory)	6
ARCH 3280	Architectural History I: Antiquity to Baroque	3
ARCH 3284	Architectural History II: Architecture Since 1880	3
ARCH 438	Environmental Systems I	3
ARCH 445	Building Systems	3
ARCH 447A	Structures I	3
ARCH 448A	Structures II	3
	History/Theory Research and Writing Elective (RW)	3
	Open Electives**	27
	Architecture Track (3 courses)***	
<b>Total Units</b>		<b>102</b>

\* A maximum of 15 non-Washington University units (including Advanced Placement, International Baccalaureate and transfer credit) is permitted.

\*\* A maximum of 9 units may be applied to physical education, lessons and/or independent studies. School of Continuing & Professional Studies courses do not count toward degree requirements.

\*\*\* Track courses fulfill either Humanities and Social Sciences distribution requirements (Arch HUM/Arch SSC); History/Theory Research and Writing elective requirements (RW); or open elective requirements.

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

Code	Title	Units
ARCH 151	Representation I	1.5
ARCH 152	Representation II	1.5
ARCH 185	Practices in Architecture, Landscape Architecture, and Urban Design	3
ARCH 111C	Introduction to Design Processes I	4.5
ARCH 112C	Introduction to Design Processes II	4.5
ARCH 304	Shared Ecologies and Design	3
ARCH 211D	Architectural Design I	6
ARCH 212D	Architectural Design II	6
ARCH 311B	Architectural Design III	6
ARCH 312B	Architectural Design IV (or ARCH 312M Architectural Design IV (Urban Design + Landscape Systems))	6
ARCH 3280	Architectural History I: Antiquity to Baroque	3
ARCH 3284	Architectural History II: Architecture Since 1880	3
ARCH 445	Building Systems	3
ARCH 499	Senior Capstone in Architecture	3
History/Theory Research and Writing Elective (RW)		3
Open Electives**		45
Architecture Track (3 courses)***		
<b>Total Units</b>		<b>102</b>

\* A maximum of 15 non-Washington University units (including Advanced Placement, International Baccalaureate and transfer credit) is permitted.

\*\*A maximum of 9 units may be applied to physical education, lessons and/or independent studies. School of Continuing & Professional Studies courses do not count toward degree requirements.

\*\*\*Track courses fulfill either Humanities and Social Sciences distribution requirements (Arch HUM/Arch SSC); History/Theory Research and Writing elective requirements (RW); or open elective requirements.

## Tracks in Architecture

All students must complete a track in architecture as part of their degree requirements. In consultation with their major advisor, students select a track during their third semester. Tracks consist of 9 units of course work in a focused area of study. A minimum of 6 units of track courses must be taken in the Sam Fox School, with up to 3 units permitted from the College of Art. Up to 3 units taken outside the Sam Fox School can also count toward this requirement. Track courses fulfill either Humanities and Social Sciences distribution requirements (Arch HUM, Arch SSC), History/Theory Research and Writing elective requirements (RW), or open elective requirements, and they may also be counted toward minors.

Students choose one of the following five tracks:

- Ecologies and Sustainable Environments
- Entrepreneurship and Practice
- Fabrication and Visualization
- History and Theory
- Socially Engaged Practice

## Regulations

A. Students may take one *non-required* course on a pass/fail basis each semester.

B. Students may enroll for credit in only one supervised performance course during any semester. Students may earn a maximum of 9 units toward the degree in supervised performance and/or in group or individual performance courses, internships, and independent studies combined. School of Continuing & Professional Studies courses do not count toward degree requirements.

## Combined Studies

Washington University offers students the option to study across disciplines and to take advantage of the wide range of courses available. Students may choose to major in architecture and minor in another subject in architecture or to major in architecture and choose a minor or second major in an area from a different undergraduate school.

Major requirements (i.e., any course required to be taken within the Sam Fox School) may not be double-counted for another degree, major or minor unless specifically allowed by a Sam Fox School minor. Open/general electives and Arts & Sciences distribution requirements are permitted to double-count for another degree, major or minor.

## Academic Honors & Awards

**Dean's List:** In recognition of exceptional scholarship, first-year, sophomore, junior and senior art/design students who have earned at least 14 credit units under the letter grade option (excludes courses taken pass/fail or audit) and earned a semester grade-point average of 3.5 or higher during a semester will be cited on the Dean's List.

**Latin Honors:** Graduating Bachelor of Science or Bachelor of Arts in Architecture degree students may also be considered for Latin Honors (cum laude, magna cum laude or summa cum laude) as determined by academic performance.

## Special Awards, Medals and Prizes

*Association of Licensed Architects Student Merit Award.* The Association of Licensed Architects (ALA) presents this award to acknowledge a student, chosen by the director of Architecture, who has exhibited exemplary achievement throughout their academic tenure.

*Civic Engagement Award.* This award is given to one graduating student to recognize their deep engagement with systemic social, economic, and/or environmental issues through their work and efforts.

*Betty Lou Custer Award.* The St. Louis Chapter of the AIA presents a book award in memory of Betty Lou Custer, the longstanding executive director to the chapter, in recognition of her service to the profession of architecture. The book is awarded to an outstanding undergraduate student who has contributed service to the College of Architecture.

*Excellence in Craft Award.* This award is given to a member of the graduating class, either undergraduate or graduate, to recognize outstanding achievement in craft.

*Faculty Book Awards.* These awards are given for recognized achievement in individual programs as voted on by the faculty.

*Frederick Widmann Prize.* In honor of Frederick Widmann, architect and philanthropist, one graduating member from both the undergraduate and graduate classes is selected based on merit in design.

*Hugh Ferriss Award for Architectural Drawing.* This award honors Hugh Ferriss (Washington University in St. Louis class of 1911 and Honorable Master of Architecture in 1928), a distinguished architect and renderer. A book award is given to a graduating student, either undergraduate or graduate, who has excelled in architectural drawing in any medium.

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

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

*St. Louis Community Partnership Award.* This award is given to one graduating student in recognition of their deep and reciprocal relationships and partnerships in the St. Louis Community.

## Scholarship Funds

### St. Louis Chapter American Institute of Architects Scholarship Fund

This scholarship is awarded to students from the St. Louis metropolitan area who have completed the first two years of their architectural studies. Inquiries should be addressed to the St. Louis Chapter AIA, 911 Washington Ave., #100, St. Louis, MO 63101. Separate application is required.

### The James W. Fitzgibbon Scholarship in Architecture

The James W. Fitzgibbon Scholarship in Architecture recognizes outstanding academic performance and promise in the field of architecture. Washington University's College of Architecture offers the scholarship to an entering first-year student who plans to pursue the Bachelor of Science in Architecture or the Bachelor of Arts in Architecture.

At this time, one full-tuition scholarship and up to five partial scholarships are awarded annually. These are renewable for each year of undergraduate study, as long as the scholar is making satisfactory progress toward a degree.

Each College of Architecture applicant who submits a digital portfolio will be considered. No separate scholarship application is required.

### Scholars in Architecture

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

### The Elizabeth S. Schmerling Endowed Scholarship

This scholarship was established in memory of Elizabeth Schmerling, who graduated from Washington University in 2003 with a Bachelor of Science in Architecture. Elizabeth excelled in her studies and sought to help others study and understand the field she so loved. She continued her academic career at the University of Pennsylvania with the goal of earning master's degrees in both architecture and landscape architecture. Shortly after embarking on her graduate school studies, Elizabeth was diagnosed with brain cancer. For 19 months, while courageously pursuing treatment, she stayed focused on her graduate studies and on a life filled with architecture. Elizabeth died on April 26, 2005, when she was 23 years old. Her parents and brother chose to honor her memory by establishing an endowed scholarship at Washington University.

The Elizabeth S. Schmerling Endowed Scholarship is a prestigious award that provides financial support for talented rising seniors who are on track to earn a bachelor's degree in architecture. The scholarship is awarded annually to one or more recipients. Selection is determined by a committee of four faculty based on superior academic performance and scholarship; innovative thought and approaches to the science and art of architecture; and a commitment to the study and understanding of architecture that serves as an inspiration to professors and peers alike.



In addition to the scholarship, each recipient receives a significant architecture book as a memento to enhance their lifelong library. The book includes a custom-made bookplate, designed by two prior scholarship recipients, that is inscribed with each recipient's name and the date the scholarship was awarded.

## Policies

To receive the Bachelor of Arts or Bachelor of Science degree, students must meet the requirements of the College of Architecture and take academic courses with other undergraduates. Work in architecture can be combined with studies in art and design, business, engineering, humanities, natural and social sciences, and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests. Courses in the School of Continuing & Professional Studies do not count toward degree requirements.

## Academic Integrity

Students and members of the faculty of the university have an obligation to uphold the highest standards of scholarship. Plagiarism and other forms of cheating will not be tolerated. When a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Committee on Academic Integrity. A list of university policies can be found on the website of the University Registrar.

## Advanced Placement Credit

A maximum of 15 units of pre-matriculation or non-Washington University transfer credit may be counted toward an undergraduate degree. This includes Advanced Placement, International Baccalaureate and British A-Level exams. Credit cannot be granted for College-Level Examination Program (CLEP) tests.

Pre-matriculation units count toward open/general electives. They do not count for second major or minor requirements. Advanced Placement can fulfill the Calculus and Physics requirements but cannot fulfill other Arts & Sciences distribution requirements.

## Attendance

Regular attendance at all classes and studio meetings is expected. The instructor of each course is allowed to decide how many absences a student may have and still pass the course. Instructors are expected to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their faculty the reasons for any absences and to discuss with them the possibility of making up missed assignments.

In addition, Washington University has a policy for absences related to religious holidays (PDF).

## Enrollment Status

Definitions of *full-time study*, *half-time study*, and so on are based on federal regulations. Enrollment status impacts eligibility for campus services as well as Washington University's reporting obligations. Alignment with policies in financial aid, international student services, student health insurance, VA benefits, and athletics is critical.

Washington University's definition for full-time undergraduate study is at least 12 credit-bearing units (semester hours) per term. Units taken under the audit grade option do not factor into enrollment status calculations, so they cannot count toward the 12 units required for full-time enrollment.

## Financial Obligations

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

## Grievance Procedures

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

## Grade Dispute Policy

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

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

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

## Integrity and Ethical Conduct

Washington University and the Sam Fox School of Design & Visual Arts are committed to the highest ethical and professional standards of conduct and consider these to be integral to their mission of the promotion of learning. To maintain these standards, the university relies on each community member's ethical behavior, honesty, integrity, and good judgment. Each community member should demonstrate respect for the rights of others, and each community member is accountable for their own actions. Washington University policies state that members of the university community can expect to be free from discrimination and harassment. Students, faculty, staff, and outside organizations working on campus are required to abide by specific policies prohibiting harassment, which are posted on the Compliance and Policies page of the university's website. Should a situation arise in which a member of our community believes they have cause to file a grievance, there are two categories of grievance to consider: academic and non-academic. Academic grievances can either be when a student challenges a course grade or when a fellow student or faculty member feels a matter of academic integrity is at issue. Student grievances filed to challenge a grade that the student feels has been given incorrectly must follow the procedures outlined in the Grade Dispute Policy above.

Academic integrity grievances are made when a faculty member or fellow student feels a student has compromised the environment of honesty and ethics in the school. Academic integrity infractions follow the procedures laid out in the Sam Fox School and University policies and are managed in the Sam Fox School by the Academic Integrity Officer. Please refer to Washington University's Academic Integrity Statement for additional information.

## Non-Academic Concerns

If a member of our academic community feels that the ethical and safe environment of the classroom has been compromised, for whatever reason, they may seek guidance through the school's Faculty-Student Mediator. Students may also consult Washington University's Grievance Policy and Procedures for Allegations by Undergraduate Students Against Faculty. In addition, University Resources available for support include the following:

- Title IX (for issues related to discrimination, sexual harassment, and sexual violence)
- Mental health concerns (Habif Health and Wellness Center)
- Drug and alcohol concerns (Habif Health and Wellness Center)
- Immediate physical/mental health concerns (Washington University Police Department)
- Center for Diversity & Inclusion (for issues related to bias, prejudice, or discrimination)

## Intent to Graduate

Students are responsible for filing an Intent to Graduate form in order to have the degree conferred. The Intent to Graduate is available online through WebSTAC. No degree will be awarded if this form has not been filed by the appropriate deadlines. Students who do not complete their degree requirements by their intended graduation date must re-file for the next graduation date.

## Interdivision Transfer Policy: Transferring Into the College of Architecture

Undergraduate students enrolled in the College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, or the College of Art may apply to transfer into the College of Architecture. Transfer requests must be made in WebSTAC by the last day of final exams of the semester before the effective semester. It is strongly recommended that students meet with a four-year advisor in the Sam Fox School prior to registration to ensure that they know what classes to take the following semester and are given waitlist priority. Otherwise, enrollment in the required studios for the semester of entry may not be possible. All Washington University students must spend their first semester in the academic division that admitted them.

## Minimum Criteria

The following requirements must be met for an internal transfer into the College of Architecture:

1. Achieve a cumulative GPA of 3.0 or higher. Students with GPAs below 3.0 are required to meet in person with the chair of undergraduate architecture for an interview and academic record review.

2. Present an academic record that supports the conclusion that the student will be able to complete a Bachelor of Science in Architecture or Bachelor of Arts in Architecture degree in a typical time frame. Depending on the student's level at the time of transfer, additional semesters and/or preapproved summer school may be required.
3. Be in good academic standing.

A portfolio of creative work is not required, but students are invited to bring visual examples of their work when they meet with the associate dean of students in the Sam Fox School (details below).

Each application is evaluated on a case-by-case basis. Meeting these requirements does not guarantee admission into the College of Architecture.

## To Begin the Transfer Process

1. Log into WebSTAC and select "Change WU School" under the "Academics" tab.
2. Meet with the associate dean of students in the Sam Fox School for an interview and optional portfolio review. Contact information for the associate dean is provided during the transfer request process in WebSTAC.
3. Complete an exit interview or exit survey with the academic division that is being left.

## Leave of Absence

A student may request a leave of absence for one or two semesters when individual professional, medical, or personal circumstances warrant it. Petitions are reviewed and approved by the Sam Fox School Registrar's Office. Any requests extending beyond one year will be reviewed on a case-by-case basis. In addition to a written petition, the student requesting a medical leave of absence must submit a medical recommendation from Habif Health and Wellness Center.

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

International students requesting a leave of absence must contact their advisor at the Office for International Students and Scholars to discuss how the leave might affect their visa status.

Students who are on a leave of absence for medical, mental health, academic, family, personal, or any other reason are not eligible to participate in a registered student group, hold a student group leadership position, or attend/plan a student-group-sponsored event as a representative of said student group. Depending on the type of leave and any corresponding policy restrictions, students on a leave of absence may or may not be able to attend campus-wide events as a guest of a current Washington University student.

## Minimum and Maximum Loads

Students must enroll in an average of 15 to 16 units each semester to complete degree requirements in eight semesters. It is strongly recommended that students enroll in no more than 18 units each semester in order to focus on studios and required courses.

Full-time enrollment is 12 units. Enrollment below 12 units may be granted only with the consent of the associate dean of students.

An enrollment above 21 units will be charged at the established university rate per hour for the additional credits and must be approved by the director or undergraduate program chair.

Refer to the section of this *Bulletin* that covers tuition and fees (p. 50) for both the annual tuition rate and the per-credit-unit breakdown applicable to the College of Architecture.

Students are expected to proceed at a pace that enables them to finish their degree within the appropriate time limit. For undergraduates, this is usually eight semesters. Exceptions to these minimum standards may be granted only with the written consent of the associate dean of students.

## Prerequisites

Students enrolling in College of Architecture courses without the prerequisites must seek permission from the instructor; registration without this permission does not guarantee enrollment in the course.

## Retention of Student Work

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

## Satisfactory Academic Progress and Academic Standing

Satisfactory Academic Progress is demonstrated through completed credits and a minimum grade point average (GPA). Students are expected to proceed at a pace that enables them to finish their degree within an appropriate amount of time. For undergraduates, this is usually eight semesters, requiring a minimum pace of 66⅔% (number of credits earned divided by the number of credits attempted). Per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the federal student aid program requires students to maintain a minimum GPA of 2.0 (C average) to maintain eligibility for financial aid. A minimum cumulative GPA of 2.0 is also required for students in the College of Architecture to be eligible to graduate.

As long as students demonstrate Satisfactory Academic Progress, they are considered to be in good academic standing. The College of Architecture considers the following key performance indicators to determine whether a student remains in good academic standing:

- Minimum semester and cumulative GPA of 2.0;
- Satisfactory progress in units completed (66⅔%, calculated by the number of credits earned divided by the number of credits attempted); and
- Progress in the focused area of study (e.g., major requirements).

All of the above indicators combined demonstrate Satisfactory Academic Progress. A deficiency in any of the three performance indicators will trigger a review that may cause a student to be placed into one of the academic standing categories described below, which is also a signal that minimum standards for graduating are not being met. Unless a student demonstrates improvement, thereby indicating their ability to fulfill degree requirements within a reasonable period of time, the student may be dismissed from the university. Although the College of Architecture desires to give all students the opportunity to prove themselves, it is not in the best interest of either the students or the college to permit students to continue indefinitely in educational programs in which they are not producing satisfactory results.

## Academic Concern

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

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

While a student placed on Academic Concern remains in good academic standing, this status is a signal to the student that academic performance is below minimum standards and, if continued, will likely cause the student to fall out of good standing.

A student may also be placed on Academic Concern when their earned semester pace or GPA is below the terms of Satisfactory Academic Progress because of outstanding or incomplete grades. Once all grades are received, the student's record is reviewed to determine satisfactory or other status.

An Academic Concern status is not noted on the official transcript; since it does not cause the student to fall out of good standing, it will not be incorporated into enrollment verifications requesting confirmation of academic standing.

## Academic Notice

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

- Cumulative GPA of less than 2.0 (first occurrence and all subsequent occurrences)
- Semester GPA of less than 2.0 (second occurrence and all subsequent occurrences)
- Earning fewer than a total of 12 units in a regular semester (second occurrence and all subsequent occurrences)

Academic Notice status indicates that a student is not in good academic standing. Although this status is not noted on the official transcript, it will be incorporated into enrollment verifications requesting confirmation of a student's standing. Students placed on Academic Notice are notified in writing of the status and of any requirements resulting from the status change.

Academic Notice serves as a warning that, unless the quality of work improves, the student may be required to take time away due to academic deficiency. A student may be removed from Academic Notice when their cumulative GPA is above 2.0 and they are meeting the pace of 66⅔% for Satisfactory Academic Progress.

To support a student on Academic Notice status, the Sam Fox School Associate Dean of Students Office may require the student to develop and follow an Academic Improvement Plan. To succeed, the student must understand the causes of their current situation, identify what needs to change, and implement those changes. The student may be required to meet regularly with the Associate Dean of Students to review progress.

## Academic Time Away

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

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

Academic Time Away status indicates that a student is not in good academic standing. Because this status is marked by a break in enrollment, this status is noted on the official transcript. Students placed on Academic Time Away are notified in writing of the status and of any requirements resulting from the status change, including the minimum number of semesters until they are eligible to request reinstatement. Students on this status are not allowed to enroll in any classes at Washington University during their Academic Time Away period, including courses offered by the School of Continuing & Professional Studies. Academic Time Away is not viewed as a punitive action. Rather, it is an academic pause applied when it is clear that

something is interfering with a student's ability to complete degree requirements. It is not in the student's best interest to continue unless they are able to apply changes that will allow them to make successful academic progress toward graduation.

## First Appeal Option

A student who wishes to appeal their Academic Time Away status must present a written appeal within 48 hours of receiving notification stating the reason(s) why they believe their situation should be reconsidered. This statement must be sent as outlined in the notice of Academic Time Away. In this statement, the student must explain why the unsatisfactory academic performance occurred and, if they are allowed to return, what they would do differently. The student will then be given an opportunity to present their case in an appeal hearing. Failure to appear at an appeal hearing will be considered a withdrawal of the appeal.

The Sam Fox Registrar is responsible for coordinating appeal hearings, which consist of a faculty committee of a minimum of three Sam Fox School faculty members. The Associate Dean of Students may attend as a non-voting member of the committee. The committee will have access to the student's academic record, written appeal, any previous academic improvement plan, and any other information deemed relevant to the review. The student will have an opportunity to speak on their behalf and to answer questions posed by the committee. After the appeal hearing, the student is informed of the outcome in writing within 48 hours.

After deliberation, the faculty committee will make a determination based on a simple majority vote to either grant the appeal or to deny the appeal. If an appeal is granted, the student is reinstated for the upcoming semester and placed on Academic Notice. If the appeal is denied, all original terms of the original Academic Time Away remain in effect.

## Second Appeal Option

The decision by a faculty committee may be appealed to the director of the student's academic division on any of the following grounds:

- *New evidence of a substantive nature:* New, significant evidence regarding factors affecting the student's academic performance becomes available that was not available at the time of the original appeal hearing. Information is not considered new evidence if the student did not attend the original hearing or voluntarily withheld information during the original hearing.
- *Substantive procedural error:* A specified procedural error or error in interpretation of university policies resulted in the student being denied a fair hearing, or the error prevented the faculty committee from making a fair decision.

Should the student wish to appeal the decision of a faculty committee, a written request must be sent within 48 hours of receiving the committee's decision to the director of the student's academic division. The written request should be of sufficient detail to stand on its own without accompanying testimony to permit the evaluation of the merit of the grounds for appeal. The director will determine whether there is

sufficient basis to modify or uphold the original determination of the faculty committee. If the appeal criteria are not met, the appeal will be denied. The review method used to make a determination is at the discretion of the director.

The student is informed of the outcome of their second appeal option in writing. If an appeal is granted, the student is reinstated for the upcoming semester and placed on Academic Notice. If the appeal is denied, all original terms of the original Academic Time Away remain in effect.

## Final Appeal Option

The decision by the director may be appealed to the Dean of the Sam Fox School on any of the following grounds:

- *New evidence of a substantive nature:* New, significant evidence regarding factors affecting the student's academic performance becomes available that was not available at the time of the first two appeal hearings. Information is not considered new evidence if the student did not attend the original hearing or voluntarily withheld information during the original hearing.
- *Substantive procedural error:* A specified procedural error or error in interpretation of University policies resulted in the student being denied a fair hearing, or the error prevented the faculty committee or the director from making a fair decision.

Should the student wish to appeal the decision of the director, a written request must be sent within 48 hours of receiving the director's decision to the Dean of the Sam Fox School. The written request should be of sufficient detail to stand on its own without accompanying testimony to permit the evaluation of the merit of the grounds for appeal. The Dean will determine whether there is sufficient basis to modify or uphold the original determination. If the appeal criteria are not met, the appeal will be denied. The review method used to make a determination is at the discretion of the Dean.

The student is informed of the outcome of their final appeal option in writing. If an appeal is granted, the student is reinstated for the upcoming semester and placed on Academic Notice. If the appeal is denied, all original terms of the original Academic Time Away remain in effect. The decision of the Dean of the Sam Fox School is final.

If a student chooses not to appeal or if their appeal(s) are unsuccessful, then the student's programs of study will be closed and their classes dropped for the following semester. Suspended students may apply for re-enrollment at a future time, although there is no guarantee that they will be allowed to return.

## Reinstatement After Academic Time Away

If a student on Academic Time Away would like to return to the university in the future, they must petition and be approved for reinstatement. There is no guarantee that a student on Academic Time Away will be allowed to return. If the student is granted reinstatement,

they are placed on Academic Notice upon return. Failure to achieve and maintain Satisfactory Academic Progress after reinstatement may result in a second status of Academic Time Away without an option for reinstatement.

## Study Abroad

Students have an opportunity to study in Florence, Italy, for a semester or over the summer term. The program is led by faculty from Sam Fox School and leverages its unique location by inviting local artists, designers, and architects to serve as instructors and visiting lecturers; incorporating local sites into course assignments and studio projects; and arranging numerous excursions to nearby sites and cities. The Florence program works hand-in-hand with the School's curriculum to ensure that students can study abroad while earning required degree units.

Undergraduate students are also eligible to participate in the university's study abroad programs. To receive academic credit for participation in a non-Sam Fox program, students must submit a written proposal and garner approval in advance. Students should contact the Special Programs Manager if they are considering a study abroad program to ensure eligibility and transferability of credits. The Inside Sam Fox website's WUSTL Programs page has details about eligibility, credit policy, deadlines, and required proposal materials.

Students pursuing study abroad during the summer need to seek preapproval from the Sam Fox Registrar's office as outlined in the Transfer Credit policy.

## Summer School

The College of Architecture offers a limited number of courses during the summer.

## Transfer Credit

A maximum of 15 units of pre-matriculation or non-Washington University transfer credit may be counted toward an undergraduate degree. A student wishing to transfer credit for courses completed at another institution must bring a full catalog description of the course(s) to the Sam Fox School Registrar's Office for preapproval. Upon receipt of an official transcript indicating a grade of C or better, courses will be considered for transfer. Grades for transfer courses will not appear on the student's Washington University record and will not figure into the student's GPA.

College courses taken to earn credit for high school graduation will not be considered for transfer.

Washington University does not transfer credits for courses taken online.

Transfer credit cannot be used to fulfill a Sam Fox minor.

No transfer credit will be awarded for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity Policy.

Students deferring admission or taking a gap year are not eligible to earn transfer credit.

Transfer credit cannot be used to fulfill the Calculus I requirement; the requirement can be fulfilled with Advanced Placement (AP) or International Baccalaureate (IB) credit.

## Units and Grades

A unit is the amount of credit given for one hour of lecture or up to three hours of studio work per week for one semester.

Pluses and minuses are used. Each grade earned for a course taken for credit receives a specified number of grade points, and these points are affected by plus and minus grades as well. Symbols used for both options have the following meanings:

Grade	Meaning	Points per Unit
A+		4.0
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-		0.7
F		0.0
P#	Pass (P/F option)	
F#	Fail (P/F option)	
I	Course work incomplete	
W	Withdraw	
WLA	Withdraw (medical leave)**	
R	Repeat	
L	Successful audit	
Z	Unsuccessful audit	
N	No grade submitted	

\* This grade signifies that the student has not completed part of the work for a semester but has satisfactorily completed the rest of the work. A student must remove a grade of I as discussed in "Incomplete Grades."

\*\* The WLA grade is only for undergraduate students who withdraw from all semester course work with an approved medical leave of absence.

## Minimum Grade Requirement

Undergraduate students in architecture must complete all required courses with a grade of C- or better. This includes required History & Theory Research & Writing electives, required 300-level or above architecture electives, Calculus, Physics, History of Western Art, and any course taken to fulfill the writing requirement.

## Minimum Grade Point Average

Students in the College of Architecture must have a minimum grade point average of 2.0 to be eligible to graduate.

## Pass/Fail Option

Students may take one *non-required* course on a pass/fail basis each semester.

## Incomplete Grades

Students who, following the last day for withdrawal from courses, experience medical or personal problems that make satisfactory completion of course work unlikely may request a grade of I (incomplete). Students in this situation must take the following steps:

1. Contact the instructor before the final review or exam to discuss the request.
2. If the instructor consents, complete an Incomplete Grade Petition signed by both the instructor and the student.
3. Return the signed petition to the Sam Fox School Registrar's Office for final approval.

The instructor is under no obligation to award a grade of I (incomplete).

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

In all other courses, the grade of I (incomplete) must be removed no later than the last day of classes of the next full semester. Upon failure to make up an incomplete grade within the next semester, the student will automatically receive an F in the course unless explicitly excused by the director of architecture. An F grade that is so received may not be changed. Students will not be allowed to continue in courses that require prerequisites if the prerequisite has a grade of I (incomplete). A student who carries more than 9 units of with grades of I (incomplete) may be declared ineligible to re-enroll.

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

## Repeating a Course

When a student retakes a course, both enrollments will show on the transcript. If the second grade is equivalent to or better than the first grade, the first grade will be administratively changed to R to indicate the re-enrollment. If the second grade is lower, both grades will remain on the transcript, with degree credit for only one of the enrollments. This policy only applies to courses taken at Washington University.

## Auditing a Course

With prior approval from their academic advisor, students may audit an elective course if the instructor allows.

## Independent Study

Opportunities for independent study are available to undergraduate students. Registration in an independent study requires the student to submit a written proposal and obtain the approval of the sponsoring faculty, advisor, and program chair. Approved proposals must be submitted to the Sam Fox School Registrar's Office by the semester course add deadline. Proposals received after the deadline will not be considered.

A maximum of 3 units for juniors and seniors and of 1 unit for first-year students and sophomores can be taken per semester. Independent study cannot replace architectural design studios or other required courses.

A maximum of 9 units may be applied to degree requirements from the following areas: physical education, lessons, and/or independent studies.

## Withdrawals and Refunds

A written request for a refund must be submitted to the Sam Fox School Registrar's Office for consideration. Approval is required to officially withdraw from the university. Tuition adjustments will be processed based on information received, and refund checks will be issued only after the fourth week of classes. Material fees for architecture courses will not be refunded after the course drop period for the semester.

For any student whose medical condition makes attendance for the balance of the semester impossible or medically inadvisable, the university will make a pro rata refund of tuition as of the date of withdrawal when that date occurs prior to the twelfth week of classes, provided that the condition is verified by the Habif Health and Wellness Center or a private physician. The date of withdrawal may correspond to the date of hospitalization or the date on which the medical condition was determined.

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

## Summer Withdrawals and Refunds

The Sam Fox School reserves the right to cancel a course if it has not enrolled a minimum of eight students before the first day of class. If a course is canceled, all enrolled students will be notified and dropped from the class, and they will not be charged tuition and fees.

If a course is not canceled, a student may be released from their obligation to pay full tuition and fees by canceling their registration according to the schedule below:

Withdrawal Date	Refund
Prior to the first class meeting	100% + fees
Prior to 15% of published meeting dates	100%
Prior to 30% of published meeting dates	80%
Prior to 45% of published meeting dates	60%
Prior to 60% of published meeting dates	40%
After 61% of published meeting dates	No refund

Requests for refunds must be made in writing to the Sam Fox School Registrar's Office.

Students may drop a summer course without penalty through the 80% tuition refund deadline and withdraw from a course through the 40% tuition refund deadline.

## Administration

### Aki Ishida

Director, College of Architecture and Graduate School of Architecture & Urban Design

Sam and Marilyn Fox Professor

BArch, University of Minnesota

MSAAD, Columbia University

### Constance Vale

Chair, Undergraduate Programs

Associate Professor

MArch, Yale University

## Majors (directory)

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

- Architecture (p. 59)

## Minors (directory)

Below is a list of minors offered by the College of Architecture. Visit the Minors section of the College of Architecture (p. 60) in this *Bulletin* to view more information about a specific minor.

- Architectural History and Theory
- Architecture
- Landscape Architecture
- Urban Design



## Art

### Sam Fox School of Design & Visual Arts

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

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

### A Professional Art and Design College Within a University

The College of Art offers students the opportunity to study art or design while taking both required and elective courses through other schools and divisions of the university. The College of Art, which has its own faculty and facilities, has been a degree-conferring division of Washington University since 1879.

Undergraduate students at the College of Art have a wide variety of options from which to choose to meet their individual needs and satisfy their interests. The curriculum has been designed around the philosophy that the study of art has no natural boundaries; all human experience — intellectual, technological and social — can at some point become part of the purposes of an artist or designer. College of Art courses provide a structural base upon which students are able to build.

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

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

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

### Facilities

The Sam Fox School is comprised of six buildings located on the east end of the Danforth Campus. Studios, classrooms and maker spaces are located in William K. Bixby Hall, Joseph B. Givens Hall, Mark C. Steinberg Hall, Earl E. and Myrtle E. Walker Hall, and Anabeth and

John Weil Hall. In addition, the Mildred Lane Kemper Art Museum includes more than 10,000 square feet of exhibition space, the Florence Steinberg Weil Sculpture Garden, the Kenneth and Nancy Kranzberg Art & Architecture Library, and the Department of Art History & Archaeology in the College of Arts & Sciences.

In addition, the Dowd Illustration Research Archive — a division of Washington University Libraries' Special Collections — is a preeminent site for studying the history and culture of American illustration, and it is comprised of original art and printed material from many fields of popular American pictorial graphic culture. The collection focuses on 20th-century illustration, and it includes artists' working materials and sketches as well as original artwork from books, magazines, and advertising.

Phone: 314-935-7497  
Email: samfoxschool@wustl.edu  
Website: <https://samfoxschool.wustl.edu/academics/college-of-art/>

## Faculty

### Endowed Professors

#### Carmon Colangelo

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

#### Heather Corcoran

Halsey C. Ives Professor  
MFA, Yale University School of Art

#### Amy Hautf

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

#### John Hendrix

Kenneth E. Hudson Professor of Art  
MFA, School of Visual Art

#### Patricia Olynyk

Florence and Frank Bush Professor of Art  
MFA, California College of the Arts

#### Amelia Winger-Bearskin

Kavita and Krishna Bharat Professor of Art  
MFA, University of Texas  
MPS, Tisch School of the Arts, New York University

## Professors

#### Lisa Bulawsky

MFA, University of Kansas

#### D.B. Dowd

MFA, University of Nebraska–Lincoln

#### Jack Risley

MFA, Yale University School of Art

**Denise D. Ward-Brown**

MFA, Howard University

**Monika Weiss**

MFA, Academy of Fine Arts, Warsaw

## Associate Professors

**Jamie Adams**

MFA, Pennsylvania Academy of Fine Arts

**Tiffany Calvert**

MFA, Mason Gross School of the Arts, Rutgers University

**Jonathan Hanahan**

MFA, Rhode Island School of Design

**Meghan Kirkwood**

MFA, Tulane University  
PhD, University of Florida

**Richard Krueger**

MFA, University of Notre Dame

**Arny Nadler**

MFA, Cranbrook Academy of Art

**Mary Ruppert-Stroescu**

PhD, University of Missouri-Columbia

**Aggie Toppins**

MFA, Maryland Institute College of Art

**Cheryl Wassenaar**

MFA, University of Cincinnati

## Assistant Professors

**Joe deVera**

MFA, Yale University

**Chris Dingwall**

PhD, University of Chicago

**Bei Hu**

MPS, Tisch School of the Arts, New York University  
MFA, Central Academy of Fine Arts, Beijing

**Megan Irwin**

MFA, Maryland Institute College of Art

**Heidi Kolk**

PhD, Washington University

**Shreyas R. Krishnan**

MFA, Maryland Institute College of Art

**Penina Acayo Laker**

MFA, Kent State University

## Senior Lecturers

**Heather Bennett**

MFA, Hunter College

**Jennifer Colten**

MFA, Massachusetts College of Art

**Sage Dawson**

MFA, University of New Mexico

**John Early**

MFA, Washington University

**Audra Hubbell**

MFA, University of Illinois at Chicago

**Jennifer Ingram**

MS, Iowa State University-Des Moines

**Becca Leffell Koren**

MFA, Rhode Island School of Design

**Jon Navy**

MFA, School of the Art Institute of Chicago

**Tom Reed**

MFA, University of Iowa

**Lindsey Stouffer**

MFA, Washington University

## Artist in Residence

**Anika Todd**

Louis D. Beaumont Artist in Residence  
MFA, University of Texas at Austin

## Professors Emeriti

**Sarah Birdsall**

**Ken Botnick**

**Michael Byron**

**Ron Fondaw**

**Joan Hall**

**Ronald A. Leax**

**Peter Marcus**

**Hylarie M. McMahon**

**Franklin Oros**

**Jeff Pike**

**Buzz Spector**

**Stan Strembicki**

**Robin VerHage**

## Majors

### Bachelor of Fine Arts

First-year students take Drawing, 2D Design, 3D Design, Digital Studio, and Practices in Architecture + Art + Design I.

Second-year studio courses introduce students to the different areas of focus.

A student's last two years include intense study in their chosen focus area and a capstone experience. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries to guide preparation for a culminating BFA exhibition.

Throughout the studio courses and the final capstone, the BFA degree places an emphasis on developing a portfolio that displays the student's mastery of art and design skills. Graduates are prepared to pursue careers as artists, illustrators and designers.

For specific degree requirements, visit the Degree Requirements (p. 180) page for the College of Art.

## Bachelor of Arts

First-year students take Digital Studio and two additional foundation courses that may include Drawing, 2D Design, 3D Design, and so on. Upper-level studio courses and Sam Fox electives introduce students to different areas of focus.

With fewer required courses and no capstone studio, this degree provides an opportunity for students to explore art and design in the context of a rigorous liberal arts education. The BA program is ideal for students who are interested in studying art and design as a cultural phenomena, as a practice for strategic thinking, or as preparation for a career alongside artists and designers. Working within and between traditional disciplines, students will explore how ideas can shape materials and how materiality can shape ideas.

For specific degree requirements, visit the Degree Requirements (p. 180) page for the College of Art.

## The Majors in Art & Design

BFA majors are offered in the following areas:

- Art — with these optional concentrations:
  - Painting
  - Photography
  - Printmaking
  - Sculpture
  - Time-Based + Media Art
- Communication Design
- Fashion Design

BA majors are offered in the following areas:

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

## Second Majors in Art & Design

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

### Second Major in Art

Required	Units
<b>Art/Design Foundation</b>	
Select two from Drawing, 2D Design or 3D Design	6
Digital Studio	3
<b>Total</b>	<b>9</b>
*****	
<b>Major Area Requirements</b>	
Sophomore Intro Art Studios*	6
Junior/Senior Art Practice Studios**	6
Methods & Contexts I (must be taken in the fall with concurrent enrollment in at least one Art Practice Studio)	3
<b>Total</b>	<b>15</b>
*****	
Architecture, Art or Design electives	12
<b>Total Credit Units Required</b>	<b>36</b>

\* Intro Art Studios are identified with the attribute "INTRO." Students must take an Intro Art Studio in at least two of the following areas:

- Painting ("PAINT")
- Photography ("PHOTO")
- Printmaking ("PRINT")
- Sculpture ("SCULPT")
- Time-Based Media ("TIME")

\*\* Art Practice courses are designated with the attribute "ARTPRAC."

### Second Major in Design: No Concentration

Required	Units
<b>Art/Design Foundation</b>	
Select two from Drawing, 2D Design, 3D Design or Design Across Disciplines	6
Digital Studio	3
<b>Total</b>	<b>9</b>
*****	
<b>Major Area Requirements</b>	

Sophomore Design Material and Culture Studios*	6
Junior/Senior Design Practice Studios**	9
<b>Total</b>	<b>15</b>
*****	
Architecture, Art or Design electives	<b>12</b>
<b>Total Credit Units Required</b>	<b>36</b>

\* Sophomore Design Material and Culture Studios (select *two*):

- Introduction to Fashion Design
- Fashion Drawing
- Textiles and Surface Design
- Typography I
- Word & Image I

\*\* Junior/Senior Design Practice Studios (select *three*):

- Fashion History and Research
- Fashion Design I: Pattern Drafting
- Typography II
- Word & Image II
- Interaction Foundations
- One 300- or 400-level Fashion Major Elective course with "FAME" attribute *or* one 300- or 400-level Communication Design Major Elective course with "CDES" attribute may count toward this requirement

## Second Major in Design: Communication Concentration

Required	Units
<b>Art/Design Foundation</b>	
Select two from Drawing, 2D Design, 3D Design or Design Across Disciplines	6
Digital Studio	3
<b>Total</b>	<b>9</b>
*****	
<b>Major Area Requirements</b>	
Sophomore Design Material and Culture Studios*	6
Junior/Senior Design Practice Studios**	9
<b>Total</b>	<b>15</b>
*****	
Architecture, Art or Design electives	<b>12</b>
<b>Total Credit Units Required</b>	<b>36</b>

\* Sophomore Design Material and Culture Studios:

- Typography I
- Word & Image I

\*\* Junior/Senior Design Practice Studios

- Select *one* 300- or 400-level Communication Design Major Elective with "CDES" attribute
- Select *two* from the following: Interaction Foundations, Typography II or Word & Image II

## Second Major in Design: Fashion Concentration

Required	Units
<b>Art/Design Foundation</b>	
Select two from Drawing, 2D Design, 3D Design or Design Across Disciplines	6
Digital Studio	3
<b>Total</b>	<b>9</b>
*****	
<b>Major Area Requirements</b>	
Sophomore Design Material and Culture Studios*	6
Junior/Senior Design Practice Studios**	9
<b>Total</b>	<b>15</b>
*****	
Architecture, Art or Design electives	<b>12</b>
<b>Total Credit Units Required</b>	<b>36</b>

\* Sophomore Design Material and Culture Studios:

- Introduction to Fashion Design
- Select *one*:
  - Fashion Drawing
  - Textiles and Surface Design

\*\* Junior/Senior Design Practice Studios:

- Fashion History and Research
- Fashion Design I: Pattern Drafting
- *One* 300- or 400-level course with "FAME" attribute

## Second Majors and Minors Outside the College of Art

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

Students must successfully complete all of the degree requirements for the College of Art and all of the requirements for the second major or minor.

The second major or minor option can be completed within four years if careful planning begins during the first year. If a student is interested in these options, they should consult with the associate dean of students in the College of Art.

## Art Education

Students who wish to teach art at the elementary and secondary levels may obtain Missouri state certification by taking additional units of required education courses offered by the university's Department of Education in the College of Arts & Sciences. These courses may be taken as academic electives within the BFA or BA program. For more information, visit the Department of Education's Teacher Certification page.

## Minors

The College of Art offers several minors, which are available to all students at Washington University in St. Louis. Minors require a total of 15 or 18 units from approved courses. All courses applied to an art minor must be taken for a grade, and students must earn a grade of C- or higher. At least 12 of the credit units must be applied exclusively to the minor and cannot be double-counted toward another major or minor. No individual course may count more than once toward the minor.

Minors are offered in the following areas:

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

## The Minor in Studio Art

The Minor in Studio Art (15 units) allows students to select courses from across the art curriculum. Each student may choose to select a narrow or wide-ranging set of courses based on their interests and goals. For students earning degrees in the College of Art, the minor is available to non-art majors only. Courses designated "Art FAAM" fulfill this requirement.

## The Minor in Design

The Minor in Design (15 units) allows students to mix and match courses in areas such as communication design, fashion design, and the illustrated book studio to suit their interests and schedules. For students earning degrees in the College of Art, the minor is available to non-design majors only. Courses designated "Art FADM" fulfill this requirement.

## The Minor in Creative Practice for Social Change

The Minor in Creative Practice for Social Change (15 units) allows students to apply creative practices from art, design and architecture to address systemic economic, environmental, and social challenges. The course ART 236P Design in Social Systems (3 units) is required; students

must take four additional 3-unit courses from a preselected menu (PDF) of course work (12 units). At least 12 of the 15 units must be applied exclusively to the minor and cannot be double-counted toward another major or minor. No more than 3 units may be taken outside of the Sam Fox School. Courses designated "Art CPSC" fulfill this requirement.

## The Minor in Human-Computer Interaction

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

The HCI minor is intended for students who are interested in the design of user-centered interactive technologies and those desiring jobs that include user interface creation, product design, UX/UI design, app development, and virtual and augmented realities. For students in the College of Art — particularly designers and computationally intrigued artists — the minor provides a more in-depth knowledge of back-end development skills. For students outside the College of Art, an HCI minor supports their studies with a clear track in a hybrid pursuit of design and programming.

Students pursuing the minor must complete two pillar courses, one integration course and three approved electives. Courses listed below are considered approved elective offerings between the Sam Fox School and the McKelvey School of Engineering. Students will be permitted to count only one course toward the HCI minor that is also counting for another major or minor.

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

### Pillar Courses (6 units):

Code	Title	Units
ART 138S	Visual Principles for the Screen	3
CSE 131	Introduction to Computer Science	3

### Integration Course (3 units):

Code	Title	Units
ART 236A	Interaction Design: Understanding Health and Well-Being	3
or CSE 256A	Introduction to Human-Centered Design	

### Electives (9 units, with at least one course each from ART and CSE):

Code	Title	Units
ART 241E	Digital Game Design	3
ART 326M	Game Design Principles & Practices	3
ART 332J	UX Research Methods for Design	3
ART 336B	Advanced Interaction Design	3
ART 336P	Conditional Design	3

ART 338I	Communication Design: Interaction Foundations	3
ART 432A	Interaction Design: User-Centered Applications	3
ART 440T	Advanced Visual Principles for the Screen	3
CSE 204A	Web Development	3
CSE 330S	Rapid Prototype Development and Creative Programming	3
CSE 438S	Mobile Application Development	3
CSE 450A	Video Game Programming	3
CSE 457A	Introduction to Visualization	3
CSE 556A	Human-Computer Interaction Methods	3
CSE 557A	Advanced Visualization	3
PNP 200	Introduction Cognitive Science	3
Psych 360	Cognitive Psychology	3

For additional approved elective courses, please visit the Google Spreadsheet maintained by the program.

## Courses

- **F10 Art (p. 109):** Art foundation and major studio courses
- **F20 Art (p. 135):** Art elective courses

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

## F10 Art

Visit online course listings to view semester offerings for F10 ART.

### F10 ART 101A Drawing

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

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

### F10 ART 102A Drawing

This is an introductory course that teaches the student to recognize and manipulate fundamental elements of composition, line, form, space, modeling and color. Students will explore drawing as a diverse and multifaceted activity. Working from both observation and imagination, emphasis will be placed on making work through a range of drawing methodologies. Students work in a variety of media. Demonstrations and illustrated lectures supplement studio sessions and outside projects.

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

### F10 ART 105 2-D Design

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

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

### F10 ART 106 2-D Design

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

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

### F10 ART 107 3-D Design

An introduction to basic design principles and their application to three-dimensional form and real space and time. The design vocabulary is broadened through exercises that deal with mass, volume, weight, gravity, and movement. Students learn to use hand and power tools.

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

### F10 ART 108 3-D Design

An introduction to basic design principles and their application to three-dimensional form and real space and time. The design vocabulary is broadened through exercises that deal with mass, volume, weight, gravity, and movement. Students learn to use hand and power tools.

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

### F10 ART 143 Digital Studio

This course provides a robust introduction to creating in a digital landscape. Students learn how to solve visual problems using a range of digital tools. Projects explore ideas of visual narrative, two dimensional relationships, and motion using relevant digital imaging and graphics software. The course contextualizes these tools and associated techniques within a historical frame and considers the broader social impact. Students pursuing the BFA, BA in Art or Design, or second major in Art or Design must complete Digital Studio--F10 143 in the fall or F10 144 in the spring.

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

### F10 ART 144 Digital Studio

This course provides a robust introduction to creating in a digital landscape. Students learn how to solve visual problems using a range of digital tools. Projects explore ideas of visual narrative, two-dimensional relationships, and motion using relevant digital imaging and graphics software. The course contextualizes these tools and associated techniques within a historical frame and considers their broader social impact. Students pursuing the BFA, BA in Art or Design, or second major in Art or Design must complete Digital Studio--F10 143 in the fall or F10 144 in the spring.

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

### F10 ART 183B Practices in Art + Design

This course offers students an introduction to the programs, people, and resources of the College of Art and the Sam Fox School. Weekly presentations by faculty and staff, current and past students, and practitioners in the field will introduce students to some of the many

possible paths of study in art and design and deepen students' knowledge of the Sam Fox School's major creative and intellectual pursuits and their areas of influence and intersection. The course also includes practical resources to help students flourish in their studies. Credit 1 unit. EN: H

---

#### **F10 ART 213A Intro Sculpture**

This studio course introduces the materials, processes, and concepts specific to sculpture. Students develop an understanding of, and dexterity with, multiple materials and modes of production such as additive, subtractive, assembled, molded and modeled. This course promotes independent working and problem solving in regard to content and intention. Students engage in discourse about their work through critical analysis and explorations of historical and cultural precedent. This course involves lectures, material and process demonstrations, and assigned readings along with creative and technical explorations. This introductory course can serve as a prerequisite to upper level classes in Sculpture. This class has no prerequisite courses and are open to students with sophomore standing and above.

Credit 3 units. Art: FAAM, OLH, S EN: H

---

#### **F10 ART 214A Sculpture Studio: Material and Culture**

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in sculpture and is open to those pursuing a BA in Art, second major in art, and others as space permits. It introduces students to the materials, processes, and concepts specific to sculpture. Students develop an understanding of, and dexterity with, multiple materials and modes of production ranging from additive, assembled, molded, modeled, to subtractive or carved. This course promotes independent working and problem solving in regard to content and intention. Students engage in discourse about their work through critical analysis and explorations of historical and cultural precedent. This course involves lectures, material and process demonstrations, and assigned readings along with creative and technical explorations. Students pursuing the sculpture concentration must complete either F10 213A (fall) or 214A (spring).

Credit 3 units. Art: FAAM EN: H

---

#### **F10 ART 215A Intro Printmaking**

This studio course is a survey of printmaking that covers basic processes in intaglio, lithography, relief, and monotype. Emphasis is on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This introductory course can serve as a prerequisite to upper level classes in Printmaking. This class has no prerequisite courses and are open to students with sophomore standing and above.

Credit 3 units. Art: DU, FAAM, OLH EN: H

---

#### **F10 ART 216A Printmaking Studio: Material and Culture**

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in printmaking and is open to those pursuing a BA in Art, second major in art, and others as space permits. It introduces printmaking as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Relief, intaglio, digital, and planographic processes are introduced alongside theoretical frameworks that help guide students through directed and self-determined projects. The resulting work will generate critical evaluations of form, content, and intention. In addition to studio production, this course includes lectures, readings, and discussions. Students pursuing the printmaking concentration must complete either F10 215A (fall) or 216A (spring).

Credit 3 units. Art: FAAM EN: H

---

#### **F10 ART 217B Intro Photo: Digital Photography**

This introductory studio course will explore digital technology for capturing, enhancing and producing still lens-based images. The course will address basic digital camera operations, the visual language of camera-generated images, computer workflow and the connoisseurship of digital image output. The course assumes no prior knowledge or experience with digital imaging technologies or materials. Students must provide a digital camera. This introductory course can serve as a prerequisite to upper level classes in Photography. This class has no prerequisite courses and are open to students with sophomore standing and above.

Credit 3 units. Art: FAAM, OLH, SU EN: H

---

#### **F10 ART 218B Photography Studio: Material and Culture**

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in photography and is open to those pursuing a BA in Art, second major in art, and others as space permits. It introduces photography as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Students gain full manual control of the digital camera apparatus, learn how to import and edit raw images, and print according to fine art professional standards. The resulting work will foster critical evaluations of form, content, and intention. In addition to studio production, this course includes lectures, readings, and discussions. Student must provide a fully manual digital camera capable of capturing RAW images. Students pursuing the photography concentration must complete either F10 217B (fall) or 218B (spring).

Credit 3 units. Art: FAAM EN: H

---

#### **F10 ART 221G Intro Painting: Painting as Verb**

This studio course engages painting's active, performative, and expressive potential. Students explore systematic and embodied modes of painting, prioritizing iterative processes. Assignments challenge students to work with abstraction, series, structures, arrangements, and other active approaches to constructing a painted image. Course content is delivered through assigned projects, readings, and group discussions that engage with historical precedents and contemporary examples of systems-based methods in painting. Coursework is evaluated through class critique and one-on-one reviews with the instructor. This introductory course can serve as a prerequisite to upper level classes in Painting. This class has no prerequisite courses and are open to students with sophomore standing and above.

Credit 3 units. Art: BME T, FAAM, OLH

---

#### **F10 ART 222A Painting Studio: Material and Culture**

This is the first course in the sequence for those pursuing a BFA in Art with a concentration in painting and is open to those pursuing a BA in Art, second major in art, and others as space permits. It introduces painting as a dialogue between material and cultural histories, personal experience, tradition, and contemporary practice. Students employ a variety of oil and water-based media in this concept-driven approach to new and established methodologies. The resulting work will generate critical evaluations of form, content, and intention. In addition to studio production, this course includes lectures, readings, and discussions. Students pursuing the painting concentration must complete either F10 221A (fall) or 222A (spring).

Credit 3 units. Art: FAAM EN: H

---

#### **F10 ART 229A Intro Time-Based: Working with Time**

This studio class supports the production of time-based media artworks and provides an overview of the last fifty years of the history of contemporary art practices that are time-based and use a variety of analog and digital tools including video art, sound art, performance art and media art. Students in this class create several projects in video, sound, performance and other media of choice. Technical and conceptual instruction accompanies this production intensive

studio course. Visiting artists, lectures, class critiques, interdisciplinary collaborations, and select short readings accompany the course. This introductory course can serve as a prerequisite to upper level classes in Time-Based Media. This class has no prerequisite courses and are open to students with sophomore standing and above.  
Credit 3 units. Art: FAAM, H, OLH

---

#### **F10 ART 230A Time-Based Media Arts Studio: Material and Culture**

Introduction to Time & Media Arts is a Time-Based + Media Art area Material & Culture course designed to prepare students to take Art Practice courses in the area. Introduction to Time + Media Arts supports production of time-based and media artworks and provides an overview of the last fifty years of the history of contemporary art practices that are time-based and use a variety of analog and digital tools including video art, sound art, performance art and media art. Students in this class create several projects in video, sound, performance and other media of choice. Technical and conceptual instruction accompanies this production-intensive studio course. Visiting artists, lectures by the instructor, class critiques, interdisciplinary collaborations, and select short readings accompany the course. For degree-seeking College of Art students; fulfills prerequisite for Art Practice in this area. Priority for degree-seeking College of Art sophomores.  
Credit 3 units.

---

#### **F10 ART 231 Introduction to Fashion Design**

This studio course combines structured discourse about fashion systems with the design process. Project briefs emphasize the body as site for apparel-related products. Students explore both two-dimensional and three-dimensional expressions of fashion design concepts. Students are evaluated on in-class engagement, participation during peer critiques and project quality. Required for students pursuing the BFA major in Fashion Design, BA major in Design: Fashion Concentration, and 2nd-major in Design: Fashion Concentration. This course is open to non-majors and minors as space permits.  
Credit 3 units. Arch: ETH, NS Art: FADM EN: H

---

#### **F10 ART 234 Fashion Drawing**

This studio course employs foundational drawing strategies to communicate apparel and accessory designs. In-class work and projects consider conventions for presenting the figure in fashion design within the context of personal expression. Through exercises and projects students will learn various approaches to fashion drawing, illustration, and technical drawing while engaging various types of garments, accessories and textiles. Throughout the semester, work is critiqued for compositional effectiveness, ability to visualize designated materials and garments, and technical accuracy. Laptop computer with Adobe Illustrator and Photoshop required. Required in the sophomore year for students pursuing the BFA major in Fashion Design. The course is a major option for students pursuing the BA major in Design, the BA major in Design: Fashion Concentration, the 2nd-major in Design, and the 2nd-major in Design: Fashion Concentration.  
Credit 3 units. Art: FADM EN: H

---

#### **F10 ART 236 Textile Design**

A survey of all types of materials used as 21st Century textiles, Textile Design introduces the student to the ways that textiles function as a basic building material. Students will study, test, and manipulate textiles to gain understanding of appropriate and viable choices for end use. Class activities include field trips, application of a variety of textile techniques for surface design, manipulation and finishing of various fabrics. Students may draw upon design problems from their specific area of study to realize a final project. Required in the sophomore year

for students pursuing the BFA major in Fashion Design. The course is a major option for students pursuing the BA major in Design, the BA major in Design: Fashion Concentration, the 2nd-major in Design, and the 2nd-major in Design: Fashion Concentration.  
Credit 3 units. Art: FADM EN: H

---

#### **F10 ART 237C Typography I**

This course introduces the language and standards of typography. Through a series of exercises and projects, students explore type as a vehicle for conveying information and as an expressive and interpretive tool. Students pursuing the BFA This course introduces the language and standards of typography. Through a series of exercises and projects, students explore type as a vehicle for conveying information and as an expressive and interpretive tool. STUDENTS PURSUING THE BFA MAJOR IN COMMUNICATION DESIGN SHOULD PLAN TO TAKE THIS COURSE IN THE SPRING IN COMBINATION WITH WORD & IMAGE I. The fall offering is for students pursuing the BA Major in Design: Communication Concentration or the Second Major in Design: Communication Concentration. This course is an option for the Second Major in Design: No Concentration. Prerequisite: Digital Studio.  
Credit 3 units. Art: FADM

---

#### **F10 ART 238B Word and Image I**

This course centers on the creation of word-image relationships. It focuses on intensive visual methodology and clear communication. Students make illustrations, explore typography, and bring visual elements together into a unified whole. Projects take the form of posters, image sets, books, icons, maps, labels, infographics, etc. As the course progresses, the student works to narrow his or her focus within the field of visual communications by selecting particular projects from a suite of offerings. Required in the sophomore year for students pursuing the BFA major in Communication Design. This course is required for students pursuing the BA major in Design: Communication Concentration or the 2nd-major in Design: Communication Concentration. This course is a major option for the 2nd-major in Design.  
Credit 3 units. Art: FADM EN: H

---

#### **F10 ART 241 Digital Studio**

This course introduces students to basic digital tools to aid in conceptual and technical development of artwork. Students become familiar with pixel, vector, and moving-image software within a context of visual thinking and artmaking. Students pursuing the BFA, BA in Art or Design, or 2nd-major in Art or Design must complete either Digital Studio (F10 143, 241 or 242) or Digital Design (F10 243).  
Credit 3 units. Art: FAAM, FADM EN: H

---

#### **F10 ART 242 Digital Studio**

This course introduces students to basic digital tools to aid in conceptual and technical development of artwork. Students become familiar with pixel, vector, and moving-image software within a context of visual thinking and art-making. Students in the classes of 2015 and later must complete either Digital Studio (F10 241 or 242) or Digital Design (F10 243). This course is strongly recommended for painting, printmaking and sculpture majors.  
Credit 3 units. Art: FAAM, FADM EN: H

---

#### **F10 ART 243 Digital Design**

Students are introduced to digital tools in the context of applied design thinking for graphic design, surface design, and image-making. Students pursue projects using Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. This course engages software learning in the



service of design thinking. Students in the classes of 2015 and later must complete either Digital Studio (F10 241 or 242) or Digital Design (F10 243). This course is strongly recommended for communication design, fashion design, and photography majors.  
Credit 3 units. Art: FAAM, FADM EN: H

---

**F10 ART 283 Typography and Letterform: The Design of Language**

This course presents an investigation of the formal qualities of familiar objects: in this case, letters. This is an introductory course in design methodologies using letterforms as our area of exploration. Students explore the design strategies required to make individual forms into a family of types through exercises in tracing, drawing, letterpress printing, and collage. Particular emphasis will be devoted to the concept of modularity, including an assignment to design and print a modular typeface. This course may be counted as a sophomore BFA in Communication Design major elective, and it is open to non-majors and minors as space permits.  
Credit 3 units. Art: CDES, FADM EN: H

---

**F10 ART 292A Visualizing Literature: Texture/Structure**

This course challenges students to function as reader-designers to develop new relationships between the written word and the seen word. Drawing on literary works, students learn visual methods to amplify the power of words, express personal perspectives, and visualize narrative structures in fiction and nonfiction. Three distinct projects present tools to generate visual and typographic material, including digital composition software and letterpress. Students may work on laptop computers or tablets, as needed. This course is ideal for students pursuing work in any field to learn about the visual display of language. No prerequisites or previous experience required.  
Credit 3 units.

---

**F10 ART 295 Pictures for Communication**

Students investigate the realm of functional pictures through pictograms, comic strips, visual metaphors and narratives. Each project focuses on a particular aspect of conceptual and formal clarity. Significant attention is paid to aesthetics. Students use a variety of media, including the Adobe suite. This course may be counted as a sophomore BFA in Communication Design major elective, and it is open to non-majors and minors as space permits.  
Credit 3 units. Art: CDES, FADM EN: H

---

**F10 ART 297A Image and Meaning**

This course explores the use of digital imagery in contemporary design practice through a range of analog and digital experimentation. Using a variety of methods from basic printmaking to emerging technologies, students will complete a series of image-making investigations. The study of both hand and computer-based approaches provides an opportunity to work beyond the constraints of the screen and build an understanding of how imagery can be used to enhance visuals, communicate ideas and convey meaning. No prerequisites. This course may be counted as a sophomore BFA in Communication Design major elective. This course is open to non-majors and minors as space permits.  
Credit 3 units. Art: FADM

---

**F10 ART 297B Image Making for Graphic Design**

This course explores the use of photographic imagery in contemporary design practice through a range of analog and digital experimentation. Using a variety of methods, students will complete a series of image making investigations. The study of both hand and computer based approaches provides an opportunity to work beyond the constraints of the screen and build an understanding of how imagery can be used to enhance visuals, communicate ideas and convey meaning. This course also explores the use of digital imaging

applications. Topics such as image correction and manipulation, resolution and color and production practices will be covered. Students will become familiar with the tools and creative capabilities of the software. This class will utilize lecture, demonstration, discussion, and hands-on learning assignments. No prerequisites. This course may be counted as a sophomore BFA in Communication Design major elective. This course is open to non-majors and minors as space permits.  
Credit 3 units. Art: CDES, FADM

---

**F10 ART 301A Drawing: Art Practice (Conceptual Methods in Drawing)**

Drawing is a communicative device; it is a primary means of conceptual strategy leading to effective visual exploration and expression, from thought to form. This studio course looks at the practice of drawing in the context of language, scientific paradigms, complementary and alternative art forms, socio-political theory and history as they relate to visual culture and invention. Lectures, critical readings, and analysis of historical and contemporary modes of drawing support students in their course work. Projects in this course may consider mapping, language systems, formulaic constructions, material essentialism, physiologic/kinesthetic approaches, and performative aspects of drawing.  
Credit 3 units. Art: FAAM, ML EN: H

---

**F10 ART 302B Drawing: Art Practice (Conceptual Methods in Drawing)**

Drawing is a communicative device; it is a primary means of conceptual strategy leading to effective visual exploration and expression, from thought to form. This studio course looks at the practice of drawing in the context of language, scientific paradigms, complementary and alternative art forms, socio-political theory and history as they relate to visual culture and invention. Lectures, critical readings, and analysis of historical and contemporary modes of drawing support students in their course work. Projects in this course may consider mapping, language systems, formulaic constructions, material essentialism, physiologic/kinesthetic approaches, and performative aspects of drawing.  
Credit 3 units. Art: FAAM

---

**F10 ART 302D Drawing: Art Practice (Collage: History and Practice in Contemporary Art)**

This course will examine the role of collage in contemporary studio practice. Students will be required to assemble an archive of images from various sources, found and self-generated, to produce a body of work based on a specific theme. Readings and discussion related to the course will examine the evolution of collage and its present status and application within contemporary studio practice.  
Credit 3 units. Art: FAAM, ML EN: H

---

**F10 ART 311D Painting: Art Practice (Special Topics: Narrative Systems: The Frame, The Grid, The Screen)**

This studio course focuses on various narrative strategies in relation to painting's mythology and its function in contemporary culture. Topics to include narrativity, the politics of lens and screen, invented fictions, social vs. virtual spaces, and site specificity. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition. Students will be encouraged to consider traditional and alternative forms of painting as well as digital imaging, installation, net art, etc. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work.  
Credit 3 units. Art: FAAM, ML EN: H

---

---

**F10 ART 311F Painting: Art Practice (Language of Abstraction)**

This course examines strategies of abstraction and non-objective image-making that originate in the painting studio, including those that are driven by concept, material, space and/or process. Readings and discussion will examine the evolution and history of abstraction and its present applications within a contemporary studio practice. The course will engage students in both assigned and self-directed work that will enable them to experiment with a broad visual vocabulary while understanding the relationship between form and content.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 311G Painting: Art Practice (Place and Space)**

This course examines ideas of place and space—both observed and invented—established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 311J Painting: Art Practice (Figure Structure)**

This rigorous painting/drawing course explores new representations of the figure through its structure and contemporary contexts. Initial research involves anatomy lectures and extensive sketchbook activities that provide a vehicle for discovering the figure's architecture, mechanics and proportions. Students develop an independent body of work accessing visual data from a variety of sources (paintings, photography, sculpture, memory, model sessions), with the goal of developing expressive qualities with image-making. Lectures, presentations, critical readings, and the analysis of historical and contemporary figurative works support students in their investigations. Required for the BFA in Art painting concentration. Prerequisite: Painting Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite and others, including art minors and MFA students, with permission of the instructor.  
Credit 3 units. Art: ML

---

**F10 ART 311K Painting: Art Practice (Expanded Painting)**

This advanced studio course examines the expanded practice of painting in the contemporary studio. Students are required to produce a self-generated body of work, exploring painting via the incorporation of such things as new technologies, other visual disciplines, site-specificity, etc. Readings and discussion related to the course will examine the history and evolution of the painting practice and its present status and application within contemporary art production. Prerequisite: Painting Studio: Material and Culture. Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 311M Painting: Art Practice (Cinematic Bodies)**

Advanced studio course focusing on new perspectives in figuration in relation to contemporary culture. Topics will include historical precedents and contemporary correlations between figurative/genre painting and film/new media. Student production may include 2D/paint, digital media, animation, and other media. Required for a concentration in painting. Prerequisite: Painting Studio: Material Culture or permission of instructor.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 311N Painting: Art Practice (Speculative Propositions)**

This studio course investigates the possibility of utilizing painting, in all its elements (traditional, expanded, and all things in-between), as a tool for explorative artmaking. Students investigate painting as a vehicle for experimentation, wherein they can cultivate methodologies that

are both unique and, at times, parallel to other established research mediums. Class discussions, course readings, and critique sessions deepen student's methodological inquiries. Course sessions include off site visits to museums and experimental spaces. Students produce a self-generated body of work. Student work is evaluated through individual instruction and group critiques. Prerequisite: at least one Intro Painting course  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 312E Painting: Art Practice (Place and Space)**

This course examines ideas of place and space—both observed and invented—established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study.  
Credit 3 units. Art: FAAM EN: H

---

**F10 ART 312F Painting: Art Practice (Language of Abstraction)**

This course examines strategies of abstraction and non-objective image-making that originate in the painting studio, including those that are driven by concept, material, space and/or process. Readings and discussion will examine the evolution and history of abstraction and its present applications within a contemporary studio practice. The course will engage students in both assigned and self-directed work that will enable them to experiment with a broad visual vocabulary while understanding the relationship between form and content.  
Credit 3 units. Art: FAAM

---

**F10 ART 312G Painting: Art Practice (Body Image)**

This is a rigorous painting/drawing studio course investigating various methods of pictorial construction (historical, contemporary) and the role of figuration in contemporary art practice. Students will be required to produce an independent body of work based on a theme and generated from a variety of references (imagination, life, photography, painting, film, etc.) Discussions to include contemporary notions of identity structures, social and gender politics. Lectures, critical readings and the analysis of historical and contemporary modes of figural representation will support students in their investigations.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 313 Art Practice: Sculpture (Iterative Systems)**

This course investigates iterative approaches to making as a means to generate multiple works and ideas simultaneously. Activities such as mold-making and nontraditional drawing will be explored along with other process-based methods of capturing thoughtful gestures. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work informed by the iterative mindset. Required for the BFA in Art sculpture concentration. Prerequisite: Sculpture Studio: Material and Culture. Open to BFA students who have taken the prerequisite and others, including art minors and MFA students, with permission of the instructor.  
Credit 3 units.

---

**F10 ART 3137 Art Practice**

Credit 3 units.

---

**F10 ART 313M Sculpture: Art Practice (Sculptural Bodies)**

This course investigates the sociopolitical issues of the body, the figure, and their potential in contemporary art practice. The term "body" is used as an organism, in an expansive way, to investigate the metaphorical, physical, emotional, cultural, and spiritual bodies.

A variety of media and methods are explored, with an emphasis on three-dimensional work and object-based performance. Lectures, demonstrations, and readings contextualize the potential of sculptural systems to constitute the meaning of a contemporary body.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 313P Sculpture: Art Practice (Iterative Systems)**

This course investigates iterative approaches to making as a means to generate multiple works and ideas simultaneously. Activities such as mold-making and nontraditional drawing will be explored along with other process-based methods of capturing thoughtful gestures. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work informed by the iterative mindset. Required for the BFA in Art sculpture concentration. Prerequisite: Sculpture Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite and others, including art minors and MFA students, with the permission of the instructor.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 314K Sculpture: Art Practice (Symbiosis)**

This course explores numerous scenarios that create different levels of sculptural interactivity from low to high tech. Students construct devices ranging from simple mechanisms to large-scale installations fostering physical, analogue or digital interaction between the viewer and the sculptural environment. Viewer-activated systems create multiple interactive platforms, initiating a responsive relationship between the sculpture and the viewer. Lectures, demonstrations and readings devise a broad understanding of the histories and potentials of symbiotic relationships between a work of art and its audience.  
Credit 3 units. Art: FAAM, ML EN: H

---

**F10 ART 314N Sculpture: Art Practice (Itinerant Artworks)**

Who said you can't take it with you? Itinerant Artworks is a course in which students create work in any medium that is built for travel (not speed) and that can be set up, knocked down, or installed in a variety of locations at a moment's notice. Students will document their work at a range of sites throughout St Louis. For the final project, the class will stage an "off the grid" outdoor exhibition in Forest Park. Typically, artworks are either site-specific or are agnostic to their placement and location. Itinerant Artworks proposes a third model, where an artwork can be mobile, responsive, and highly adaptable to various environments or sites. Itinerant Artworks is intended to be a response to the current condition for making and viewing art. Despite the unpredictable and ever-changing circumstances of this moment, you can take it with you.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 315B Printmaking: Art Practice (Propaganda to Decoration)**

This course uses the print multiple as a starting point to explore a continuum that runs from propaganda to decoration. The fundamental attributes of the multiple, including its accessibility and repeatability, arc from private to public and from political to aesthetic. Reproduction, distribution, urban communication, social space, intervention and site specificity are explored through course lectures, readings, and discussions. Collaboration, exchange, and relational practices provide frameworks for self-directed projects using traditional and alternative techniques in print media, including lithography, screen printing, stencils, and photocopy. This course is required for the BFA in Art Printmaking Concentration. Prerequisite: Printmaking Studio: Material and Culture. This course is open to BFA and BA students who have taken the prerequisite and to other students, including minors and MFA students, with the consent of the instructor.  
Credit 3 units. Art: FAAM, ML EN: H

---

**F10 ART 315H Printmaking: Art Practice (Feedback Loop: Process and Print)**

This course focuses on variability, mutability, repeatability and play within the process of printmaking, using etching, collagraph, monotype and digital methods. The course explores practices and contexts in printmaking as a contemporary art form and promotes advanced conceptual and technical development through creative practice, readings, discussions and critiques. Projects are self-directed and based on course topics that engage different approaches to process-based work, ranging from the improvisational to the systematic. Emphasis is placed on the shift from object to process, from the single manifestation to the series, from fixed to flux and back again. Prerequisite: Printmaking Studio: Material and Culture (F10 215A or 216A). Open to junior and senior BFA and BA students who have taken the prerequisite, and others, including art minors, with consent of instructor.  
Credit 3 units. Art: FAAM

---

**F10 ART 316G Printmaking: Art Practice (Extra Dimensional Printmaking)**

Pushing the boundaries of printmaking, prints move beyond the wall and into sculpture, installation, and time-based work. Relief, silkscreen, and intaglio processes are explored, with an emphasis on print as theatre, object, and immersive environment. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work that is extra-dimensional in physical and conceptual scope.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 316H Printmaking: Art Practice (Feedback Loop: Process and Print)**

This course focuses on variability, mutability, repeatability and play within the process of printmaking, using etching, collagraph, monotype and digital methods. The course explores practices and contexts in printmaking as a contemporary art form and promotes advanced conceptual and technical development through creative practice, readings, discussions and critiques. Projects are self-directed and based on course topics that engage different approaches to process-based work, ranging from the improvisational to the systematic. Emphasis is placed on the shift from object to process, from the single manifestation to the series, from fixed to flux and back again. Required for a concentration in printmaking. Prereq: Required for a concentration in printmaking. Prereq: Printmaking Studio: Material Culture (F10 215A or 216A). Open to BFA students who have taken the prerequisite and others, including minors, with consent of instructor.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 316J Photography: Art Practice (Photographing Fiction)**

Photography has always contained fiction. The visual and ideological frame of the artist is subjective. A person is operating the machine. Fiction can sometimes disclose something about truth that reality cannot, reframing existing narratives and creating new ones. In this studio course, students develop their own lens-based work using fiction as a tool of communication while studying contemporary artists who have stretched assumptions of reality within the photographic medium. This is a studio-based course with a discussion component. Students are evaluated on coursework and participation in discussion and critiques.  
Credit 3 units. Art: FAAM

---

**F10 ART 317E Art Practice: Photography (Black and White Master Printing)**

This course offers an introduction to black and white master printing techniques for analog and digital outputs. The first part of the course will focus on advanced darkroom printing techniques, as well as the use of developers, papers, and toners. The second part of the course will cover advanced digital b/w strategies, including quadtone RIPs, specialty papers, and Photoshop workflows. Course lectures will look at the role that master printers have played in the history of photography. Visits to the Kemper and Saint Louis Art Museum print rooms will complement lectures and activities. All students will develop a portfolio of personally driven work in black and white. Prerequisite: Photography: Material & Culture, Black and White Photography I, or Digital Photography  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 317H Photography: Art Practice (Methods of Distribution)**

One of the most effective aspects of the photographic image today is its speed. The way that physical and virtual images are presented and distributed has changed significantly since the initial branding of photography as the medium of reproducibility. This class focuses on photography-based uses of the image through various distribution formats like the book, the poster, the newspaper, television, web, design, film, apparel, architecture, music, etc. The students make, read, look, listen, and experience 20th and 21st century photography practitioners who engage a range of disciplines and methods of distribution as they try to synthesize methods/models of their own. Rigorous student project critiques are complemented with discussions, writing assignments, and readings on media theory and contemporary uses of photography outside of the traditional exhibition-based contexts.  
Credit 3 units. Art: FAAM, ML EN: H

---

**F10 ART 317L Photography: Art Practice (Constellations, Sequences, Series)**

Series are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured and sequenced. Special attention is given to the material meaning embedded in print size, order and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and set-up strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 317O Photography: Art Practice (Studio Location and Lighting)**

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

---

**F10 ART 317R Art Practice: Photography (Black-and-White Master Printing)**

This course offers an introduction to black and white master printing techniques for analog and digital outputs. The first part of the course will focus on advanced darkroom techniques, as well as the use of developers, papers, and toners. The second part of the course will cover advanced digital b/w strategies, including quadtone RIPs, specialty papers, and Photoshop workflows. In addition to technical demonstrations, course lectures will look at the role master printers have played in the history of photography. Visits to the Mildred Lane Kemper Art Museum and The St. Louis Art Museum print rooms will complement lectures and activities. All students will develop a portfolio of personally-driven work in black and white. Required for the BFA in Art Photography Concentration. Prereq: Photography Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.  
Credit 3 units.

---

**F10 ART 318J Photography: Art Practice (Slow Image: Large Format Photography)**

This course provides an in-depth study of the large format analog camera and its unique formal position. Using the 4"x5" format, students examine this slow, high fidelity photographic medium both technically and conceptually. Students employ a comprehensive photographic process, including loading sheet film, applying the zone system, scanning large format film, editing digital images, and creating large format digital inkjet prints. Class activities include rigorous student project critiques, as well as reading and discussion elements focusing on the history of large format and its contemporary descendants in the Dusseldorf School, abstract photography and installation art contexts. Class participants investigate the role of high fidelity images. Assignments may address portraiture, still life, interior and exterior architecture, landscape, and abstract photography. Large format 4"x5" cameras will be available for use.  
Credit 3 units. Art: FAAM, ML EN: H

---

**F10 ART 318K Photography: Art Practice (Documentary Photography & Social Practice)**

This course focuses on the various philosophical, aesthetic and technical approaches to photographing the contemporary, human-altered landscape and the communities we live in. Through slide lectures, field trips, in-depth critique and supervised lab work, students are expected to increase their awareness of how their own personal responses relate to those of other photographers with the same contemporary issues of documentary photography. A project-based seminar focusing on objectivity of the photographic document. Material and camera format open.  
Credit 3 units. Art: CPSC, FAAM, ML EN: H

---

**F10 ART 318P Photography: Art Practice (Art, Environment, Culture & Image)**

The medium of photography offers multiple ways to engage with critical social, political and environmental issues. Throughout this course, a wide range of photographic tools and modes of production will be explored, including digital and film-based materials and a variety of printing techniques. The course will also consider the integration of alternative methods of lens-based communication and working to construct images within relevant contexts of meaning. Through presentations and readings, students will be introduced to a range of contemporary artists working with essential topics such as climate change, ecological sustainability, energy production and extraction, and the human body and technology. Students will work to build a final and self-directed project identified through their ongoing research and image production. Required for the BFA in Art photography concentration. Prerequisite: Photography Studio: Material and Culture.

Credit 3 units. Art: FAAM, ML

---

**F10 ART 318Q Photography: Art Practice (A Sense of Place or Understanding Place Through Photography)**

This course explores the concept of "place" and the cultural implications that accompany the definitions of "place." Working with photography and taking inspiration from the fields of geography, environmental studies, urban design and cultural anthropology, this course considers how a relationship to place is constructed. We will also consider displacements throughout history and value systems embedded in the construction of a sense of place. Is one's relationship to place personal? Is it collective, is it cultural, is it rooted in the surrounding environment? What are the marks that define a sense of place, and is there residue or lingering evidence that can be perceived? The medium of photography has unique capacities to address these questions. This studio course builds knowledge through photographic practice with accompanying readings, seminar discussion and guided assignments. Students will participate in an active process of exploring diverse concepts of place in relationship to the built environment. Students will be introduced to a range of ways of making and thinking about the subject of place, including looking at place as site, as geography, as memory, as non-place, as urban space, as rural space, as community, and as ecological site. No formal photographic training is necessary. Students will be introduced to the basics of camera operation, Photoshop and Lightroom software for editing and the fundamentals of digital print output for fine art printing will be covered.

Credit 3 units. Art: FAAM, ML

---

**F10 ART 318R Photography: Art Practice (Documentary Photography in the 21st Century)**

This praxis-based course explores the evolution of documentary practice in photography from the 1930s until the present-day. Lectures, readings, and film screenings will introduce students to the history, problems, and promises of documentary photography, as conceived by photographers, critics, and art historians. Studio and critique sessions will assist students in developing a personal documentary project and attaining new visual strategies for engaging a photographic form that originates from the entanglements of life. Course will also discuss documentary photo books, and strategies for editing a documentary series for book production. Students will have the option of producing a photobook. Prerequisite- Photography Studio: Material and Culture. Open to BFA /BA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.

Credit 3 units. Art: FAAM, ML

---

**F10 ART 323D Sustainable Textile and Fashion Design**

Typically textile design and garment production occurs in a collaborative setting and often across a global span of locales. In this course students learn essential information about sustainable textiles and fashion, engage in research, and collaborate to design and promote sustainable products or services. Required for junior Fashion Majors, Open to Soph-Senior non-majors.

Credit 3 units. Art: FADM

---

**F10 ART 323F Fashion Design: Collaboration Studio**

This is a university collaboration course that involves Fashion Design, Occupational Therapy, Mechanical Engineering and Business working together to develop design proposals and prototypes for specific customer profiles. Teams of students from different majors will design for various community and industry partners. They will work to solve an apparel or accessory design problem with innovative new concepts. The team will consider the person's lifestyle and occupation as well as

environmental factors that influence a design's functionality. A client-centered approach is used. Students will be evaluated on how well the design proposal meets the expressed aesthetic and functional needs of the client.

Credit 3 units. Art: FADM

---

**F10 ART 323H Fibers in Art (Florence)**

This course is designed to guide the students through a range of approaches to textile and fiber based practices. The course embraces technological and antiquated techniques both within and beyond the field of art and engages artisan inspired practices as content that fosters the questioning of socially assigned gender roles, craft and art distinctions and the exploration of functionality. Basic weaving, knitting, braiding and sewing are explored against the backdrop of fiber's history as art. Prerequisite: none

Credit 3 units.

---

**F10 ART 323I Patternmaking (Florence)**

In this patternmaking course, students will start with basic patterns, including darts and princess line variations, and learn how to manipulate them in relation to the fundamental rules of patternmaking. Patternmaking allows the designer to manipulate already existing patterns efficiently and create new configurations with custom measurements. There will be two basic projects during the semester: the skirt, with variations such as A-shape, gathered, with yoke, and the bodice, working with darts and princess line variations, and in the last half of the course students will learn about collars, sleeves and pants. By understanding pattern construction students will be able to gain a wider understanding of the possibilities and limits of a fashion designer.

Credit 3 units.

---

**F10 ART 323J Special Topics in Fashion Design: Fiber Manipulation**

Exploration of fiber techniques and their application in design and art. Students will study a spectrum of fiber and textile treatments such as surface design, shibori, wax resist, digital design, needle applications, heat applications and a variety of three-dimensional structuring strategies. Projects will integrate techniques into appropriate design strategy for the fine arts or design. This class is part of the BFA in Fashion, and is open to non BFA students across the university. No prerequisites. Counts toward design minor.

Credit 3 units. Art: FADM

---

**F10 ART 323K Knit Design and Production**

This studio course addresses knit design and production. Students learn knitting fundamentals by hand and machine. Building on technical and design knowledge gained throughout the course, students design, pattern, and realize either apparel or art 3D objects. A sample notebook of both manual and machine techniques provides foundational skills to design and realize a final machine-knit project. Work is evaluated based on creative expression as well as technical and aesthetic qualities. No prerequisites.

Credit 3 units. Art: FADM

---

**F10 ART 324A Fashion Design I: Pattern Drafting**

This studio course provides an introduction to flat pattern drafting applied to various aspects of garment creation. Construction techniques and industrial pattern drafting methods are applied to specific structural design problems. Students undertake realization of garment from sketch to pattern draft and sample construction. Projects are evaluated based on both aesthetic and technical qualities. Open to sophomore through graduate level students across the university. Required for sophomore and junior majors in Fashion.

Credit 3 units. Art: FADM EN: H

---

### **F10 ART 324E Fashion History and Research**

This seminar studies the cultural and social influences to comprehend how these impact the evolution of fashion and are expressed in clothing at various junctures in history. Review of general academic research methods will be covered as well as research methods and strategies of particular significance to fashion design. Coursework will focus on using research as an avenue to original and effective design concepts. Required for students pursuing the BFA major in Fashion Design or the BA major in Design: Fashion Concentration, or the 2nd-major in Design: Fashion Concentration. The course is a major option for students pursuing the BA major in Design.

Credit 3 units. Arch: HT Art: FADM EN: H

---

### **F10 ART 324J Two-Dimensional Fashion Design-Foundation**

Review and practice of applicable material from Visualizing Apparel course for presenting the figure in garment design. Students will explore a variety of media for expressive fashion communication and learn to combine page elements with compelling design strategies. Research and study of landmark and innovative illustrators will be conducted as well as application of their ideas in practice. Additionally, the course will cover incorporation of technical drawings, text, and textile swatches with illustration style to convey design vision for fashion presentation. Prerequisites: Introduction to Fashion: Materials, Volume and the Body, Fashion Illustration: Visualizing Apparel, Fashion History and Research, Textile Design, Patternmaking and Production. Required for juniors in the BFA Major in Fashion Design. Required Equipment: Mac Computer, CS5 or newer, Wacom Tablet and pen.

Credit 3 units. Art: FADM EN: H

---

### **F10 ART 324K Three-Dimensional Fashion Design-Foundation**

Study of fundamental apparel design issues. Students will begin with basic draping methods and explore evolution and craft, decoration, and adornment for apparel. Research for class exercises will be based upon the most elementary forms of historical and contemporary dress. Prerequisites: Introduction to Fashion: Materials, Volume and the Body, Fashion Illustration: Visualizing Apparel, Fashion History and Research, Textile Design, Patternmaking and Production. Required for juniors in the BFA Major in Fashion Design.

Credit 3 units. Art: FADM EN: H

---

### **F10 ART 324L Digital Fashion and Textile Design**

This course involves the review and practice of material from Visualizing Apparel. It is an in-depth exploration of vector-based illustration for garment and textile schematics. The course will also cover the establishment of strategies for designing apparel, wovens, knits, prints and patterns using universal and industry software. Required for juniors in the BFA Major in Fashion Design. Required equipment: Mac Computer, CS5 or newer.

Credit 3 units. Art: FADM EN: H

---

### **F10 ART 325D Making History: A Graphic Design Studio**

Material objects are more than forms; they are evidence of social worlds. In this studio course, students explore historical research methods and contexts for design. Hands-on lessons with primary objects and sites will inform a robust, self-guided studio project that makes an argument about the past. Students will be assessed formatively on workshops and "field notes" (a collection of the semester's research), and summatively on the project that emerges from this research. Some student work may be selected for inclusion in the forthcoming book *Thinking Through Graphic Design History*. Prerequisites: Word and Image I; Typography I; or permission of Chair

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 325H Animating Illustration**

Adding motion to an illustration both complicates and expands its potential for storytelling. This studio course develops creative methods for animation-based illustration and explores contemporary techniques in the field of motion design. We will cover the fundamentals of animation production, working both independently and collaboratively on animation. Skills we will explore include expressive character animation and design, storyboarding, keyframing, and file setup. Contemporary and traditional techniques will be covered. We watch animation, talk to working animators, and discuss relevant topics in animation theory.

Credit 3 units. Art: FADM

---

### **F10 ART 326D Special Topics: Relational, Conditional, and Process-Oriented Design**

This course encourages students to explore the spatial and experiential potential of designing frameworks to navigate complex archives of online content. In addition to expanding their code-based skills, students will push the boundary of traditional online activity to create immersive and experimental experiences in the browser. Through a series of informational and spatial challenges, students will conduct research into contemporary theory and practice of designing interactive platforms and develop dynamic solutions for online frameworks, which exploit and challenge traditional user expectations. Projects, experiments, and research will be supplemented by group readings, class discussions, and individual artist/designer case studies. This course is open to junior and senior Communication Design majors. Juniors register for F10 Art 326D; seniors for F10 Art 426D. Counts towards design minor if space is available. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills.

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

---

### **F10 ART 326H Special Topics: Interaction Design: Layout Systems**

Learn and apply techniques and tools for creating advanced HTML/CSS layouts. Explore responsive design (layouts that adapt to available screen width), grid systems, layout frameworks and templating systems. Refine your HTML and CSS skills, and learn best-practices for common layout challenges. Become familiar with potential pitfalls designers face when planning for screens and variable content. Develop strategies for communicating design decisions for dynamic layouts. Expect to create mockups, wireframes, and finished HTML layouts that are portfolio-ready. This course is open to junior and senior Communication Design majors. Juniors register for F10 Art 326H; seniors for F10 Art 426H. Counts towards design minor if space is available. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills.

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

---

### **F10 ART 328D Illustrating for Licensed Products**

In this studio course, students will research, concept and create images that are appropriate for application to products in the licensing field. Students will work towards developing icons/motifs, a mainstay in licensing, through deepening their skill sets in shape based illustration, design elements of composition and hierarchy and thoughtfully considered color. Class content will include the development of collections and images, patterns, and exploration of the visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be drawn from the gift and home decor markets, fabric design and stationery products. This course is appropriate for juniors and seniors in the Communication Design major.

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

---

**F10 ART 328E Illustration Concepts & Media**

Advanced projects in applied illustration and the first step in development of a professional portfolio. The class will explore creating images with smart and concise ideas across a spectrum of media. Students will be instructed on a range of illustration media to create visual solutions under rigorous deadlines. The projects will cover the range of editorial and conceptual image making in the professional world today including portraiture, multiple images, responding to text and specific time and media restrictions. Prerequisite: Word and Image 2. This course is open to juniors and seniors in the Communication Design major.  
Credit 3 units.

---

**F10 ART 328F Storytelling Across Multiple Media**

This interdisciplinary course addresses how the elements of a single visual and textual narrative are distributed across multiple traditional and digital media platforms to form a unified and cohesive entertainment or branding experience. Assignments will challenge students to examine the specific attributes of each medium to determine its role in the greater experience. Students will work in small teams to coordinate and execute media integration per their individual disciplines, skill sets and areas of interest. Students will learn how storytelling across multiple media can expand the market for an intellectual property, provide various points of entry for different audience segments, and heighten audience participation, interaction, understanding and engagement in the content. Prerequisites: Word + Image II or Type II.  
Credit 3 units. Art: CDES, FADM EN: H

---

**F10 ART 328G Branding & Identity**

Students will learn about brands as 1) identity; a shorthand for a company or product, 2) as an image; where an individual perceives a brand as representing a particular reality, and 3) as a relationship; where an individual reflects an experience through a product or service. To learn from their research, students will concept, design, and implement a brand, challenging them to realize the full breadth of a brand's reach. Prerequisites: Word + Image II or Type II  
Credit 3 units. Art: CDES, FADM

---

**F10 ART 329C TBMA: Art Practice (Mediated Performance)**

In this performance art studio, students explore the body as a medium of expression to create cinematic and sonic performance-based projects mediated through electronic or digital technology and performed or screened in public. Students make a series of conceptually rigorous and technically convincing artworks informed by individual research and readings in media theory. Collaborative, individual, political, and poetic performances, and happenings are encouraged. Prerequisites: Intro TBMA or TBMA Material + Culture or any Time-Based elective, or permission of the instructor.  
Credit 3 units. Art: FAAM, ML EN: H

---

**F10 ART 329D Multimedia Design: Time / Sound / Space**

This course is a studio exploration of the intersections of graphic design, experiential design, motion graphics, video, and sound. As technology advances, the line between digital and physical spaces is increasingly blurred. Through experimentation, students will investigate these spaces in multiple dimensions. In this course, students consider how experiences can be translated into time-based media. Students will make multimedia projects that orient, educate or delight an audience. Using both digital and analog methodologies, students will capture, generate, and manipulate audiovisual material. Multi-week projects will be accompanied by workshops, exercises, and lectures with professional examples. Prerequisite: Word and Image 2 or permission of instructor.  
Credit 3 units. Art: FADM

---

**F10 ART 329G TBMA: Art Practice (Sound Environments)**

In this sound art studio, students compose a body of works in digital and acoustic sound for space or for headphones. Discussion of current sound art and experimental music practices includes examples of works that offer alternative experiences of space, historical time, and individual or collective memory. Individual projects, including acoustic performance, sound recording, and digital postproduction, are critiqued. Course activities include listening sessions, screenings, readings, and improvisation. Prerequisites: Intro TBMA or TBMA Material + Culture or any Time-Based elective, or permission of the instructor.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 330D Multimedia Design: Time/Sound/Space**

A studio exploration of the intersections of graphic design, experiential design, motion graphics, video, and sound. As technology advances, the line between digital and physical spaces is increasingly blurred. Through experimentation, students will investigate these spaces in multiple dimensions. In this course, students consider how experiences can be translated into a time-based media. Students will make multimedia projects that orient, educate or delight an audience. Using both digital and analog methodologies, students will capture, generate, and manipulate audiovisual material. Multi-week projects will be accompanied by workshops, exercises, and lectures with professional examples. Prerequisite: Word and Image 2 or permission of instructor.  
Credit 3 units. Art: CDES, FADM

---

**F10 ART 330I TBMA: Art Practice (New Media in Art)**

In this new media studio, students explore the intersection of art and technology creating time-based new media works. Through the production and critique of time-based digital works, students learn about compositional choices, narrative and non-narrative strategies, and ethical and political responsibilities of media art making. Students gain advanced knowledge of digital tools as they pertain to their individually created artworks. This course includes readings, writing, and discussion of works by contemporary and historical time-based and media artists. Prerequisites: Intro TBMA or TBMA Material + Culture or any Time-Based elective, or permission of the instructor.  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 330L Time-Based Media: Art Practice (Expanded Cinema)**

By focusing on experimental approaches to digital filmmaking, this course offers opportunities for independent producers arising from hybrid media interests. Expanded Cinema encourages and supports a variety of cinematic concepts, from non-narrative to documentary and activist approaches. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition.  
Credit 3 units. EN: H

---

**F10 ART 330M TBMA: Art Practice (Animation for Buildings)**

In this animation studio, students create and are critiqued on projection-mapped animations that transform three-dimensional structures such as building exteriors and interior spaces. Through lectures, readings, and discussions, students are introduced to fundamental considerations that inform projection mapping-based creative work such as site-specificity and the perception of public space. This course introduces technical skills for popular 2D animation and projection mapping software. Prerequisites: Intro TBMA or TBMA Material + Culture or any Time-Based elective, or permission of the instructor.  
Credit 3 units. Art: FAAM, ML

---

---

**F10 ART 330N Time-Based: Art Practice (Phantom Bodies and Moving Pictures)**

Phantom Bodies and Moving Pictures is a studio course that begins with a survey of media art from the '60s to the present. While Media Art histories developed alongside Art History, they remained distinct despite sharing common ground. In this course, students will produce time-based works using the software and technologies of their choice. Projects will reflect a consideration of the major concepts that define image and sound-based work. This course will also look at the ways in which time-based work is intertwined with the field of media archeology and various cultural practices from which evolving technologies emerged. Key theorists and media art historians will also be discussed. Prerequisite: Time-Based Media Arts Studio: Material Culture; Time-based Elective; or permission of instructor. Credit 3 units. Art: FAAM, ML

---

**F10 ART 332A Interaction Design: User-Centered Applications**

This course is a hands-on application of interaction design for digital media (primarily browser-based). We will explore how user-interaction adds bi-directionality to communication, examine the intricacies of seemingly simple digital interactions, and familiarize ourselves with the attributes of digital device as 'canvas'. We will work both independently and collaboratively to design interactive solutions for a selection of communication challenges. Our focus will be to learn by doing: first-hand experience gained while undertaking real-world projects will provide the context and framework for discussion and instruction. Project work will likely be (but not required to be) accomplished with tools available in the Adobe Creative Suite: Adobe Dreamweaver, Adobe Illustrator, and Adobe Photoshop. Web browsers on both desktop computers and mobile devices will also be used extensively. No prerequisites. This course is appropriate for seniors in the Communication Design major. Credit 3 units. Art: CDES, FADM

---

**F10 ART 332E Panel By Panel: Narrative Comics**

Comics are a medium with a long history. The desire to tell a story through a sequence of images has existed since humans began drawing and documenting. This course teaches students to create comics, with both fiction and nonfiction narratives. Students will be introduced to historic and contemporary examples of comics over the course of the semester. Through assignments and in-class workshops, students will learn the basics of making comics, including panel transitions, the relationship between words and pictures, pitching a concept, breaking a plot down into a script, production. Assignments will span a range of narrative lengths; exploration of digital and print formats is encouraged. Prerequisite: F10 337E Word & Image II or F10 561 Illustration Studio I: Drawing and Voice. Credit 3 units. Art: CDES, FADM

---

**F10 ART 332F Design as a Catalyst for Change**

With a whirlwind of social and cultural transitions emerging across the world, design is being used to address and disrupt, and prevent social challenges that arise-including topics like natural disasters and global water crises to political corruption, increased social injustices, gender inequality, and racial inequity. Designers can serve numerous roles in driving impactful engagement of these issues; their skills are often required to expand beyond artifact-based studio practices to instill greater benefit to their end users, communities, and society at-large. In this course, students will learn and practice skills of community-based social impact design. The focus of this course will emphasize "the work behind the work," as students learn how matters of empathy, equity, privilege, relationship building, and justice integrate into the communications design process when working with(in) communities. As students identify and select a social cause on which to focus, they will develop a series of print and digital works that communicate their chosen issue, pitch proposed design interventions, and visualize

collaborative implementation processes. Learning modules will feature weekly readings, direct engagement with social design practitioners, design charrettes, and on-site learning, allowing students to gain greater depth and perspectives for harnessing design as a catalyst for change.

Credit 3 units. Art: CDES, CPSC, FADM

---

**F10 ART 332G Design & Research**

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

Credit 3 units. Art: CDES, CPSC, FADM

---

**F10 ART 332H Alternative Displays**

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

Credit 3 units. Art: CDES, FADM

---

**F10 ART 332I Interaction: Non-Linear Narrative**

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

Credit 3 units. Art: CDES, FADM

---

**F10 ART 332J UX Research Methods for Design**

User experience research can make or break a design. It is an essential way to better understand whether and how a given design meets intended needs and outcomes. This studio course explores the foundations of user research appropriate for digital and analog products. Through projects, discussions, and readings, students will build an understanding of the role of research in interface design. Students will practice research methods including interviews, surveys, contextual inquiry, peer analysis, and heat mapping. Students will create artifacts that contextualize research within the broader UX design process, including personas, journey maps, user flows, and low-fidelity prototypes. Prerequisite: Interaction Foundations, CS 131, or permission of instructor.



Credit 3 units. Arch: ETH, NS Art: CDES, FADM EN: H

---

### **F10 ART 332K Interaction Design: Layout Systems**

This course explores advanced layout and responsive design techniques for HTML/CSS. It introduces and provides practice using grid systems, layout frameworks and templating systems. Students will learn to present dynamic, data-driven content at any screen size. This studio class is built around two significant projects, both to be delivered as portfolio-ready HTML. Work is assessed in terms of technical proficiency, communication objectives, and design choices. This course is appropriate for JR and SR Communication Design majors. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills. Counts towards Design Major, and Minor in Design.

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 334A Advanced Drawing: Affective Stills and the Moving Image**

This is an open-ended advanced drawing course that will focus on expanded definitions and mark-making practices. This course will explore, contextualize and analyze a wide variety of drawing methods that relate to image making, spatial and situated practices, and ephemeral, time-based media. Through projects, readings, lectures and individual research, students will gain a broader understanding of drawing and its various definitions and approaches in addition to its rich set of histories and contemporary applications. This course will be peppered with lively discussions, field trips, and lectures by artists, architects, and designers. Self-directed projects will be reviewed and discussed critically and aesthetically in relation to the intent of the artist. A highly experimental and even collaborative approach to drawing will be strongly encouraged. Prerequisite: F10 101A or F10 102A.

Credit 3 units.

---

### **F10 ART 336A Visual Journalism and Reportage Drawing**

This course combines studio practice, work in the field, subject reporting and nonfiction writing to explore a rich tradition that dates to the mid-19th century. The "special artists" who reported on the American Civil War, the urban observers of the Ashcan School and the "New Journalism" illustrators of the 1950s, 60s and 70s brought vision and force to their work as reporters. Today, the reportage tradition is being re-invigorated in online outlets and periodicals. Students will produce a series of works documenting observations of contemporary people, sites and events, culminating in a zine designed for print and/or a digital slideshow with supporting text. This course will provide plentiful drawing experience. Supplemented by historical material in the collections of the Modern Graphic History Library. This course is appropriate for juniors in the Communication Design major. (Students with an interest in visual journalism grounded in street photography and visually engaged writers may be admitted to the course by permission of instructor.)

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 336B Advanced Interaction Design**

This course emphasizes immersive and multisensory user experiences in complex structural applications for a range of devices and contexts. Students will creatively apply advanced concepts in html, css, and javascript in the development of delightful and adaptable user experiences. Through studio projects, critiques, readings, discussions, and lectures, students will build on foundational knowledge in creative coding. They will explore new tools, languages, and processes as well as enhanced forms of user research, usability testing, and experience architecture. Prerequisites: Interaction Foundations, CS 131, or by permission from the instructor

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 336M Special Topics in Communication Design: Illustration for Creative Practice**

This course is about transforming creative impulse into a controlled professional practice. In the first half of the course, students will investigate current illustration trends and their applications in the marketplace. We will apply these findings to assignments while considering experimentation, relevance, and form. The second half of the course will consist of iterative drawing assignments. Students will focus on cohesion within large bodies of work as well as the ability to bring images to finish with varying time constraints.

Credit 3 units. EN: H

---

### **F10 ART 336N Environmental Design**

This course offers an introduction to the process and problem solving methods required to conceptualize and develop an environmental graphics project. Students will gain an understanding of the relationship between a concept on screen and that idea realized at full scale and its impact in the built environment. Scale drawing, architectural documents, fabrication methods and materials will all be explored. Projects will include wayfinding and ADA signage, exhibit design and architectural graphics. Students will communicate their concepts through sketches, computer drawings, models and mock-ups.

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 336P Conditional Design**

New technology changes the way we receive, consume, and interact with information. Making work that can adapt to its context, environment, and user's preferences is a vital skill for artists and designers. This studio course explores the design and development of adaptive design systems to generate customizable and variable outputs. Through projects, readings, presentations, and discussions, students explore the use of procedural process, logic, and variable input to generate forms and experiences in both physical and digital space. Projects will cover traditional and digital mediums ranging from generative books and posters to interactive websites and performative experiences. Prerequisite: Communication Design: Interaction Foundations or Introduction to Computer Science.

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 336Q Illustration as Practice**

This major studio elective focuses on the professional practice of conceptual illustration while enabling students to cultivate individual voice. We practice the methodology of creating visual metaphors, visualizing concise ideas, and working under short deadlines. Projects in this course cover a range of image making in the professional illustration world today, including editorial, portraiture, lettering, and lifestyle, as well as art direction. Students continue to develop their portfolio in the context of these projects and to learn about best practices in communication, pricing, and workflow. Students will be assessed on their projects in a final critique. Prerequisite: F10 337E, Word & Image II.

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 336R Typeface Design**

Typeface design deals with language, culture, technology, visual perception, and systems design. Students will explore these areas in addition to the basics of typeface design. They will define clear purposes and outcomes for their work including research, designing letterforms and spacing, and creating functional fonts with professional software. The course introduces concepts, technologies, and current issues in the field. We will focus on text and display typefaces for the

Latin script; however, we will introduce a range of historical models and explore the cultural impacts typefaces can have. Software used is Mac only, lab computers will be available if student does not have access to a Mac laptop. Prerequisites: Digital Studio and Type 1  
Credit 3 units. Art: CDES, FADM

---

#### **F10 ART 336S Illustrated Type and Letterforms**

In this course students will learn to create drawn lettering and type in varied forms and contexts. Projects will challenge students to build on prior experience with digital type to create custom illustrated type for editorial, persuasive, and narrative contexts. Students will explore the methodology of type design and anatomy of letterforms. We will use diverse media (digital and analog) to create work(s). The course will include exposure to contemporary and historical drawn glyphs and letterforms. Students to be evaluated formal and conceptual clarity of their work, depth of investment, and participation in critique. Prerequisites: Communication Design: Typography I; and Communication Design: Word & Image I; and/or MFA IVC students.  
Credit 3 units. Art: CDES, FADM

---

#### **F10 ART 336T Multilingual Type**

In an interwoven world, engaging multiple languages in shared surfaces and spaces is essential to communication. How do we design for audiences with varied backgrounds and fluencies? How can designers navigate visual and conceptual balance? This studio course engages type-driven, multilingual projects, inviting the opportunities, questions, negotiations and challenges that arise. Studio projects are grounded in conversations about visual hierarchy, density, and texture, reading direction, sequence, identity as it relates to language, and designing for a multilingual audience. Learning is bolstered by lectures, readings, and writing exercises. Students do not need to know a second language. Prerequisite: F10 337F, Typography II  
Credit 3 units. Art: CDES, FADM

---

#### **F10 ART 337E Communication Design: Word & Image II**

This course continues Word & Image I (F10 238B), presenting design and illustration projects simultaneously. It focuses on methodologies for a range of problems. It emphasizes the development of content, illustration, typography, sequential narrative and information design. Students are expected to become self-directed about their synthesis of word and image and select an area of emphasis within design and illustration for deeper study.  
Credit 3 units. Art: FADM EN: H

---

#### **F10 ART 337F Communication Design: Typography II**

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

---

#### **F10 ART 337I Communication Design: Interaction Foundations**

This course is a hands-on application of interaction design for digital media (primarily browser-based). Participants will learn and apply the fundamentals of HTML and CSS, explore how user interaction adds bidirectionality to communication, examine the intricacies of seemingly simple digital interactions, and become familiar with the attributes of digital device as "canvas." Students will work both independently and collaboratively to design interactive solutions for a selection of communication challenges. This course is required for junior BFA in Communication Design majors, and it is open to students outside of the Communication Design major as space permits.  
Credit 3 units. Art: FADM EN: H

---

#### **F10 ART 337M Communication Design: Visual Voice**

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

---

#### **F10 ART 337Q Motion Graphics for Designers**

This course offers a route to learning theories, techniques and principles of motion graphics that builds on the fundamentals of graphic design. Areas of focus will include careful deployment and control of image, color, text, tone, pacing and editing. Students will capture, generate and manipulate audiovisual material. Various tools and methodologies for making time-based media will be introduced, such as animation, creative coding, filmmaking and sound editing. Experimentation is encouraged. Prerequisites: Word and Image 1 or Typography 1, or by permission of the instructor.  
Credit 3 units. Art: CDES, FADM

---

#### **F10 ART 337T Integrated Projects**

This interdisciplinary studio course will help BA/second major students in Communication Design develop design projects linking to another field of study (e.g., anthropology). Students will think critically about elements of visual design, design process, and design thinking by framing independent projects, developing content, writing, and iterating. Topics will include audience, relevance, design process, and craft. Students will complete 2-4 projects, yielding portfolio work that articulates their areas of emerging skill and voice. Appropriate for juniors and seniors, and selected sophomores. Prerequisites: Word and Image I; Typography I. Note: Application form required; the instructor will contact you once if you are on the wait list.  
Credit 3 units.

---

#### **F10 ART 338H Communication Design: Interaction Design II**

The class will explore designing usable, useful, and desirable relationships and interactions between people and the digital products and services they use. Students are introduced to human-centered research methods in the context of designing screen-based experiences. Small ethnographic field projects build to inform the basis for idea generation and prototyping concepts. Students then synthesize insights to design a digital solution. The class has a series of smaller exercises that build to two larger design projects with an overarching theme of public health or sustainability. Graphic design and typographic fundamentals will be addressed throughout in the context of interaction. Class time will be mixture of lectures, in class exercises, and studio based work. Students will need a laptop with Adobe Illustrator, InDesign and Photoshop and moderate experience with these programs.  
Credit 3 units. EN: H

---

#### **F10 ART 338I Communication Design: Interaction Foundations**

This course is a hands-on application of interaction design for digital media (primarily browser-based). Participants will learn and apply the fundamentals of HTML and CSS, explore how user-interaction adds bidirectionality to communication, examine the intricacies of seemingly simple digital interactions, and become familiar with the attributes of digital device as 'canvas'. Students will work both independently and collaboratively to design interactive solutions for a selection of communication challenges.  
Credit 3 units. Art: CDES, FADM EN: H

---

**F10 ART 338J Communication Design: Illustration Projects**

In Illustration Projects, students will confront three substantial projects of complex visual research and problem-solving, and communicate their results through beautifully made images. Each project will begin with provided story data, ranging from business-oriented to literary to mechanical, then move through rigorous stages of editing, storytelling, style development, execution and refinement. Early projects will emphasize traditional techniques of image-making; later projects will involve more digital manipulation. Students will need a laptop with Adobe Creative Suite installed as well as traditional art-making supplies along the way.

Credit 3 units. EN: H

---

**F10 ART 338L Communication Design: Experimental Typography**

In this studio course, students will learn to challenge typography's role as a tool for communication through alternative methods in mark-making and redefining what or how it is communicated. The course will introduce material exploration, emerging software/technology, and sensory/spatial considerations while challenging the purpose of type. It will be organized into multiple units, each with a different opportunity for the student to explore new methods. Students will apply their own areas of disciplinary expertise to the final project. Students will need a laptop and may need to acquire inexpensive or free software. This course is appropriate for juniors through graduate students with or without visual training who are interested in typography, communication, visual expression, and computer programming.

Credit 3 units. EN: H

---

**F10 ART 338Q Type in Action: Multimedia Typography**

Typography is a medium that can carry meaningful and complex communicative weight, and it affords designers with endless opportunities to engage others and to invite interpretation. In this form-making course rooted in typography, students will seek to manipulate and enact letterforms to create projects that communicate narrative in new and inventive ways -- breaking rules, scaling things up, using a range of materials, and making things move. Projects will span a range of formats, with the course serving as a catalyst for investigation of the myriad ways that letterforms, typography, and language can function as a provocative, interaction, platform, installation, image, and more. An openness to materiality, play, and experimentation is essential. Prerequisites: Digital Design, Typography I+II, or permission of instructor.

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

---

**F10 ART 338V The Narrative Image: Form/Structure/Function**

All human cultures tell stories, and these narratives fulfill multiple roles in establishing meaning for a society. This course will examine the ways that a visual narrative can be approached. How can an image-based story be structured? What roles can point of view play? What are stylistic tropes for narratives? How can ideas be implied? In what ways can we refresh and retell well-known narratives? Students may elect to work in multiple media and in single or sequential narratives. A self-directed final project will be required.

Credit 3 units. Arch: ETH, NS Art: CDES, FADM

---

**F10 ART 338W Illustration for Games**

How must a drawing be constructed, both formally and narratively, to function inside of a game? This course, which is intended for image-makers, will concentrate on the assets and aesthetics of game design. Students will engage the subjects of character development, 8-bit graphics, user interface, simple animations, and background design.

Beginning with foundational questions of how and why we play games, students will create their own images, which will be built upon exploratory research into existing games and frameworks. Prerequisites: Word & Image 1 & 2, Digital Studio.

Credit 3 units. Art: CDES, FADM

---

**F10 ART 338X Semiotics Studio: Designing Signs and Symbols**

This course is about shaping meaning. Students learn the fundamentals of semiotic theory and its application to design practice. Students create signs and symbols for public spaces as well as experimental readings and social interventions. Through exercises, projects, and class discussions, students explore the world of meaning-making, including categories of signs, the possibilities of interpretation, and how signs work to normalize cultural practices and perceptions of truth. Prerequisite: Communication Design: Word & Image II or permission of instructor.

Credit 3 units. Art: CDES, FADM

---

**F10 ART 338Z Global Topics in Visual Communication**

In this course, students will explore visual communication in diverse historical and contemporary contexts. Students will work with internationally based faculty in short modules in which lectures and prompts will highlight the unique qualities of cities and cultures around the world. Students will reflect on the specificity of place in ongoing sketchbook prompts. For each module, students will make a short publication that synthesizes the content of that module with their own developing studio interests. Prerequisite: Word & Image II or Type II.

Credit 3 units. Art: CDES, FAAM, FADM

---

**F10 ART 339A Illustrated Typography**

In this studio course, students learn to create drawn letterforms using various methods. Projects challenge students to build on prior experience with digital type to create illustrated lettering for editorial, persuasive, and narrative contexts. Students will explore the anatomy of letterforms, contemporary and historical practices for drawing typography, and diverse media (digital and analog). Students will be evaluated on formal and conceptual clarity, depth of investment, and participation in critique.

Credit 3 units. Art: FADM

---

**F10 ART 371C Printing Propaganda: The Letterpress Poster**

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

Credit 3 units. Art: CDES, FADM

---

**F10 ART 371F Narrative Art of the Picturebook**

For over 300 years, picture books have depicted everything from morals to dreams. This wide variety in content has yielded diverse graphic approaches with a common commitment to narrative pictures. This studio course will interrogate the picture book as the confluence of writing, image-making, and design. Students will explore the mechanics of a picture book, with a particular focus on word-image relationships and page design. Critical readings and a visit to the Dowd

Illustration Research Archive will provide a contextual framework. Students will complete several short studio projects and creative writing assignments as well as execute a picture book pitch over the course of the semester.

Credit 3 units. Art: FADM

---

**F10 ART 372B Content to Cover: the Design of Books**

This studio course considers the design and poetics of books in their totality. Projects engage in depth with book pacing and sequence, page composition, typographic detail, images, and construction. Assignments invite students to interrogate the book form and explore its materiality and object quality. Coursework addresses print production, binding methods in industry, and bookbinding techniques. Visits to two campus library special collections, a research assignment, relevant readings and discussion will guide students in building a critical book design vocabulary. Work will be evaluated based on participation, process, conceptual thinking, visual application to form, and craft. Prerequisites: Word & Image I or Typography I, or by permission of the instructor.

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

---

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

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

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

---

**F10 ART 3822 Art Practices: Present/Past/Past/Present (Florence)**

The city of Florence today serves as a living, breathing museum that offers a glimpse into the materials and methods of its past, while offering a fertile ground for contemporary art practices that focus on critical investigation. In this course, students will engage a diverse set of art practices that operate between past and present, between the technical and conceptual, exploring the relationship between the Renaissance's reinterpretation of classicism and its revolutionary spirit that sparked innovation in the arts, sciences and society in general. Six hundred plus years later, students will examine artistic/visual conventions of the Renaissance and re-contextualize them to twenty-first century ideas and issues. The course will make use of these myriad opportunities through field trips or site visits, lectures, technical demonstrations and readings that will supplement these investigations. This course may be applicable toward an area discipline art concentration with approval and final portfolio review by faculty in the discipline of concentration.

Credit 3 units. EN: H

---

**F10 ART 3825 Art Studio (Florence)**

Art Practice and Methods & Contexts are linked pedagogically and conceptually in the Sam Fox curriculum. In Florence, the 2 courses will be merged into a broader 6-credit art studio course. The city of Florence today serves as a living, breathing museum that offers a glimpse into the materials and methods of its past, while offering a fertile ground for contemporary art practices that focus on critical investigation. In this course, students will engage a diverse set of art practices that operate between past and present, between the technical and conceptual, exploring the relationship between the Renaissance's reinterpretation of classicism and its revolutionary spirit that sparked innovation in the arts, sciences and society in general. Six hundred plus years later, students will examine artistic/visual conventions of the Renaissance and re-contextualize them to twenty-first century ideas and issues. Students will also integrate and synthesize knowledge resulting

from "Art Practice". Supported by lectures, discussions and critiques, the course will foster a creative environment and critical discourse surrounding artistic practices. Students are guided through the art-making process, from conceptualization to resolution, emphasizing experimentation with various methods of production and distribution. Students will be challenged to contextualize their own artistic interests within the contemporary art field by promoting critical analysis skills necessary for initiating, interpreting and evaluating artistic production. The course will make use of these myriad opportunities through field trips or site visits, lectures, technical demonstrations and readings that will supplement these investigations.

Credit 6 units.

---

**F10 ART 3829 Advanced Studio Practices (Florence, Italy)**

In this advanced studio art course, students focus on learning what it means to be a contemporary artist. All art media may be used throughout the semester, though students may choose to concentrate on one medium if that is their chosen pathway. Professors introduce prompts to students as a means to encourage them to think conceptually about their work. Practitioners will ultimately be required to push their artwork to a high degree of resolution by assessing and contextually clarifying how their work addresses the contemporary artistic landscape. Studio work is augmented by readings meant to provide further investigative material in relation to cultural production. At the end of the semester, students are expected to have an understanding of what it means to be a working studio artist and to take this knowledge with them into the real world.

Credit 3 units.

---

**F10 ART 3830 Strategies: Working on Site (Florence)**

Sketchbook in hand, how does one respond to the overwhelming complexity of a specific environment? There are multiple correct answers to this question. Many possible answers will be explored through specific exercises and open-ended assignments. Much of the studio's class time will be spent on location, exploring interior and exterior environments, and the transitional spaces between them. A specific sketchbook, purchased in Florence, will be required. Students will be able to work in a wide variety of media, including photography and digital.

Credit 3 units. Art: CDES

---

**F10 ART 3832 Communication Design: Mapping the Unfamiliar (Florence)**

This studio course with lectures will focus on creating both informational and narrative-driven explorations of place through the form of the map. The first half of the semester will introduce the map as an instrument for way finding and data visualization. Students will learn to negotiate various levels of information in two-dimensional design while crafting clear and compelling stories involving location, points-of-interest, and time. Students will also begin documenting their own experience navigating Italy as a means of incorporating personal perspective into more psychogeographic-based mapping studies that traverse the idea of familiarity. The second half of the semester will further develop students' potential to interpret their surroundings through the exploration of nonlinear storytelling and pictorial representation of cartographic data-points.

Credit 3 units.

---

**F10 ART 3833 UX Research Methods for Design (Florence)**

User experience research can make or break a design. It is an essential way to better understand whether, and how, a given design meets intended needs and outcomes. This studio course explores the foundations of user research, appropriate for digital and analog products. Through projects, discussions, and readings, students will build an understanding of the role of research in interface design. Students will practice research methods including interviews, surveys,

contextual inquiry, peer analysis, and heat mapping. Students will create artifacts that contextualize research within the broader UX design process, including personas, journey maps, user flows, and low-fidelity prototypes. Prerequisite: Interaction Foundations, CS 131, or permission of instructor. This course counts as a Communication Design major elective.

Credit 3 units. Art: CDES

---

**F10 ART 3834 Making Meaning (Florence)**

As you transition into a new culture and environment, there lies an opportunity to acutely examine shifts in behavior, emotion, expectation, and perspective - both within yourself as well as amongst your classmates. This shared (yet diverse) experience makes for a great opportunity to flex your empathy muscles. To better understand this, each of you will be 'the designer' as well as 'the audience'; investigating ways to help each other live in a new culture.

Credit 3 units. Art: CDES

---

**F10 ART 3836 Methods: Verbal to Visual (Florence)**

Do different types of text and their meanings require different approaches for image making? Maybe. A variety of different texts will be assigned, each accompanied by a different image-making methodology. There will also be a variety of applications for the resulting images. Students will be able to explore a wide range of media, and image making. The goal is to assist students in understanding and developing their own approaches to this complex process.

Credit 3 units. Art: CDES EN: H

---

**F10 ART 3838 Experimental Typography (Florence)**

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

Credit 3 units. Art: CDES EN: H

---

**F10 ART 3840 Branding & Identity (Florence)**

Students will learn about brands as 1) identity; a shorthand for a company or product, 2) as an image; where an individual perceives a brand as representing a particular reality, and 3) as a relationship; where an individual reflects an experience through a product or service. To learn from their research, students will concept, design, and implement a brand, challenging them to realize the full breadth of a brand's reach.

Credit 3 units. Art: CDES EN: H

---

**F10 ART 3842 Patternmaking and Production**

An introduction to flat pattern drafting. Principles will be applied to various components of garment creation. Construction techniques and industrial methods explored within specific structural design problems. Students will undertake realization of garment from sketch to pattern draft and finally construction of muslin (toile). This course is to be taught using the Imperial measurement system. This course will be offered in Florence, Italy.

Credit 3 units. EN: H

---

**F10 ART 3844 Fashion History & Research**

The study of cultural and social influences to comprehend how these influence the evolution of fashion and are expressed in clothing at various junctures in history. Review of general academic research methods will be covered as well as research methods and strategies of particular significance to fashion design. Coursework will focus on using research as an avenue to original and effective design concepts. This course will be offered in Florence, Italy.

Credit 3 units. EN: H

---

**F10 ART 3845 Sustainable Fashion and Ethical Clothing**

This course focuses on the study and understanding of sustainable clothing and its influence in today's fashion industry and modern life. Ethical fashion refers to the use of fabrics derived from eco-friendly resources, and the study of how these fabrics are made. Being "green" in fashion today means reducing the amount of clothing discarded to landfills, and decreasing the environmental impact of agro-chemicals in producing conventional fiber. Special emphasis will be placed on the vintage phenomenon and on recycling as fundamental parts of this complex subject. The course will analyze the impact of the reduction of raw materials and virgin resources, as it relates to fitting in the context of a more powerful globalized fashion industry as these two worlds often collide. The course will also look at how sustainability in the clothing industry can provide a new market for additional job opportunities. This course will be taught in Florence, open to Fashion majors.

Credit 3 units.

---

**F10 ART 392 Methods and Contexts II**

Required for BFA in Art majors. This team-taught course expands on methodologies encountered in Methods and Contexts I and related courses. Students are encouraged to take charge of their artistic process through faculty-supported and self-directed creative investigation. Through lectures, class discussions and critiques, students critically engage the evolving manner in which visual culture is produced and distributed. Students learn how to best present their work and incorporate discourse inherent to and generated by their practice. The goal of this course is to ensure a strong Capstone experience by helping students develop their artistic position within the public realm and contemporary contexts.

Credit 3 units. EN: H

---

**F10 ART 402B Drawing: Art Practice (Conceptual Methods in Drawing)**

Drawing is a communicative device; it is a primary means of conceptual strategy leading to effective visual exploration and expression, from thought to form. This studio course looks at the practice of drawing in the context of language, scientific paradigms, complementary and alternative art forms, socio-political theory and history as they relate to visual culture and invention. Lectures, critical readings, and analysis of historical and contemporary modes of drawing support students in their course work. Projects in this course may consider mapping, language systems, formulaic constructions, material essentialism, physiologic/kinesthetic approaches, and performative aspects of drawing.

Same as F10 ART 302B

Credit 3 units. Art: FAAM

---

**F10 ART 402D Drawing: Art Practice (Collage: History and Practice in Contemporary Art)**

This course will examine the role of collage in contemporary studio practice. Students will be required to assemble an archive of images from various sources, found and self-generated, to produce a body of work based on a specific theme. Readings and discussion related to the course will examine the evolution of collage and its present status and application within contemporary studio practice.

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

---

**F10 ART 411D Painting: Art Practice (Special Topics: Narrative Systems: The Frame, The Grid, The Screen)**

This studio course focuses on various narrative strategies in relation to painting's mythology and its function in contemporary culture. Topics to include narrativity, the politics of lens and screen, invented fictions, social vs. virtual spaces, and site specificity. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition. Students will be encouraged to consider traditional and alternative forms of painting as well as digital imaging, installation, net art, etc... Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work.

Credit 3 units.

---

**F10 ART 411F Painting: Art Practice (Language of Abstraction)**

This course examines strategies of abstraction and non-objective image-making that originate in the painting studio, including those that are driven by concept, material, space and/or process. Readings and discussion will examine the evolution and history of abstraction and its present applications within a contemporary studio practice. The course will engage students in both assigned and self-directed work that will enable them to experiment with a broad visual vocabulary while understanding the relationship between form and content.

Same as F10 ART 311F

Credit 3 units. Art: FAAM, ML

---

**F10 ART 411G Painting: Art Practice (Place and Space)**

This course examines ideas of place and space—both observed and invented—established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study. Required for a concentration in painting.

Credit 3 units.

---

**F10 ART 411J Painting: Art Practice (Figure Structure)**

This rigorous painting/drawing course explores new representations of the figure through its structure and contemporary contexts. Initial research involves anatomy lectures and extensive sketchbook activities that provide a vehicle for discovering the figure's architecture, mechanics and proportions. Students develop an independent body of work accessing visual data from a variety of sources (paintings, photography, sculpture, memory, model sessions), with the goal of developing expressive qualities with image-making. Lectures, presentations, critical readings, and the analysis of historical and contemporary figurative works support students in their investigations. Required for the BFA in Art painting concentration. Prerequisite:

Painting Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite and others, including art minors and MFA students, with permission of the instructor.

Same as F10 ART 311J

Credit 3 units. Art: ML

---

**F10 ART 411K Painting: Art Practice (Expanded Painting)**

This advanced studio course examines the expanded practice of painting in the contemporary studio. Students are required to produce a self-generated body of work, exploring painting via the incorporation of such things as new technologies, other visual disciplines, site-specificity, etc. Readings and discussion related to the course will examine the history and evolution of the painting practice and its present status and application within contemporary art production.

Prerequisite: Painting Studio: Material and Culture. Open to BFA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.

Same as F10 ART 311K

Credit 3 units. Art: FAAM, ML

---

**F10 ART 411M Painting: Art Practice: Cinematic Bodies**

Advanced studio course focusing on new perspectives in figuration in relation to contemporary culture. Topics will include historical precedents and contemporary correlations between figurative/genre painting and film/new media. Student production may include 2D/paint, digital media, animation, and other media. Required for a concentration in painting. Prerequisite: Painting Studio: Material Culture or permission of instructor.

Same as F10 ART 311M

Credit 3 units. Art: FAAM, ML

---

**F10 ART 411N Painting: Art Practice (Speculative Propositions)**

This studio course investigates the possibility of utilizing painting, in all its elements (traditional, expanded, and all things in-between), as a tool for explorative artmaking. Students investigate painting as a vehicle for experimentation, wherein they can cultivate methodologies that are both unique and, at times, parallel to other established research mediums. Class discussions, course readings, and critique sessions deepen student's methodological inquiries. Course sessions include off site visits to museums and experimental spaces. Students produce a self-generated body of work. Student work is evaluated through individual instruction and group critiques. Prerequisite: at least one Intro Painting course

Same as F10 ART 311N

Credit 3 units. Art: FAAM, ML

---

**F10 ART 412E Painting: Art Practice (Place and Space)**

This course examines ideas of place and space—both observed and invented—established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study.

Credit 3 units.

---

**F10 ART 412F Painting: Art Practice (Language of Abstraction)**

This course examines strategies of abstraction and non-objective image making that originate in the painting studio, including those that are driven by concept, material, space and/or process. Readings and discussion will examine the evolution and history of abstraction and its present applications within a contemporary studio practice. The course will engage students in both assigned and self-directed work that will enable them to experiment with a broad visual vocabulary while understanding the relationship between form and content.

Credit 3 units. Art: FAAM

---

**F10 ART 412G Painting: Art Practice (Body Image)**

This is a rigorous painting/drawing studio course investigating various methods of pictorial construction (historical, contemporary) and the role of figuration in contemporary art practice. Students will be required to produce an independent body of work based on a theme and

generated from a variety of references (imagination, life, photography, painting, film, etc.) Discussions to include contemporary notions of identity structures, social and gender politics. Lectures, critical readings and the analysis of historical and contemporary modes of figural representation will support students in their investigations.  
Credit 3 units.

---

**F10 ART 413M Sculpture: Art Practice (Sculptural Bodies)**

This course investigates the sociopolitical issues of the body, the figure, and their potential in contemporary art practice. The term "body" is used as an organism, in an expansive way, to investigate the metaphorical, physical, emotional, cultural, and spiritual bodies. A variety of media and methods are explored, with an emphasis on three-dimensional work and object-based performance. Lectures, demonstrations, and readings contextualize the potential of sculptural systems to constitute the meaning of a contemporary body.  
Same as F10 ART 313M  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 413P Sculpture: Art Practice (Iterative Systems)**

This course investigates iterative approaches to making as a means to generate multiple works and ideas simultaneously. Activities such as mold-making and nontraditional drawing will be explored along with other process-based methods of capturing thoughtful gestures. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work informed by the iterative mindset. Required for the BFA in Art sculpture concentration. Prerequisite: Sculpture Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite and others, including art minors and MFA students, with the permission of the instructor.  
Same as F10 ART 313P  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 414K Sculpture: Art Practice (Symbiosis)**

This course explores numerous scenarios that create different levels of sculptural interactivity from low to high tech. Students construct devices ranging from simple mechanisms to large-scale installations fostering physical, analogue or digital interaction between the viewer and the sculptural environment. Viewer-activated systems create multiple interactive platforms, initiating a responsive relationship between the sculpture and the viewer. Lectures, demonstrations and readings devise a broad understanding of the histories and potentials of symbiotic relationships between a work of art and its audience.  
Same as F10 ART 314K  
Credit 3 units. Art: FAAM, ML EN: H

---

**F10 ART 414N Sculpture: Art Practice (Itinerant Artworks)**

Who said you can't take it with you? Itinerant Artworks is a course in which students create work in any medium that is built for travel (not speed) and that can be set up, knocked down, or installed in a variety of locations at a moment's notice. Students will document their work at a range of sites throughout St. Louis. For the final project, the class will stage an "off the grid" outdoor exhibition in Forest Park. Typically, artworks are either site-specific or are agnostic to their placement and location. Itinerant Artworks proposes a third model, where an artwork can be mobile, responsive, and highly adaptable to various environments or sites. Itinerant Artworks is intended to be a response to the current condition for making and viewing art. Despite the unpredictable and ever-changing circumstances of this moment, you can take it with you.  
Same as F10 ART 314N  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 415B Printmaking: Art Practice (Propaganda to Decoration)**

This course uses the print multiple as a starting point to explore a continuum that runs from propaganda to decoration. The fundamental attributes of the multiple, including its accessibility and repeatability, arc from private to public and from political to aesthetic. Reproduction, distribution, urban communication, social space, intervention and site specificity are explored through course lectures, readings, and discussions. Collaboration, exchange, and relational practices provide frameworks for self-directed projects using traditional and alternative techniques in print media, including lithography, screen printing, stencils, and photocopy. This course is required for the BFA in Art Printmaking Concentration. Prerequisite: Printmaking Studio: Material and Culture. This course is open to BFA and BA students who have taken the prerequisite and to other students, including minors and MFA students, with the consent of the instructor.  
Same as F10 ART 315B  
Credit 3 units. Art: FAAM, ML EN: H

---

**F10 ART 415H Printmaking: Art Practice (Feedback Loop: Process and Print)**

This course focuses on variability, mutability, repeatability and play within the process of printmaking, using etching, collagraph, monotype and digital methods. The course explores practices and contexts in printmaking as a contemporary art form and promotes advanced conceptual and technical development through creative practice, readings, discussions and critiques. Projects are self-directed and based on course topics that engage different approaches to process-based work, ranging from the improvisational to the systematic. Emphasis is placed on the shift from object to process, from the single manifestation to the series, from fixed to flux and back again. Prerequisite: Printmaking Studio: Material and Culture (F10 215A or 216A). Open to junior and senior BFA and BA students who have taken the prerequisite, and others, including art minors, with consent of instructor.  
Same as F10 ART 315H  
Credit 3 units. Art: FAAM

---

**F10 ART 416G Printmaking: Art Practice (Extra-Dimensional Printmaking)**

Pushing the boundaries of printmaking, prints move beyond the wall and into sculpture, installation, and time-based work. Relief, silkscreen, and intaglio processes are explored, with an emphasis on print as theatre, object, and immersive environment. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work that is extra-dimensional in physical and conceptual scope.  
Same as F10 ART 316G  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 416H Printmaking: Art Practice (Feedback Loop: Process and Print)**

This course focuses on variability, mutability, repeatability and play within the process of printmaking, using etching, collagraph, monotype and digital methods. The course explores practices and contexts in printmaking as a contemporary art form and promotes advanced conceptual and technical development through creative practice, readings, discussions and critiques. Projects are self-directed and based on course topics that engage different approaches to process-based work, ranging from the improvisational to the systematic. Emphasis is placed on the shift from object to process, from the single manifestation to the series, from fixed to flux and back again. Required for a concentration in printmaking. Prereq: Required for a concentration in printmaking. Prereq: Printmaking Studio: Material Culture (F10 215A or 216A). Open to BFA students who have taken the prerequisite and others, including minors, with consent of instructor.

Same as F10 ART 316H  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 417E Art Practice: Photography (Black and White Master Printing)**

This course offers an introduction to black and white master printing techniques for analog and digital outputs. The first part of the course will focus on advanced darkroom printing techniques, as well as the use of developers, papers, and toners. The second part of the course will cover advanced digital b/w strategies, including quadtone RIPs, specialty papers, and Photoshop workflows. Course lectures will look at the role that master printers have played in the history of photography. Visits to the Kemper and Saint Louis Art Museum print rooms will complement lectures and activities. All students will develop a portfolio of personally driven work in black and white. Prerequisite: Photography: Material & Culture, Black and White Photography I, or Digital Photography  
Same as F10 ART 317E  
Credit 3 units. Art: FAAM, ML

---

**F10 ART 417H Photography: Art Practice (Methods of Distribution)**

One of the most effective aspects of the photographic image today is its speed. The way that physical and virtual images are presented and distributed has changed significantly since the initial branding of photography as the medium of reproducibility. This class focuses on photography-based uses of the image through various distribution formats like the book, the poster, the newspaper, television, web, design, film, apparel, architecture, music, etc. The students make, read, look, listen, and experience 20th and 21st century photography practitioners who engage a range of disciplines and methods of distribution as they try to synthesize methods/models of their own. Rigorous student project critiques are complemented with discussions, writing assignments, and readings on media theory and contemporary uses of photography outside of the traditional exhibition-based contexts.  
Credit 3 units.

---

**F10 ART 417L Photography: Art Practice (Constellations, Sequences, Series)**

Series are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured and sequenced. Special attention is given to the material meaning embedded in print size, order and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and set-up strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression.  
Credit 3 units.

---

**F10 ART 417O Photography: Art Practice (Studio Location and Lighting)**

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

Same as F10 ART 317O  
Credit 3 units. Art: ML

---

**F10 ART 417R Art Practice: Photography (Black-and-White Master Printing)**

This course offers an introduction to black and white master printing techniques for analog and digital outputs. The first part of the course will focus on advanced darkroom techniques, as well as the use of developers, papers, and toners. The second part of the course will cover advanced digital b/w strategies, including quadtone RIPs, specialty papers, and Photoshop workflows. In addition to technical demonstrations, course lectures will look at the role master printers have played in the history of photography. Visits to the Mildred Lane Kemper Art Museum and The St. Louis Art Museum print rooms will compliment lectures and activities. All students will develop a portfolio of personally-driven work in black and white. Required for the BFA in Art Photography Concentration. Preq: Photography Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.  
Same as F10 ART 317R  
Credit 3 units.

---

**F10 ART 418J Photography: Art Practice (Slow Image: Large Format Photography)**

This course provides an in-depth study of the large format analog camera and its unique formal position. Using the 4"x5" format, students examine this slow, high fidelity photographic medium both technically and conceptually. Students employ a comprehensive photographic process, including loading sheet film, applying the zone system, scanning large format film, editing digital images, and creating large format digital inkjet prints. Class activities include rigorous student project critiques, as well as reading and discussion elements focusing on the history of large format and its contemporary descendants in the Dusseldorf School, abstract photography and installation art contexts. Class participants investigate the role of high fidelity images. Assignments may address portraiture, still life, interior and exterior architecture, landscape, and abstract photography. Large format 4"x5" cameras will be available for use.  
Credit 3 units.

---

**F10 ART 418K Photography: Art Practice (Documentary Photography & Social Practice)**

This course focuses on the various philosophical, aesthetic and technical approaches to photographing the contemporary, human-altered landscape and the communities we live in. Through slide lectures, field trips, in-depth critique and supervised lab work, students are expected to increase their awareness of how their own personal responses relate to those of other photographers with the same contemporary issues of documentary photography. A project-based seminar focusing on objectivity of the photographic document. Material and camera format open.  
Credit 3 units. Art: CDES, CPSC, FAAM EN: H

---

**F10 ART 418P Photography: Art Practice (Art, Environment, Culture & Image)**

The medium of photography offers multiple ways to engage with critical social, political and environmental issues. Throughout this course, a wide range of photographic tools and modes of production will be explored, including digital and film-based materials and a variety of printing techniques. The course will also consider the integration of alternative methods of lens-based communication and working to construct images within relevant contexts of meaning. Through presentations and readings, students will be introduced to a range of contemporary artists working with essential topics such as climate



change, ecological sustainability, energy production and extraction, and the human body and technology. Students will work to build a final and self-directed project identified through their ongoing research and image production. Required for the BFA in Art photography concentration. Prerequisite: Photography Studio: Material and Culture. Same as F10 ART 318P

Credit 3 units. Art: FAAM, ML

---

**F10 ART 418Q Photography: Art Practice (A Sense of Place or Understanding Place Through Photography)**

This course explores the concept of "place" and the cultural implications that accompany the definitions of "place." Working with photography and taking inspiration from the fields of geography, environmental studies, urban design and cultural anthropology, this course considers how a relationship to place is constructed. We will also consider displacements throughout history and value systems embedded in the construction of a sense of place. Is one's relationship to place personal? Is it collective, is it cultural, is it rooted in the surrounding environment? What are the marks that define a sense of place, and is there residue or lingering evidence that can be perceived? The medium of photography has unique capacities to address these questions. This studio course builds knowledge through photographic practice with accompanying readings, seminar discussion and guided assignments. Students will participate in an active process of exploring diverse concepts of place in relationship to the built environment. Students will be introduced to a range of ways of making and thinking about the subject of place, including looking at place as site, as geography, as memory, as non-place, as urban space, as rural space, as community, and as ecological site. No formal photographic training is necessary. Students will be introduced to the basics of camera operation, Photoshop and Lightroom software for editing and the fundamentals of digital print output for fine art printing will be covered.

Same as F10 ART 318Q

Credit 3 units. Art: FAAM, ML

---

**F10 ART 418R Photography: Art Practice (Documentary Photography in the 21st Century)**

This praxis-based course explores the evolution of documentary practice in photography from the 1930s until the present-day. Lectures, readings, and film screenings will introduce students to the history, problems, and promises of documentary photography, as conceived by photographers, critics, and art historians. Studio and critique sessions will assist students in developing a personal documentary project and attaining new visual strategies for engaging a photographic form that originates from the entanglements of life. Course will also discuss documentary photo books, and strategies for editing a documentary series for book production. Students will have the option of producing a photobook. Prerequisite- Photography Studio: Material and Culture. Open to BFA/BA students who have taken the prerequisite, and others, including minors and MFA students, with consent of instructor.

Same as F10 ART 318R

Credit 3 units. Art: FAAM, ML

---

**F10 ART 423A Fashion Design: Capstone I**

In this studio course students develop a signature collection. Mentored by the professor and an industry specialist, students examine the fashion system, research the zeitgeist, inspiration, materials, and end users. Student experimentation and incubation lead to a cohesive collection of clothing. At mid-term students present a portfolio of the collection to industry professionals for feedback and curation. Fashion drawings are then transformed into prototypes. The final review includes the fashion design portfolio and prototypes. Work is evaluated for relevance, creativity, cohesiveness and technical precision. Open to senior Fashion Design majors only.

Credit 3 units.

---

**F10 ART 423B Apparel Strategy**

The study and analysis of the apparel collection and its functional components in an effort to merchandise ideas for groups, seasonal deliveries, and lines. Thoughtful synthesis of the spectrum of knowledge and skills acquired through prior fashion design coursework. Development of design and marketing strategies for specific customer profiles and specialty markets. Open to senior Fashion Design majors only.

Credit 3 units.

---

**F10 ART 423D Digital Lab**

This lab, offered concurrent with preliminary study for creation of both 3D and 2D culminating work by senior majors. Resolution of technical drawing, and digital illustration problems addressed. Additionally patternmaking and digital skills enhanced as appropriate. Only seniors in Fashion Design may enroll.

Credit 1.5 units.

---

**F10 ART 423E Patternmaking Lab**

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

Credit 1.5 units.

---

**F10 ART 423G Advanced Patternmaking and Production**

This studio course explores complex pattern making and production processes to realize original student designs. Students learn advanced digital and analog pattern development techniques for the fashion industry, including 2D and 3D digital tools for product development and production. Work is evaluated for technical precision and creative expression. Open to senior Fashion Design majors only.

Credit 3 units.

---

**F10 ART 424A Capstone Studio 2 (Collection Studio)**

In conjunction with Fashion Studio B, students create the culminating work of their study in fashion through realization of signature collection and portfolio documentation of collection. This studio will be undertaken with tutorials and guidance on tailoring, dressmaking, presentation, and documentation. Enrollment required of and limited to senior fashion design majors.

Credit 3 units. EN: H

---

**F10 ART 424B Professional Practices: Portfolio Development**

Students will work toward establishment of necessary construction, crafts skills, and signature illustration style required for completion of capstone project. Each student will draw together and organize evidence of vision and skill into a coherent presentation representative of their abilities as an emerging design professional. Work from this course will be submitted for outside professional review. Enrollment required of and limited to senior fashion design majors.

Credit 3 units. EN: H

---

**F10 ART 424E Patternmaking Lab**

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

Credit 1.5 units.

---

### **F10 ART 424M Digital Lab**

This lab, offered concurrent with preliminary study for creation of both 3D and 2D culminating work by senior majors. Resolution of technical drawing, and digital illustration problems addressed. Additionally, patternmaking and digital skills enhanced as appropriate. Only seniors in the Fashion Major may enroll.

Credit 1.5 units. Art: FADM

---

### **F10 ART 425D Making History: A Graphic Design Studio**

Material objects are more than forms; they are evidence of social worlds. In this studio course, students explore historical research methods and contexts for design. Hands-on lessons with primary objects and sites will inform a robust, self-guided studio project that makes an argument about the past. Students will be assessed formatively on workshops and "field notes" (a collection of the semester's research), and summatively on the project that emerges from this research. Some student work may be selected for inclusion in the forthcoming book *Thinking Through Graphic Design History*. Prerequisites: Word and Image I; Typography I; or permission of Chair Same as F10 ART 325D

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 426D Special Topics: Relational, Conditional, and Process-Oriented Design**

This course encourages students to explore the spatial and experiential potential of designing frameworks to navigate complex archives of online content. In addition to expanding their code-based skills, students will push the boundary of traditional online activity to create immersive and experimental experiences in the browser. Through a series of informational and spatial challenges, students will conduct research into contemporary theory and practice of designing interactive platforms and develop dynamic solutions for online frameworks, which exploit and challenge traditional user expectations. Projects, experiments, and research will be supplemented by group readings, class discussions, and individual artist/designer case studies. This course is open to junior and senior Communication Design majors. Juniors register for F10 Art 326D; seniors for F10 Art 426D. Counts towards design minor if space is available. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills. Same as F10 ART 326D

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

---

### **F10 ART 426H Special Topics: Interaction Design: Layout Systems**

Learn and apply techniques and tools for creating advanced HTML/CSS layouts. Explore responsive design (layouts that adapt to available screen width), grid systems, layout frameworks and templating systems. Refine your HTML and CSS skills, and learn best-practices for common layout challenges. Become familiar with potential pitfalls designers face when planning for screens and variable content. Develop strategies for communicating design decisions for dynamic layouts. Expect to create mockups, wireframes, and finished HTML layouts that are portfolio-ready. This course is open to junior and senior Communication Design majors. Juniors register for F10 Art 326H; seniors for F10 Art 426H. Counts towards design minor if space is available. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills. Same as F10 ART 326H

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

---

### **F10 ART 428D Illustrating for Licensed Products**

In this studio course, students will research, concept and create images that are appropriate for application to products in the licensing field. Students will work towards developing icons/motifs, a mainstay in licensing, through deepening their skill sets in shape based illustration, design elements of composition and hierarchy and thoughtfully considered color. Class content will include the development of

collections and images, patterns, and exploration of the visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be drawn from the gift and home decor markets, fabric design and stationery products. This course is appropriate for juniors and seniors in the Communication Design major.

Same as F10 ART 328D

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

---

### **F10 ART 428E Illustration Concepts & Media**

Advanced projects in applied illustration and the first step in development of a professional portfolio. The class will explore creating images with smart and concise ideas across a spectrum of media. Students will be instructed on a range of illustration media to create visual solutions under rigorous deadlines. The projects will cover the range of editorial and conceptual image making in the professional world today including portraiture, multiple images, responding to text and specific time and media restrictions. Prerequisite: Word and Image 2. This course is open to juniors and seniors in the Communication Design major.

Same as F10 ART 328E

Credit 3 units.

---

### **F10 ART 428F Storytelling Across Multiple Media**

This interdisciplinary course addresses how the elements of a single visual and textual narrative are distributed across multiple traditional and digital media platforms to form a unified and cohesive entertainment or branding experience. Assignments will challenge students to examine the specific attributes of each medium to determine its role in the greater experience. Students will work in small teams to coordinate and execute media integration per their individual disciplines, skill sets and areas of interest. Students will learn how storytelling across multiple media can expand the market for an intellectual property, provide various points of entry for different audience segments, and heighten audience participation, interaction, understanding and engagement in the content. Prerequisites: Word + Image II or Type II.

Same as F10 ART 328F

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

---

### **F10 ART 428G Branding & Identity**

Students will learn about brands as 1) identity; a shorthand for a company or product, 2) as an image; where an individual perceives a brand as representing a particular reality, and 3) as a relationship; where an individual reflects an experience through a product or service. To learn from their research, students will concept, design, and implement a brand, challenging them to realize the full breadth of a brand's reach. Prerequisites: Word + Image II or Type II

Same as F10 ART 328G

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 429D Multimedia Design: Time / Sound / Space**

This course is a studio exploration of the intersections of graphic design, experiential design, motion graphics, video, and sound. As technology advances, the line between digital and physical spaces is increasingly blurred. Through experimentation, students will investigate these spaces in multiple dimensions. In this course, students consider how experiences can be translated into time-based media. Students will make multimedia projects that orient, educate or delight an audience. Using both digital and analog methodologies, students will capture, generate, and manipulate audiovisual material. Multi-week projects will be accompanied by workshops, exercises, and lectures with professional examples. Prerequisite: Word and Image 2 or permission of instructor.

Same as F10 ART 329D

Credit 3 units. Art: FADM

---

---

**F10 ART 429G Time-Based Media: Art Practice (Sound Environments)**

In this sound art studio, students compose a body of works in digital and acoustic sound for space or for headphones. Discussion of current sound art and experimental music practices includes examples of works that offer alternative experiences of space, historical time, and individual or collective memory. Individual projects, including acoustic performance, sound recording, and digital postproduction, are critiqued. Course activities include listening sessions, screenings, readings, and improvisation. Prerequisites: Intro TBMA or TBMA Material + Culture or any Time-Based elective, or permission of the instructor.

Same as F10 ART 329G

Credit 3 units. Art: FAAM, ML

---

**F10 ART 430D Multimedia Design: Time/Sound/Space**

A studio exploration of the intersections of graphic design, experiential design, motion graphics, video, and sound. As technology advances, the line between digital and physical spaces is increasingly blurred. Through experimentation, students will investigate these spaces in multiple dimensions. In this course, students consider how experiences can be translated into a time-based media. Students will make multimedia projects that orient, educate or delight an audience. Using both digital and analog methodologies, students will capture, generate, and manipulate audiovisual material. Multi-week projects will be accompanied by workshops, exercises, and lectures with professional examples. Prerequisite: Word and Image 2 or permission of instructor.

Same as F10 ART 330D

Credit 3 units. Art: CDES, FADM

---

**F10 ART 430I Time-Based Media: Art Practice (New Media in Art)**

In this new media studio, students explore the intersection of art and technology creating time-based new media works. Through the production and critique of time-based digital works, students learn about compositional choices, narrative and non-narrative strategies, and ethical and political responsibilities of media art making. Students gain advanced knowledge of digital tools as they pertain to their individually created artworks. This course includes readings, writing, and discussion of works by contemporary and historical time-based and media artists. Prerequisites: Intro TBMA or TBMA Material + Culture or any Time-Based elective, or permission of the instructor.

Same as F10 ART 330I

Credit 3 units. Art: FAAM, ML

---

**F10 ART 430L Time Based Media: Art Practice (Expanded Cinema)**

By focusing on experimental approaches to digital filmmaking, this course offers opportunities for independent producers arising from hybrid media interests. Expanded Cinema encourages and supports a variety of cinematic concepts, from non-narrative to documentary and activist approaches. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition.

Same as F10 ART 330L

Credit 3 units. EN: H

---

**F10 ART 430M Time-Based Media: Art Practice (Animation for Buildings)**

In this animation studio, students create and are critiqued on projection-mapped animations that transform three-dimensional structures such as building exteriors and interior spaces. Through lectures, readings, and discussions, students are introduced to fundamental considerations that inform projection mapping-based creative work such as site-specificity and the perception of public

space. This course introduces technical skills for popular 2D animation and projection mapping software. Prerequisites: Intro TBMA or TBMA Material + Culture or any Time-Based elective, or permission of the instructor.

Same as F10 ART 330M

Credit 3 units. Art: FAAM, ML

---

**F10 ART 430N Time-Based: Art Practice (Phantom Bodies and Moving Pictures)**

Phantom Bodies and Moving Pictures is a studio course that begins with a survey of media art from the '60s to the present. While Media Art histories developed alongside Art History, they remained distinct despite sharing common ground. In this course, students will produce time-based works using the software and technologies of their choice. Projects will reflect a consideration of the major concepts that define image and sound-based work. This course will also look at the ways in which time-based work is intertwined with the field of media archeology and various cultural practices from which evolving technologies emerged. Key theorists and media art historians will also be discussed. Prerequisite: Time-Based Media Arts Studio: Material Culture; Time-based Elective; or permission of instructor.

Same as F10 ART 330N

Credit 3 units. Art: FAAM, ML

---

**F10 ART 432A Interaction Design: User-Centered Applications**

This course is a hands-on application of interaction design for digital media (primarily browser-based). We will explore how user-interaction adds bi-directionality to communication, examine the intricacies of seemingly simple digital interactions, and familiarize ourselves with the attributes of digital device as 'canvas'. We will work both independently and collaboratively to design interactive solutions for a selection of communication challenges. Our focus will be to learn by doing: first-hand experience gained while undertaking real-world projects will provide the context and framework for discussion and instruction. Project work will likely be (but not required to be) accomplished with tools available in the Adobe Creative Suite: Adobe Dreamweaver, Adobe Illustrator, and Adobe Photoshop. Web browsers on both desktop computers and mobile devices will also be used extensively. No prerequisites. This course is appropriate for seniors in the Communication Design major.

Same as F10 ART 332A

Credit 3 units. Art: CDES, FADM

---

**F10 ART 432B Advertising Processes**

This studio course explores the strategic and conceptual processes that lead to execution of innovative advertising campaigns across mass and alternative media. A concise historical overview of advertising and its role in American society and culture creates a context for three applied assignments in key product, service and public service categories. Emphasis is placed on the processes of strategic development and documentation followed by an exploration of a range of solutions to marketing and branding problems and opportunities. Students develop skills in persuasive messaging that include art and creative direction, copywriting, creative team building, and visual and oral presentation of concepts. The course culminates with the execution of selected concepts in printed, electronic and/or audio forms.

Credit 3 units.

---

**F10 ART 432E Panel by Panel: Narrative Comics**

Comics are a medium with a long history. The desire to tell a story through a sequence of images has existed since humans began drawing and documenting. This course teaches students to create comics, with both fiction and nonfiction narratives. Students will be introduced to historic and contemporary examples of comics over the course of the semester. Through assignments and in-class workshops, students will learn the basics of making comics, including panel transitions, the

relationship between words and pictures, pitching a concept, breaking a plot down into a script, production. Assignments will span a range of narrative lengths; exploration of digital and print formats is encouraged. Prerequisite: F10 337E Word & Image II or F10 561 Illustration Studio 1: Drawing and Voice.

Same as F10 ART 332E

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 432F Design as a Catalyst for Change**

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

Same as F10 ART 332F

Credit 3 units. Art: CDES, CPSC, FADM

---

### **F10 ART 432G Design & Research**

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

Same as F10 ART 332G

Credit 3 units. Art: CDES, CPSC, FADM

---

### **F10 ART 432H Alternative Displays**

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

Same as F10 ART 332H

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 432I Interaction: Non-Linear Narrative**

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

Same as F10 ART 332I

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 432J UX Research Methods of Design**

User experience research can make or break a design. It is an essential way to better understand whether and how a given design meets intended needs and outcomes. This studio course explores the foundations of user research appropriate for digital and analog products. Through projects, discussions, and readings, students will build an understanding of the role of research in interface design. Students will practice research methods including interviews, surveys, contextual inquiry, peer analysis, and heat mapping. Students will create artifacts that contextualize research within the broader UX design process, including personas, journey maps, user flows, and low-fidelity prototypes. Prerequisite: Interaction Foundations, CS 131, or permission of instructor.

Same as F10 ART 332J

Credit 3 units. Arch: ETH, NS Art: CDES, FADM EN: H

---

### **F10 ART 432K Interaction Design: Layout Systems**

This course explores advanced layout and responsive design techniques for HTML/CSS. It introduces and provides practice using grid systems, layout frameworks and templating systems. Students will learn to present dynamic, data-driven content at any screen size. This studio class is built around two significant projects, both to be delivered as portfolio-ready HTML. Work is assessed in terms of technical proficiency, communication objectives, and design choices. This course is appropriate for JR and SR Communication Design majors. Prerequisite: Interaction Foundations (F10 337) or demonstrably comparable HTML/CSS skills. Counts towards Design Major, and Minor in Design.

Same as F10 ART 332K

Credit 3 units. Art: CDES, FADM

---

### **F10 ART 433C Capstone in Design 1: Research Methods (Form and Function)**

This course explores the development of compelling and refined visual vocabularies to respond to a wide variety of narrative and interactive contexts. Students hone their methods for brainstorming and visual iteration with emphasis on composition, type, color, and word and image relationships. An expansive approach making to visual work is then linked to a set of ideas about design function and user response, ultimately providing students with tools to develop wide-ranging design artifacts that perform specific kinds of "work." Some projects are done in collaborative groups; all projects have components that students create individually. Artifacts may include books, maps, apps, and presentations. Senior BFA in Communication Design majors only. This course is a prerequisite for F10 434A, Senior Design Capstone II: Narrative Design.

Credit 3 units.

---

**F10 ART 433D Capstone in Design 1: Research Methods (Form and Interaction)**

This course helps students to develop and refine methodologies for making strong and varied visual work in the context of interactive products. Specific deliverables may include apps, websites, presentations, and user research studies. Senior BFA in Communication Design majors only. This course is a prerequisite for F10 434F, Senior Design Capstone II: Interaction.  
Credit 3 units.

---

**F10 ART 433E Capstone in Illustration 1: Research Methods Image and Story)**

Required for senior majors in Communication Design with an emphasis in illustration. An advanced course in image-making for functional contexts. Students develop projects, which isolate issues of approach, production, distribution and market in the landscape of illustration and cartooning today. Targeted research questions are posed in response to individual student work. Successful completion of the course requires the development of and commitment to an aesthetic and creative position within the fields of illustration and cartooning. Readings address the history and culture of illustration, comics and animation. The course anticipates the work of Capstone Studio 2. Senior BFA in Communication Design majors only. This course is a prerequisite for F10 434B, Senior Illustration Capstone II: Visual Stories.  
Credit 3 units.

---

**F10 ART 433J Interaction Design: Advanced Applications**

This course allows students to hone and apply visual skills to interaction projects, with some emphasis on technical development. Specific deliverables may include websites across platforms, apps, and other digital applications.  
Credit 3 units.

---

**F10 ART 433K The Illustrator's Sketchbook**

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

---

**F10 ART 433L Applied Illustration**

This course will explore drawing and conceptual development in the landscape of professional picture-making and illustration. Using the lens of an applied professional process, students will make work that explores and establishes an artistic viewpoint. Focused research, idea development, formal experimentation, and class critique are vital to these goals. Using this contextual practice, students will advance toward the development of an individual voice. This course is applicable to anticipated career directions in image making, illustration, comics, picture books and visual storytelling. Prerequisite: Communication Design: Word & Image II or permission of instructor.  
Credit 3 units. Art: CDES, FADM

---

**F10 ART 434A Senior Design Capstone: Narrative Design**

Students will select a subject and create a narrative book, magazine, zine, or screen-based work. Students will conduct subject research, develop content, write copy, pursue visual investigation, sequence audience interaction, and take the project to final execution. The course will emphasize coherent organization, clear communication, typographic refinement and the successful integration of word and

image. Semester culminates in formal presentation and professional project review. Senior BFA in Communication Design majors only. Prerequisite: Capstone in Design 1: Research Methods (Form and Function).  
Credit 3 units.

---

**F10 ART 434B Senior Illustration Capstone: Visual Stories**

Students will spend the semester creating a long form visual story. The source material for this story should be an existing story, song, legend, myth, historical event, book or other documented text. Using both nonfiction and fiction source materials, students will produce a single narrative in the form of an illustrated book, graphic novel/mini-comic or digital experience. The project will be expansive and cover a large range of professional practices, from visual conceptual development to final execution. Senior BFA in Communication Design majors only. Prerequisite: Capstone in Illustration 1: Research Methods (Image and Story).  
Credit 3 units.

---

**F10 ART 434F Senior Design Capstone II: Interaction**

This course is intended for students interested in developing an interactive capstone project. Students will select a subject and create a narrative website, app, screen-based work. Students will conduct subject research, develop content, write copy, pursue visual investigation, sequence audience interaction, and take the project to final execution. The course will emphasize coherent organization, clear communication, typographic refinement and the successful execution of interactive and experiential storytelling. Semester culminates in formal presentation and professional project review. Senior BFA in Communication Design majors only. Prerequisite: Capstone in Design 1: Research Methods (Form and Interaction).  
Credit 3 units. EN: H

---

**F10 ART 435M Special Topics in Communication Design: Design for Social Impact**

Designers are capable of creating transformative social change by engaging in socially conscious design practices. Throughout this course, consequently, students will learn how to utilize appropriate design research methods and tools to prioritize the needs of the end users and their local contexts. Students will conduct design research, analyze data, and discover innovative solutions to issues in the community while also working collaboratively.  
Credit 3 units. Art: CDES, CPSC

---

**F10 ART 435N Big and Graphic: Making Posters with Type and Image**

The poster is one of the most exciting and storied vehicles for messages and ideas. For hundreds of years, designers, illustrators, and artists have used the poster to awaken ideas, send messages, promote events, advertise products, and inspire action. In this course, students explore many different forms of large-format poster design, using both created image and expressive/experimental typography. Digital and non-digital techniques will be investigated. Each student will be able to frame course projects around their given areas of interest: design, typography, illustration, or a vibrant blend.  
Credit 3 units. Art: CDES

---

**F10 ART 435P Design for Social Impact**

Designers are capable of creating transformative social change by engaging in socially conscious design practices. Throughout this course, consequently, students will learn how to utilize appropriate design research methods and tools to prioritize the needs of the

end users and their local contexts. Students will conduct design research, analyze data, and discover innovative solutions to issues in the community while also working collaboratively. Senior standing, College of Art majors only.

Credit 3 units. Art: CDES, CPSC, FADM

---

#### **F10 ART 435V Capstone in Design 1: Visual Voice**

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

Credit 3 units. Art: CDES

---

#### **F10 ART 436A Visual Journalism and Reportage Drawing**

This course combines studio practice, work in the field, subject reporting and nonfiction writing to explore a rich tradition that dates to the mid-19th century. The "special artists" who reported on the American Civil War, the urban observers of the Ashcan School and the "New Journalism" illustrators of the 1950s, 60s and 70s brought vision and force to their work as reporters. Today, the reportage tradition is being re-invigorated in online outlets and periodicals. Students will produce a series of works documenting observations of contemporary people, sites and events, culminating in a zine designed for print and/or a digital slideshow with supporting text. This course will provide plentiful drawing experience. Supplemented by historical material in the collections of the Modern Graphic History Library. This course is appropriate for juniors in the Communication Design major. (Students with an interest in visual journalism grounded in street photography and visually engaged writers may be admitted to the course by permission of instructor.)

Same as F10 ART 336A

Credit 3 units. Art: CDES, FADM

---

#### **F10 ART 436B Advanced Interaction Design**

This course emphasizes immersive and multisensory user experiences in complex structural applications for a range of devices and contexts. Students will creatively apply advanced concepts in html, css, and javascript in the development of delightful and adaptable user experiences. Through studio projects, critiques, readings, discussions, and lectures, students will build on foundational knowledge in creative coding. They will explore new tools, languages, and processes as well as enhanced forms of user research, usability testing, and experience architecture. Prerequisites: Interaction Foundations, CS 131, or by permission from the instructor

Same as F10 ART 336B

Credit 3 units. Art: CDES, FADM

---

#### **F10 ART 436N Environmental Design**

This course offers an introduction to the process and problem solving methods required to conceptualize and develop an environmental graphics project. Students will gain an understanding of the relationship between a concept on screen and that idea realized at full scale and it's impact in the built environment. Scale drawing, architectural documents, fabrication methods and materials will all be explored. Projects will include wayfinding and ADA signage, exhibit design and architectural graphics. Students will communicate their concepts through sketches, computer drawings, models and mock-ups.

Same as F10 ART 336N

Credit 3 units. Art: CDES

---

#### **F10 ART 436Q Illustration as Practice**

This major studio elective focuses on the professional practice of conceptual illustration while enabling students to cultivate individual voice. We practice the methodology of creating visual metaphors, visualizing concise ideas, and working under short deadlines. Projects in this course cover a range of image making in the professional illustration world today, including editorial, portraiture, lettering, and lifestyle, as well as art direction. Students continue to develop their portfolio in the context of these projects and to learn about best practices in communication, pricing, and workflow. Students will be assessed on their projects in a final critique. Prerequisite: F10 337E, Word & Image II.

Same as F10 ART 336Q

Credit 3 units. Art: CDES, FADM

---

#### **F10 ART 436R Typeface Design**

Typeface design deals with language, culture, technology, visual perception, and systems design. Students will explore these areas in addition to the basics of typeface design. They will define clear purposes and outcomes for their work including research, designing letterforms and spacing, and creating functional fonts with professional software. The course introduces concepts, technologies, and current issues in the field. We will focus on text and display typefaces for the Latin script; however, we will introduce a range of historical models and explore the cultural impacts typefaces can have. Software used is Mac only, lab computers will be available if student does not have access to a Mac laptop. Prerequisites: Digital Studio and Type 1

Same as F10 ART 336R

Credit 3 units. Art: CDES, FADM

---

#### **F10 ART 436S Illustrated Type and Letterforms**

In this course students will learn to create drawn lettering and type in varied forms and contexts. Projects will challenge students to build on prior experience with digital type to create custom illustrated type for editorial, persuasive, and narrative contexts. Students will explore the methodology of type design and anatomy of letterforms. We will use diverse media (digital and analog) to create work(s). The course will include exposure to contemporary and historical drawn glyphs and letterforms. Students to be evaluated formal and conceptual clarity of their work, depth of investment, and participation in critique. Prerequisites: Communication Design: Typography I; and Communication Design: Word & Image I; and/or MFA IVC students.

Same as F10 ART 336S

Credit 3 units. Art: CDES, FADM

---

#### **F10 ART 436T Multilingual Type**

In an interwoven world, engaging multiple languages in shared surfaces and spaces is essential to communication. How do we design for audiences with varied backgrounds and fluencies? How can designers navigate visual and conceptual balance? This studio course engages type-driven, multilingual projects, inviting the opportunities, questions, negotiations and challenges that arise. Studio projects are grounded in conversations about visual hierarchy, density, and texture, reading direction, sequence, identity as it relates to language, and designing for a multilingual audience. Learning is bolstered by lectures, readings, and writing exercises. Students do not need to know a second language.

Prerequisite: F10 337F, Typography II

Same as F10 ART 336T

Credit 3 units. Art: CDES, FADM

---

**F10 ART 437M Communication Design: Visual Voice**

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

Credit 3 units. Art: CDES, FADM

---

**F10 ART 437N Type as Image: Experiments on Press**

Working in the Kranzberg Studio for the Illustrated Book, students will use printing to explore the expressive possibilities of typography both as language and as image/illustration. Graphic shape, line, tone, color and type can all be used as raw materials in the construction of messages, stories and ideas. In this course, students will respond to prompts and create self-generated expressive and experimental projects that explore the language of design in a tactile form. Students will be introduced to both basic and advanced typographic knowledge as they ground their work in the visual expression of language. Prerequisite: Communication Design: Word & Image II.

Credit 3 units. Art: CDES, FADM

---

**F10 ART 437Q Motion Graphics for Designers**

This course offers a route to learning theories, techniques and principles of motion graphics that builds on the fundamentals of graphic design. Areas of focus will include careful deployment and control of image, color, text, tone, pacing and editing. Students will capture, generate and manipulate audiovisual material. Various tools and methodologies for making time-based media will be introduced, such as animation, creative coding, filmmaking and sound editing. Experimentation is encouraged. Prerequisites: Word and Image 1 or Typography 1, or by permission of the instructor.

Same as F10 ART 337Q

Credit 3 units. Art: CDES, FADM

---

**F10 ART 437T Integrated Project**

This interdisciplinary studio course will help BA/second major students in Communication Design develop design projects linking to another field of study (e.g., anthropology). Students will think critically about elements of visual design, design process, and design thinking by framing independent projects, developing content, writing, and iterating. Topics will include audience, relevance, design process, and craft. Students will complete 2-4 projects, yielding portfolio work that articulates their areas of emerging skill and voice. Appropriate for juniors and seniors, and selected sophomores. Prerequisites: Word and Image I; Typography I. Note: Application form required; the instructor will contact you once if you are on the wait list.

Same as F10 ART 337T

Credit 3 units.

---

**F10 ART 4380 Voice**

Propaganda and persuasion use different means to influence our perception of causes or positions. This course explores the strategies and tactics used by visual communicators to create work that convinces viewers to buy, believe, act, etc. These messages profoundly influence our culture and society. With this in mind, course reading and class discussion provide a platform for debate and discussion of the role the designer plays and the attendant responsibility. Students create work that integrates research, writing and design. All projects present a specific point of view on topics that are relevant to them. Prerequisite: Type 2 This course is appropriate for juniors in the Communication Design major.

Credit 3 units.

---

---

**F10 ART 438Q Type in Action: Multimedia Typography**

Typography is a medium that can carry meaningful and complex communicative weight, and it affords designers with endless opportunities to engage others and to invite interpretation. In this form-making course rooted in typography, students will seek to manipulate and enact letterforms to create projects that communicate narrative in new and inventive ways -- breaking rules, scaling things up, using a range of materials, and making things move. Projects will span a range of formats, with the course serving as a catalyst for investigation of the myriad ways that letterforms, typography, and language can function as a provocative, interaction, platform, installation, image, and more. An openness to materiality, play, and experimentation is essential. Prerequisites: Digital Design, Typography I+II, or permission of instructor.

Same as F10 ART 338Q

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

---

**F10 ART 438V The Narrative Image: Form/Structure/Function**

All human cultures tell stories, and these narratives fulfill multiple roles in establishing meaning for a society. This course will examine the ways that a visual narrative can be approached. How can an image-based story be structured? What roles can point of view play? What are stylistic tropes for narratives? How can ideas be implied? In what ways can we refresh and retell well-known narratives? Students may elect to work in multiple media and in single or sequential narratives. A self-directed final project will be required.

Same as F10 ART 338V

Credit 3 units. Arch: ETH, NS Art: CDES, FADM

---

**F10 ART 438W Illustration for Games**

How must a drawing be constructed, both formally and narratively, to function inside of a game? This course, which is intended for image-makers, will concentrate on the assets and aesthetics of game design. Students will engage the subjects of character development, 8-bit graphics, user interface, simple animations, and background design. Beginning with foundational questions of how and why we play games, students will create their own images, which will be built upon exploratory research into existing games and frameworks. Prerequisites: Word & Image 1 & 2, Digital Studio.

Same as F10 ART 338W

Credit 3 units. Art: CDES, FADM

---

**F10 ART 438X Semiotics Studio: Designing Signs and Symbols**

This course is about shaping meaning. Students learn the fundamentals of semiotic theory and its application to design practice. Students create signs and symbols for public spaces as well as experimental readings and social interventions. Through exercises, projects, and class discussions, students explore the world of meaning-making, including categories of signs, the possibilities of interpretation, and how signs work to normalize cultural practices and perceptions of truth. Prerequisite: Communication Design: Word & Image II or permission of instructor.

Same as F10 ART 338X

Credit 3 units. Art: CDES, FADM

---

**F10 ART 461 Capstone Studio I**

Required for majors in painting, photography, printmaking, and sculpture, beginning with the class of 2015. This is an advanced course in studio art conceptualization and production. Students develop creative concepts, objects, and gestures; successful completion of the course entails the development of, and commitment to, an artistic position, evidenced by studio production, presentation, and writing. Responsibilities include preparation of drawings, models, maquettes,

and other documentation. This course anticipates the work of Capstone Studio II, which culminates in a senior exhibition. This course includes practice, critique, and occasional museum/gallery visits. Senior BFA in Art majors only.  
Credit 3 units.

---

#### **F10 ART 462 Capstone Studio II**

Continuation of Capstone Studio I. Required for majors in painting, photography, printmaking, and sculpture, beginning with the class of 2015. Course participants design, prepare, and complete a body of materially and conceptually resolved work for the spring Capstone exhibition. The course fosters an intellectual dialogue among seniors making the transition from studio to artist. Completion of a body of work is accompanied by intensive critical analysis of the ideas and methods from which it arises. Course includes practice, critique, and occasional museum/gallery visits. Senior BFA in Art majors only.  
Credit 3 units. Art: FAAM EN: H

---

#### **F10 ART 471C Printing Propaganda: The Letterpress Poster**

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

---

#### **F10 ART 472B Content to Cover: the Design of Books**

This studio course considers the design of books in their totality, from the smallest typographic details of text pages, to designing the page grid, and the selection of images, type, materials, and color of the binding and cover. Students will produce two books from texts assigned to them. The first will be a text-based book of prose; the second, larger project, will include body text, images, captions, footnotes. Beginning with a thorough discussion of the landscape of the two-page spread, students will complete a short research project based upon a complex illustrated book in the library. Discussion of print production and binding options in industry will be enhanced by a visit to a local offset printer and to Olin Library Special Collections. Students will deepen their skill base in typographic applications, the use of Indesign as a multi-page document tool, a range of imaging techniques offered in the Book Studio, and bookbinding technique, as well as building their design criticism vocabulary.  
Credit 3 units. Art: CDES

---

#### **F10 ART 481B The Book as Lens: Photography and Books**

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

---

## **F20 Art**

Visit online course listings to view semester offerings for F20 ART.

---

#### **F20 ART 108B Engaging Community: Understanding the Basics**

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

Same as F20 ART 308B

Credit 1.5 units. Arch: SEM Art: CPSC

---

#### **F20 ART 108C The Racialized Sporting Landscape of St. Louis: Athletics, Aesthetics, Bias, and Opportunity**

This interdisciplinary course considers the racialized landscape of St. Louis through the lenses of sporting cultures and creative practices. Co-taught by John Early (Sam Fox) and Noah Cohan (American Culture Studies), this seminar will examine the history of sports and race in St. Louis, illuminate the realities of access and inequity in the sporting landscape of the city, and imagine more equitable futures. In addition to writing bi-weekly reading responses and one historical paper, students will maintain a research sketchbook, design and print a zine, and create a public-facing creative project. Students in the College of Art and in the AMCS program will be given enrollment priority.

Prerequisites: None

Same as I50 INTER D 308C

Credit 3 units. A&S IQ: HUM, SC Art: FAAM, VC EN: H

---

#### **F20 ART 111T The Poetics of Image-Making: People, Place & Space**

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

Credit 3 units. Art: FAAM

---

#### **F20 ART 112 Painting**

Same as F20 212, 312, 412. First-year students (only) register for F20 112. This course is an introduction to oil painting with an emphasis on the principles of color, construction and paint handling. Students will explore the possibilities of representational painting as applied to still-life, interiors, landscape and the human figure. The course is designed especially for beginning painters but can accommodate painters at all levels of proficiency.

Credit 3 units. Art: FAAM EN: H

---

#### **F20 ART 112I Painting: Process as Evidence**

Focusing on process-oriented methods to building an image, this course intends to foster an inventive and expansive relationship to paint and mixed media, shying away from the resolved or static image in favor of systematic and poetic strategies that emerge from studio activity along the way. Collage and assemblage, documenting and



recording experience, operations of chance and failure, and time-based approaches are all possible avenues of investigation. Students will develop a portfolio of work informed by assigned projects, readings, and group discussions that engage with historical precedents and contemporary examples of process-informed methods in painting.

Prerequisites: None  
Same as F20 ART 3121  
Credit 3 units. Art: FAAM

---

#### **F20 ART 112P Painting: The Painted Figure**

This studio course is an introduction to the practice of painting, with an emphasis on the pictorial representation of the human figure. Instruction will encompass a range of technical, conceptual and creative skills to be used for developing projects. In-class projects will include working from the live model. Students will be encouraged to consider traditional and alternative forms of painting. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work. No prerequisites.

Same as F20 ART 312P  
Credit 3 units. Art: FAAM EN: H

---

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

Same as F20 213F, 313F, 413F - First-year students (only) register for F20 113F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units. Art: FAAM EN: H

---

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

Same as F20 213G, 313G, 413G - First-year students (only) register for F20 113G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.

Credit 3 units. Art: FAAM EN: H

---

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

Same as F20 113I, F20 213I, and F20 413I; juniors (only) register for F20 313I. Metal is the backbone of our modern world, and it is a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, and it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding, and finishing tools.

Same as F20 ART 313I  
Credit 3 units. Art: FAAM EN: H

---

#### **F20 ART 113Q Compositions in Clay**

In this course, students will broaden their understanding of clay as a viable medium of visual expression and three-dimensional exploration. Students will learn basic hand-building techniques to create sculptural constructions, discover the practical applications of wheel throwing through form and function, and explore ceramic tools and equipment to create installation projects. Each student's skill level will be considered, and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.

Same as F20 ART 313Q  
Credit 3 units. Arch: ETH, NS Art: FAAM EN: H

---

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

Same as F20 114F, 214F, 414F - Sophomores (only) register for F20 114F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Same as F20 ART 314F  
Credit 3 units. Art: FAAM EN: H

---

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

Same as F20 214G, 314G, 414G - First-year students (only) register for F20 114G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.

Credit 3 units. EN: H

---

#### **F20 ART 114H Sculpture: Blacksmithing**

Same as F20 114H, 214H, 413H - Juniors (only) register for F20 314H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we will explore these possibilities and expand our sculptural vocabulary.

Same as F20 ART 314H  
Credit 3 units. Art: FAAM EN: H

---

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

Same as F20 114I, 214I, 413I - Juniors (only) register for F20 314I. Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes or it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding and finishing tools.

Same as F20 ART 314I  
Credit 3 units. Art: FAAM EN: H

---

#### **F20 ART 115F Printmaking: Call and Response**

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

Credit 3 units. Art: FAAM

---

#### **F20 ART 116T Printmaking for Architecture and Art Students**

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

Same as F20 ART 316T  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 116U Printmaking: Print Installation, Multiples, and Site Specificity**

This course explores a range of basic techniques—silkscreen, block printing, and risograph, for example—to create immersive installations. Students will orient their site-sensitive investigations to place through history, context, and materials. Conventional and unconventional installation spaces will be used, both on campus and off, to experiment. The course will introduce planning techniques and approaches to site analysis. Students will be encouraged to incorporate other media within their installations, especially as they relate to other coursework they are currently taking within or outside of studio art. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This class counts toward the Minor in Art. No prerequisites  
Same as F20 ART 316U  
Credit 3 units. Art: FAAM

---

**F20 ART 117N Contemporary Portraiture**

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

---

**F20 ART 117T Discourses in Contemporary Photography**

This seminar course explores dialogs animating contemporary fine art photography from the 1960s to the present. Course lectures will be organized thematically around key ideas informing contemporary photography practice, including, but not limited to: changing technologies, surveillance, performance, social engagement, gender, race, and sexuality. Students will respond to lectures and class discussions through research presentations, visual assignments, and written responses.  
Same as F20 ART 317T  
Credit 3 units. Art: FAAM

---

**F20 ART 1184 Digital Photo II/Digital Imaging**

Only undergraduates register for F20 1184. Graduate students register for F20 4184. This course will address the use of technology and pixel-based software for generating, manipulating, and compositing still digital images. The course will examine the visual language and poetics of additive lens-based images while providing students with knowledge of software tools, input devices, production techniques, color management strategies, and output devices.  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 1185 Intro Time-Based: Kinetic Image/Digital Video**

This studio course addresses the use of digital technology and software for capturing, editing, and producing moving images. The course examines the visual language and poetics of moving images while providing students with foundation knowledge of camera operations, production storyboarding, software tools and presentation strategies. The course assumes no prior knowledge or experience with kinetic imaging technologies or software. This introductory course can serve as a prerequisite to upper level classes in Time-Based Media. This class has no prerequisite courses and are open to students with sophomore standing and above.  
Credit 3 units. Art: FAAM, H, OLH EN: H

---

**F20 ART 1187 Black-and-White Photography II**

Only undergraduates register for F20 1187. Graduate students register for F20 4187. Course adds to the experience of F20 1186 Black-and-White Photography. Students investigate phenomena relative to the camera and photography. Students develop the vision necessary to take intelligent and articulate photographs, as well as establish the notion of high craft in terms of the negative and the print. Topics may include portrait, landscape, street photography, the figure, and the photo story.  
Credit 3 units. Art: FAAM

---

**F20 ART 119 Ceramics**

Same as F20 219, 319, 419 - First-year students (only) register for F20 119. An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students will be introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 120 Ceramics**

Same as F20 120, F20 220, and F20 420; juniors (only) register for F20 320. This course is an introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of wheel, coil, and slab construction. Although the emphasis is on high-fired stoneware, students will be introduced to raku and soda firing. Content and advanced processes and skills are encouraged according to the individual student's level.  
Same as F20 ART 320  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 120J Ceramics: Introduction to Hand-Building**

This course introduces students to a wide range of ceramic hand-building techniques such as coiling, pinching and slab building. While establishing a strong foundation of skills, students will also gain a deeper understanding of clay as a means for expression of thoughts and ideas. Throughout the course, students will be encouraged to explore and develop their own personal language within the medium.  
Same as F20 ART 320J  
Credit 3 units. Art: FAAM

---

**F20 ART 120K Ceramics: Molds and Multiples**

This course explores the fundamentals of mold-making for ceramics. A variety of techniques from ancient to present day methods will be employed. Students will examine various implementations of molds and their ensuing possibilities, whether for artistic or design-oriented work. Students will produce individual serial projects in which they incorporate the principals of duplication and copy.  
Same as F20 ART 320K  
Credit 3 units. Art: FAAM

---

**F20 ART 120L Ceramics: Processes and Practices**

This course is a spectrum of ceramic processes using clay, plaster, and glazes to understand and explore techniques of making. Use clay to learn hand-building processes such as soft slab and hard slab, coil building, and hollow-out method to explore material differences of making forms. Glaze properties and chemistry will lightly be explored to understand the different stages of clay to ceramic and the firing processes in oxidation and reduction. Emphasis will be placed on mold-making for exploring repetition, scale, and balance with units to comprehend structure and multiples of building components in clay. Discussion and presentations will focus on the history and traditions of ceramics, contrasted with contemporary making in clay. Each student's skill level will be considered and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.

Same as F20 ART 320L  
Credit 3 units. Art: FAAM

---

**F20 ART 125 St. Louis and the Documentary Image**

From magazines to maps to documentary movies and TV, we look to pictures to tell us the truth. But no image is ever completely objective; every visual reflection of the real world is mediated by technology, culture, politics, and memory. How do we-as viewers, as creators, as people-sort out the complicated claims pictures make on the world around us? Drawing on collaborations between four areas in two schools-Visual Arts, English, American Culture Studies, Film and Media Studies-this class will introduce students to theories and practices of visual nonfiction within the city of Saint Louis. Through immersive, site-specific course units focused on a variety of approaches to visual nonfiction in different media, students will engage with the tumultuous history, material culture, and landscapes of St. Louis. The course will introduce first-year students both to their city and their university, preparing them to explore existing coursework in Arts & Sciences and the Sam Fox School. This course is for first-year (non-transfer) students only. Students who are not first year students will be unenrolled from this course.

Same as I60 BEYOND 125  
Credit 3 units. A&S IQ: HUM, SC Art: FAAM

---

**F20 ART 125I Making Comics**

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

Same as F20 ART 325I  
Credit 3 units. Art: FADM

---

**F20 ART 127A History of Photography**

Same as F20 227A, 327A, 427A - First-year students (only) register for F20 127A. Survey of the history of photography and a look at the medium form the camera obscura to contemporary developments. Social and technological developments examined in terms of their influences on the medium.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 128A History of Photography**

Same as F20 228A, 328A, 428A - First-year students (only) register for F20 128A. survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 128D Experimental Photography: Cameraless to Polaroid, Form to Content**

These days, everyone is a photographer, right? But how does that image snapped with your smartphone arrive on your screen? As technology marches forward, we have images literally at our fingertips, yet the actual process of producing the picture is, ironically, more elusive. In this course, we will dive into experimental processes and examine how physically making the picture can affect the content of that picture. As you craft images, ideas become tied to process and suggest new directions, strategies and subjects. We will begin with cameraless techniques, such as the photogram and cyanotype; we will investigate the principle of the camera obscura; we will test out rudimentary cameras such as the pinhole and disposable models; and we will experiment with printing techniques such as Polaroid and Xerox transfer, examining artists using these various techniques along the way. As we move through the semester, students will learn the various ways that light can create images, and they will begin to find their own particular voice within these mechanizations and create original work.

Same as F20 ART 328D  
Credit 3 units. Art: FAAM

---

**F20 ART 130B The Art of Medicine**

This interdisciplinary, cross-school course at the intersection of history, visual culture and the visual arts includes a roster of notable speakers and offers students a singular encounter with western medicine from ancient times to the present day. In tandem with the history of medicine, the course examines the capacity of the arts to frame medical practice and to raise questions and influence perceptions, both positively and negatively, of medical advancements. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 130  
Credit 3 units. A&S: FYBB A&S IQ: HUM Art: HUM EN: H

---

**F20 ART 133 Basic Illustration**

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

Credit 3 units. Art: FADM EN: H

---

**F20 ART 134 Basic Illustration**

Same as F20 134, 234, 434. Juniors (only) register for F20 334. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required.

Same as F20 ART 334  
Credit 3 units. Art: FADM EN: H

---

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

Same as F20 135G, 235G, 435G - Juniors (only) register for F20 335G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.

Same as F20 ART 335G  
Credit 3 units. Art: FADM EN: H

---

**F20 ART 135I Communication Design I**

Same as F20 135I, 235I, 435I - Juniors (only) register for F20 335I. An introduction to the field of communication design, combining principles from the fields of graphic design, advertising and illustration/ image construction. Through studio exercises and lectures, students will be exposed to the broad range of conceptual, aesthetic and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas will be discussed. An excellent introduction to the subject as a tool for business and marketing.  
Same as F20 ART 335I  
Credit 3 units. Art: FADM EN: H

---

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

Same as F20 235J, 335J, 435J - First-year students (only) register for F20 135J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prereq: F10 101 (Drawing) or equivalent or permission of instructor.  
Credit 3 units. Art: FADM EN: H

---

**F20 ART 135K Animated Worlds**

This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling, rigging, visual effects, sound, and rendering. No prerequisites or previous experience required. This course can be taken multiple times at either the beginner or advanced level, and it is open to students of all levels across the university. Graduate and advanced students can build independent projects with permission of the instructor.  
Same as F20 ART 335K  
Credit 3 units. Art: FADM

---

**F20 ART 135O Drawing as Thinking**

Same as F20 235O, 335O, 435O - First-year students (only) register for F20 135O. This studio course explores symbolic drawing as a practical tool for learning and communication, used as it has been for millennia for the acquisition and transmission of knowledge, for idea generation and formation, and for visual storytelling. Students will observe and describe phenomena, conceive systems, construct diagrams, design processes, and convey instructions, all using drawing as an aid to discovery, thought and communication. Tools and media may include pencils, brushes, wooden sticks, markers, painter's tape, laser pointers, and amateur surveying software, etc. In some cases, digital tools will be used to produce and present student projects. The course will include relevant readings and discussions. Throughout we will distinguish between symbolic uses of drawing and illusionistic ones, focusing on the former.  
Credit 3 units.

---

**F20 ART 1361 Advertising 1**

Same as F20 1361, 2361, 4361 - Juniors (only) register for F20 3361. This hybrid studio/lecture course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary

work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. Experience in copywriting and design is not necessary.  
Same as F20 ART 3361  
Credit 3 units. Art: FADM EN: H

---

**F20 ART 1362 Advertising I**

Same as F20 1362, 2362, 4362. Juniors (only) register for F20 3362. This studio course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting.  
Same as F20 ART 3362  
Credit 3 units. Art: FADM EN: H

---

**F20 ART 1363 Advertising in the Digital Age**

Same as F20 1363, 2363, 4363 - Juniors (only) register for F20 3363. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior-including the ability to "opt out;" the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.  
Same as F20 ART 3363  
Credit 3 units. Art: FADM

---

**F20 ART 1364 Advertising in the Digital Age**

Same as F20 2364, 3364, 4364 - First-year students (only) register for F20 1364. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior-including the ability to "opt out;" the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.  
Credit 3 units. Art: FADM EN: H

---

**F20 ART 1365 History of Advertising**

Same as F20 2365, 3365, 4365 - First-year students (only) register for F20 1365. The historical, cultural and technological development of advertising in America from the colonial period to the present. This course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects.  
Credit 3 units. Art: FADM

---

**F20 ART 1366 History of Advertising**

Same as F20 1366, 2366, 4366 - Juniors (only) register for F20 3366. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and

campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects. Grading is based on mid-term and final exams as well as optional, extra-credit five page essays.

Same as F20 ART 3366

Credit 3 units. Art: FADM EN: H

---

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

Same as F20 236G, 336G, 436G. First-year students (only) register for F20 136G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 136I Communication Design I**

Same as F20 136I, 236I, 436I. Juniors (only) register for F20 336I. Students are introduced to the fundamentals of communication design. Through studio exercises and lectures, students are exposed to a broad range of conceptual, aesthetic and strategic issues in the field. The course explores principles of two-dimensional design, typography, and the relationship of text and image in order to persuade and inform. It helps students to learn a design methodology for illuminating and solving problems and provides baseline training in the Adobe Suite. Upon completion of this course, students will be able to design basic projects and have criteria to provide an informed evaluation of the effectiveness of a given design. It provides an introduction to design as a tool for business and marketing.

Same as F20 ART 336I

Credit 3 units. Art: FADM EN: H

---

**F20 ART 136J Introduction to Animating in Three Dimensions**

Same as F20 236J, 336J, 436J. First-year students (only) register for F20 136J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prereq: Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 136K Communication Design II**

Same as F20 236K, 336K, 436K. First-year students (only) register for F20 136K. Building on the fundamentals of Communication Design I, this course will offer students the opportunity solve more complex visual communication problems. Information design (explanatory graphs and charts), multi-page sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in class instruction. Prerequisites: Communication Design I.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 137A Illustration Entrepreneur**

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Same as F20 ART 337A

Credit 3 units. Arch: NLCU Art: FADM

---

**F20 ART 137T Visual Principles for the Screen**

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings. Lab optional.

Same as F20 ART 337T

Credit 3 units. Arch: ETH, NS Art: FADM EN: H

---

**F20 ART 138B Illustration Entrepreneur**

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Same as F20 ART 338B

Credit 3 units. Art: FADM

---

**F20 ART 138J Advanced Animation**

Same as F20 138J, F20 238J, and F20 438J; juniors (only) register for F20 338J. This course focuses on completing a short animated film as a group project using a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and an animatic. Key moments will be identified to be animated first. After a plan is agreed on, students will be able to choose to work in various parts of the pipeline, including character design; layout and set design; 3D modeling; rigging; animation; textures; special effects; sound; rendering; and editing. Finally, all of these parts are put together as a short. This is an advanced course that assumes some student experience with Maya or a similar 3D program; it is best suited for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission of instructor.

Same as F20 ART 338J

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 138S Visual Principles for the Screen**

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings.

Same as F20 ART 338S

Credit 3 units. EN: H

---

### **F20 ART 143B Fiber Manipulation**

Same as F20 243B, 343B and 443B - First-year students (only) register for F20 143B. Exploration of fiber techniques and their application in design and art. Students will study a spectrum of fiber and textile treatments such as surface design, shibouri, wax resist, digital design, needle applications, heat applications and a variety of three-dimensional structuring strategies. Projects will integrate techniques into appropriate design strategy for the fine arts or design.

Credit 3 units. Art: FADM

---

### **F20 ART 143G Leather Accessory Design & Creativity**

Students design and create fashion accessories using metal and leather. Students are assessed on projects that allow them to nurture original thinking; explore limitations in materials, tools, and technology; and use design strategies and construction methods derived from material histories. A final self-guided project combines various leather and metal skills with knowledge of contemporary branding for polished portfolio outcomes. No prerequisite. This course counts toward the following programs: Fashion Design Major; Design Major (no concentration); Minor in Design

Same as F20 ART 343G

Credit 3 units. Art: FADM

---

### **F20 ART 162 Why Art Matters**

This lecture and discussion course will examine how art, which productively utilizes ambiguity and discontinuity, is a distinctive form of expression and communication. Functioning not as a bearer of meaning but rather as a shaper of meaningful questions, art invites interpretation and introspection. As such, art -- which often functions to rekindle perception and give rise to new ways of thinking about and being in the world -- empowers individual thought, encourages empathy, and celebrates the diversity of ideas and opinions that are vital to conditions of freedom. With this in mind, multimedia lectures will explore the perspectives of contemporary artists (e.g., James Turrell, Cerith Wyn Evans, Wangechi Mutu), psychologists (e.g., Winnicott, Frankl, Freud), philosophers (e.g., Heidegger, Bataille, Merleau-Ponty), linguists (e.g., Lacan, Pierce, Saussure), sociologists, cognitive scientists, cultural theorists and others. In addition, readings, discussions, in-class group interpretations and written critical analysis will provide students with the tools required to understand how art, which is a distinctive form of expression and communication, matters; it matters, as Bill O' Brien argues, because it teaches us how we matter.

Same as F20 ART 362

Credit 3 units. Art: VC EN: H

---

### **F20 ART 1713 Introduction to Book Binding**

Same as F20 1713, F20 2713, and F20 4713; juniors (only) register for F20 3713. This course will serve as an introduction to the book as an artifact of material culture. A variety of traditional and non-traditional book structures will be explored. Students will learn from historical approaches to constructing the codex form, including the single-

signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion, and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and they will produce a variety of decorated papers to be used in their bindings.

Same as F20 ART 3713

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 178 Contemporary Discourses: Art + Feminism**

This course investigates the impact of feminism on contemporary art, focusing on artwork produced between the 1960s and the present day. Through an examination of global practices in a wide range of media, including artworks in the university's Kemper Museum collection, students will delve into innovative aesthetic strategies that criticize assumptions of gender, race and social class and consider the intricate tie between the identity of the author and the content of the work. This course is taught by a practicing artist, who together with the students will uncover historical developments and epic omissions. This is a lecture course with a discussion component. Requirements include participation in weekly discussion sections, regular response papers, and a final written curatorial project. No prerequisites in Art or Art History required.

Same as F20 ART 378

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

---

### **F20 ART 185A Collage as Material Play**

This studio course explores the diverse world of collage as a medium of creative expression. Lectures, demonstrations, workshops, and projects will cover the history, practice, tools, and techniques of collage. Students will be assessed on projects that use processes from printmaking, graphic design, textiles, and works on paper. Course content will build on 2-D and 3-D design principles to emphasize experimentation, layering, mixed media, and found materials. This course is open to students at all levels, including those with no experience in art and design.

Credit 3 units. Art: FAAM

---

### **F20 ART 201E Anatomy Figure Structure**

This rigorous drawing course explores traditional and new representations of the figure through the study of its structure and contemporary contexts. Research involves basic anatomy lectures and sketchbook activities that provide a vehicle for discovering the figure's architecture, mechanics and proportions. Art production is based on in-class and outside projects. Lectures, presentations, critical readings and the analysis of historical and contemporary figurative works support students in their investigations. Prerequisites: Drawing (F10 101A or F10 102A).

Same as F20 ART 301E

Credit 3 units. Art: FAAM

---

### **F20 ART 201H Drawing: Idiosyncratic Systems**

This studio course links the activity of drawing with conceptual inquiry. Projects will introduce an array of conceptual drawing methods including analog tracing, language systems, notational scores, recording and diagramming, and iterative systems of production that grow exponentially. Covering examples of technologies invented or operated in a drawn way - from the stylus to computers - the course will emphasize drawing as a tool for seeing and thinking. Course content will be delivered dynamically between ideation, production, lectures, group discussions, and topical readings. This course is open to students at all experience levels, including those with no experience in art and design. No prerequisite

Credit 3 units. Art: FAAM

---

---

**F20 ART 208B Engaging Community: Understanding the Basics**

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

Same as F20 ART 308B

Credit 1.5 units. Arch: SEM Art: CPSC

---

**F20 ART 208C The Racialized Sporting Landscape of St. Louis: Athletics, Aesthetics, Bias, and Opportunity**

This interdisciplinary course considers the racialized landscape of St. Louis through the lenses of sporting cultures and creative practices. Co-taught by John Early (Sam Fox) and Noah Cohan (American Culture Studies), this seminar will examine the history of sports and race in St. Louis, illuminate the realities of access and inequity in the sporting landscape of the city, and imagine more equitable futures. In addition to writing bi-weekly reading responses and one historical paper, students will maintain a research sketchbook, design and print a zine, and create a public-facing creative project. Students in the College of Art and in the AMCS program will be given enrollment priority.

Prerequisites: None

Same as I50 INTER D 308C

Credit 3 units. A&S IQ: HUM, SC Art: FAAM, VC EN: H

---

**F20 ART 209B Eco-Art**

Eco-Art explores the intersection of art, ecology and ethics. Though the movement is broad and growing, eco-art re-envision our relationship with the natural world by informing, challenging, inventing, and reclaiming. This studio-based course introduces various artistic practices and working methodologies related to environmental art, exploring "green" methodologies, repurposed objects, land art, ecoventions, social sculpture, and community activism. The course is organized around art historical precedents, and it is supported by critical essays and examples of contemporary practice, including discussion of eco-design and sustainable architecture. Projects are open to multidimensional solutions in a wide variety of media.

Same as F20 ART 309B

Credit 3 units. Art: CPSC

---

**F20 ART 211 Painting**

Same as F20 111, 311, 411. Sophomores (only) register for F20 211. Introduction to painting processes and materials. While there is emphasis on oil painting, students are also introduced to watercolor and acrylic paints and a wide variety of painting surfaces. Subject matter is varied, beginning with still-life material and ending with direct painting from the model. Technical skills and content are dealt with at the individual student's level.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 211T Intro Painting: Poetics of Image Making**

This painting course examines the poetics of image-making, with a focus on the representation of people, place, and space--both observed and invented. Students learn the practice of painting and develop works through fundamental exercises as well as the shared exploration of painting processes. Work outside of class for the beginner is project-based; advanced students produce an independent body of work. Critical assessment of work is complemented by faculty and peer

discussions, readings, and field study. This introductory course can serve as a prerequisite to upper level classes in Painting. This class has no prerequisite courses and are open to students with sophomore standing and above.

Credit 3 units. Art: BME T, FAAM, OLH

---

**F20 ART 211U The Language of Moving Images**

This course will examine the language of moving images, which includes -- among other elements -- shot construction, sequencing, duration, sound integration, scale, and situational contexts. Through screenings, readings, lectures, discussions and critiques, students will develop the skills required to interpret moving images and to think about their productions, which may utilize forms other than video or film and include installation components. This course is not focused on technical approaches, and students' creative work will be driven by individual concerns and may be accompanied by written analysis. Prerequisite: Digital Studio/Digital Design.

Same as F20 ART 311U

Credit 3 units.

---

**F20 ART 212 Painting**

Same as F20 112, 312, 412. Sophomores (only) register for F20 212.

This course is an introduction to oil painting with an emphasis on the principles of color, construction and paint handling. Students will explore the possibilities of representational painting as applied to still-life, interiors, landscape and the human figure. The course is designed especially for beginning painters but can accommodate painters at all levels of proficiency.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 2121 Intro Painting: Process as Evidence**

Focusing on process-oriented methods to building an image, this studio course intends to foster an inventive and expansive relationship to paint and mixed media, shying away from the resolved or static image in favor of systematic and poetic strategies that emerge from studio activity along the way. Collage and assemblage, documenting and recording experience, operations of chance and failure, and time-based approaches are all possible avenues of investigation. Students will develop a portfolio of work informed by assigned projects, readings, and group discussions that engage with historical precedents and contemporary examples of process-informed methods in painting. This introductory course can serve as a prerequisite to upper level classes in Painting. This class has no prerequisite courses and are open to students with sophomore standing and above.

Credit 3 units. Art: BME T, FAAM, OLH

---

**F20 ART 212P Intro Painting: The Painted Figure**

This studio course is an introduction to the practice of painting, with an emphasis on the pictorial representation of the human figure. Instruction will encompass a range of technical, conceptual and creative skills to be used for developing projects. In-class projects will include working from the live model. Students will be encouraged to consider traditional and alternative forms of painting. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work. This introductory course can serve as a prerequisite to upper level classes in Painting. This class has no prerequisite courses and are open to students with sophomore standing and above.

Credit 3 units. Art: BME T, FAAM, OLH EN: H

---

**F20 ART 213F Sculpture: Foundry**

Same as F20 113F, 313F, 413F - Sophomores (only) register for F20 213F.

The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell

investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other material such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 213G Sculpture: Wood**

Same as F20 113G, 313G, 413G - Sophomores (only) register for F20 213G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 213H Sculpture: Blacksmithing**

Same as F20 113H, 213H, 413H - Juniors (only) register for F20 313H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we will explore these possibilities and expand our sculptural vocabulary.

Same as F20 ART 313H

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 213I Sculpture: Metal Fabrication**

Same as F20 113I, F20 213I, and F20 413I; Juniors (only) register for F20 313I. Metal is the backbone of our modern world, and it is a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, and it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding, and finishing tools.

Same as F20 ART 313I

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 213J Intro Sculpture: Digital Fabrication**

In this studio course, students are introduced to modeling software and employ these platforms to produce three-dimensional forms, either sculpture or design, in a variety of materials. Several output tools will be covered, such as laser cutters, 3D printers, and CNC routers. Students engage in discourse about their work through critical analysis and research of contemporary practitioners using digital fabrication technologies. This course involves lectures, material and process demonstrations, and assigned readings along with creative and technical explorations. This introductory course can serve as a prerequisite to upper level classes in Sculpture. This class has no prerequisite courses and are open to students with sophomore standing and above.

Credit 3 units. Art: FAAM, FADM, OLH, S

---

**F20 ART 213Q Compositions in Clay**

In this course, students will broaden their understanding of clay as a viable medium of visual expression and three-dimensional exploration. Students will learn basic hand-building techniques to create sculptural constructions, discover the practical applications of wheel throwing through form and function, and explore ceramic tools and equipment to create installation projects. Each student's skill level will be considered, and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.

Same as F20 ART 313Q

Credit 3 units. Arch: ETH, NS Art: FAAM

---

**F20 ART 214F Sculpture: Foundry**

Same as F20 114F, 214F, 414F - Sophomores (only) register for F20 114F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method.

Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Same as F20 ART 314F

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 214G Sculpture: Wood**

Same as F20 114G, 314G, 414G - Sophomores (only) register for F20 214G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.

Credit 3 units. EN: H

---

**F20 ART 214H Sculpture: Blacksmithing**

Same as F20 114H, 214H, 413H - Juniors (only) register for F20 314H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we will explore these possibilities and expand our sculptural vocabulary.

Same as F20 ART 314H

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 214I Sculpture: Metal Fabrication**

Same as F20 114I, 214I, 413I - Juniors (only) register for F20 314I.

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

Same as F20 ART 314I

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 214R Digital Fabrication for Object Makers**

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production, i.e., creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks and explore the potential of these platforms to design 3-dimensional forms. A variety of output tools will be used but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This class will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing, and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools towards the creation of sculpture. No prerequisites.

Same as F20 ART 314R

Credit 3 units. Art: FAAM, FADM



---

**F20 ART 214S Sculpture: Multiples as Transformation**

This studio course will explore sculpture through the creation of multiples. We will think through sculpture as alchemy, considering how a shift in material changes an object's meaning. We will learn to adapt objects through both digital and physical processes, applying 3D printing and mold-making techniques. Our studio practice will be supported by a discussion of artists working in the field, with readings, guest lectures, and group discussions that situate our studio conversation in a contemporary art dialogue. Skills covered: metal casting, ceramic plaster molds, silicone rubber casting, 3D scanning and printing. Open to students with no experience in art and design. Prerequisite: sophomore standing or higher  
Credit 3 units. Art: FAAM

---

**F20 ART 215F Printmaking: Call and Response**

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

---

**F20 ART 215T Intro Printmaking: Contemporary Processes**

This studio course is designed to give a broad introduction to contemporary processes and approaches in printmaking, including digital technology. Emphasis will be on image development through the manipulation and combination of techniques to create one of a kind prints and variable editions. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This introductory course can serve as a prerequisite to upper level classes in Printmaking. This class has no prerequisite courses and are open to students with sophomore standing and above.  
Credit 3 units. Art: DU, FAAM, OLH

---

**F20 ART 216T Printmaking for Architecture and Art Students**

This course will focus on monotype mixed media printmaking using both a press and digital print processes. The course is designed to be responsive to current issues with a focus on contemporary printmaking practices and various ideas about dissemination in the age of social media. The course will include an examination of historical examples of diverse global practices; prints made in periods of uncertainty, disruption, war, and disaster; and speculative projects by architects such as Superstudio, Zaha Hadid Architects and Archigram. Students will be expected to create a series of work with a conceptual framework developing a personal visual language.  
Same as F20 ART 316T  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 216U Printmaking: Print Installation, Multiples, and Site Specificity**

This course explores a range of basic techniques-silkscreen, block printing, and risograph, for example-to create immersive installations. Students will orient their site-sensitive investigations to place through history, context, and materials. Conventional and unconventional installation spaces will be used, both on campus and off, to experiment. The course will introduce planning techniques and approaches to site analysis. Students will be encouraged to incorporate other media within their installations, especially as they relate to other coursework

they are currently taking within or outside of studio art. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This class counts toward the Minor in Art. No prerequisites  
Same as F20 ART 316U  
Credit 3 units. Art: FAAM

---

**F20 ART 216V Up-cycles: Form, Function, and Design**

This course explores the art and craft of bicycles. Students enrolled in the course design and build their own bike, trike, unicycle, or other human-powered vehicle. Students learn metal fabrication techniques such as cutting, welding, and machining that are used to make steel frame bikes. Through class assignments students learn the mechanics necessary to propel, stop, and steer their designs. Class sessions focus on technical instruction, discussion of the history of bike design, and collaborative workshops with local bike organizations. Student technical assignments and bike project designs are evaluated through class critique.  
Credit 3 units. Art: FAAM

---

**F20 ART 216Z Zines as Critical Practice**

In this studio, students develop zines as a vehicle for creative research. Zines (short for 'fanzines') are short, experimental DIY publications made in small editions. Project-based assignments introduce students to the history and political practice of zine-making while exploring a number of visual themes, editorial approaches, and studio processes that may include risograph printing and other hands-on methods for reproduction. Students will engage with WashU special collections, such as the Dowd Illustration Research Archive and TL;DR Zine Archive.  
Credit 3 units. Art: FADM

---

**F20 ART 217M Intro Photo: Architecture Through the Lens**

Photography offers ways of seeing and representing the world around us. This studio course provides technical and conceptual frameworks for understanding architectural space as seen through the camera. Topics include the building as site, landscape as context, and the architectural model as a representation tool. Students are introduced to a wide range of artists and architects, which helps them to build a unique camera language to support their individual projects. Students will learn DSLR camera basics, fundamentals of Photoshop, digital printing techniques, and studio lighting for documenting architectural models. The course assumes no prior experience with digital imaging technologies or materials. Students must provide a digital camera. This introductory course can serve as a prerequisite to upper level classes in Photography. This class has no prerequisite courses and are open to students with sophomore standing and above.  
Credit 3 units. Arch: ETH, NS Art: FAAM, OLH, SU

---

**F20 ART 217N Contemporary Portraiture**

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

Credit 3 units. Art: FAAM

---

### **F20 ART 217O Drone Photography**

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

Credit 3 units. Art: FAAM

---

### **F20 ART 217P Intro Photo: Drone Photography**

This combination studio and discussion-based course examines the use of small unmanned aerial systems (sUAS) -- otherwise known as drones -- as a photographic medium. Studio sessions will introduce students to sUAS operation, various editing platforms, and output strategies. Lecture and discussion sessions will discuss FAA regulations; ethical implications of sUAS use by visual artists and examine the rise of sUAS in the visual arts within the context of the history of aerial photography. All students will produce a body of work using drone capture as the primary medium. In order to ensure equal access to sUAS, students will be required to meet outside of class sessions. This introductory course can serve as a prerequisite to upper level classes in Photography. This class has no prerequisite courses and are open to students with sophomore standing and above.

Credit 3 units. Arch: ETH, NS Art: FAAM, OLH, SU

---

### **F20 ART 217Q Context, Curation, Communication: Seriality in the Photographic Image**

Series and sequences are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured, and sequenced. Special attention is given to the material meaning embedded in print size, order, and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and setup strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings, and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression.

Credit 3 units.

---

### **F20 ART 217T Discourses in Contemporary Photography**

This seminar course explores dialogs animating contemporary fine art photography from the 1960s to the present. Course lectures will be organized thematically around key ideas informing contemporary photography practice, including, but not limited to: changing technologies, surveillance, performance, social engagement, gender, race, and sexuality. Students will respond to lectures and class discussions through research presentations, visual assignments, and written responses.

Same as F20 ART 317T

Credit 3 units. Art: FAAM

---

### **F20 ART 218W Photography: Building the Portfolio**

This course supports the development of a cohesive body of work, building conceptual and technical skills for visual and photographic communication. A wide range of photographic tools, techniques and materials and an open encouragement for experimentation supports

student development. This class is process oriented with emphasis on discovering one's creative and aesthetic voice. Students can expand upon works already in process before the start of this class, or they can identify new subject matter for deep investigation. With emphasis on classroom critique, students establish strong decision making and critical thinking skills as they work toward a final and cohesive body of work. Presentation, site specificity, materials, and audience will all be discussed as students bring projects to final form. Prerequisites: Photography: Material & Culture, Black and White Photography, Digital Photography, or permission of instructor

Same as F20 ART 318W

Credit 3 units. Art: FAAM

---

### **F20 ART 219 Ceramics**

Same as F20 219, 319, 419 - Sophomores (only) register for F20 219. An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students will be introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units. Art: FAAM EN: H

---

### **F20 ART 219M Ceramics: Form, Material, Concept**

Ceramics: Form, Material, Concept is an intermediate course designed for advancing study in ceramics. Sculptural processes and techniques are explored in concert with conceptual development using clay and glaze chemistry, and other materials. Research will cover hand-building, casting and modeling. Course content is delivered through lectures, demonstrations and exploration-based projects. Course work is evaluated through group and individual critiques. Prerequisite: F20 113Q / 313Q, Compositions in Clay; or F20 319J, Structural Ceramics

Credit 3 units. Art: FAAM

---

### **F20 ART 220 Ceramics**

Same as F20 120, F20 220, and F20 420; juniors (only) register for F20 320. This course is an introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of wheel, coil, and slab construction. Although the emphasis is on high-fired stoneware, students will be introduced to raku and soda firing. Content and advanced processes and skills are encouraged according to the individual student's level.

Same as F20 ART 320

Credit 3 units. Art: FAAM EN: H

---

### **F20 ART 220J Ceramics: Introduction to Hand-Building**

This course introduces students to a wide range of ceramic hand-building techniques such as coiling, pinching and slab building. While establishing a strong foundation of skills, students will also gain a deeper understanding of clay as a means for expression of thoughts and ideas. Throughout the course, students will be encouraged to explore and develop their own personal language within the medium.

Same as F20 ART 320J

Credit 3 units. Art: FAAM

---

### **F20 ART 220K Ceramics: Molds and Multiples**

This course explores the fundamentals of mold-making for ceramics. A variety of techniques from ancient to present day methods will be employed. Students will examine various implementations of molds and their ensuing possibilities, whether for artistic or design-oriented work. Students will produce individual serial projects in which they incorporate the principals of duplication and copy.

Same as F20 ART 320K

Credit 3 units. Art: FAAM

---

**F20 ART 220L Ceramics: Processes and Practices**

This course is a spectrum of ceramic processes using clay, plaster, and glazes to understand and explore techniques of making. Use clay to learn hand-building processes such as soft slab and hard slab, coil building, and hollow-out method to explore material differences of making forms. Glaze properties and chemistry will lightly be explored to understand the different stages of clay to ceramic and the firing processes in oxidation and reduction. Emphasis will be placed on mold-making for exploring repetition, scale, and balance with units to comprehend structure and multiples of building components in clay. Discussion and presentations will focus on the history and traditions of ceramics, contrasted with contemporary making in clay. Each student's skill level will be considered and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.

Same as F20 ART 320L

Credit 3 units. Art: FAAM

---

**F20 ART 223F Textile-based Technology for Health**

In this studio course students engage design thinking to develop and prototype innovative textile-based wearable electronic sensing systems. Combining the study of smart and conductive materials, computer and electrical engineering principles, and human-centered design, group-based projects address problems related to the health and well-being of diverse community user groups and/or industry partners. Students are evaluated according to the ability to meet the aesthetic and functional needs of the user group. Prerequisite: Introduction to Fashion Design

Same as F20 ART 423F

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

---

**F20 ART 223K Business of Fashion**

This seminar course is an academic analysis of the business of fashion. Discussions focus on marketing fashion products, consumer behavior, brand development, markets, promotion/distribution, and emerging technologies. Students study fashion merchandising and product development, including seasonal deliveries, line development, basic costing practices, and retail math. Case studies engage students in current fashion business practices. Students are evaluated on critical thinking and the ability to integrate course concepts into project work. Open to all students.

Credit 3 units. Arch: NLCU Art: FADM

---

**F20 ART 223L Special Topics in Fashion Design: Fashion and Race**

Same as F20 323L, 423L - Sophomores (only) register for F20 223L. Is the fashion industry racist? This seminar course unpacks this contemporary inquiry by decentralizing fashion history to take a critical look at how racial identities are formed and performed, how historical stereotypes are perpetuated, and how theories of representation can be situated within the system of fashion. Students will use theoretical texts on race and representation to read contemporary media surrounding fashion and race (editorials, articles, social media), as well as gain an introduction to recently published research by scholars engaging fashion and race. Not only will students walk away with a richer understanding of how to critically think through race in fashion, but also how doing so gives us a new approach to think through race within a larger system.

Credit 3 units. Art: CPSC, FADM

---

**F20 ART 225I Making Comics**

Same as F20 125I, 225I, 425I - Juniors (only) register for F20 325I. From hieroglyphics to newspapers, drawn pictures in sequence have told stories for thousands of years. This course is an introduction to writing and drawing short form comics. In readings and discussion, students

will explore a wide variety of genres and visual approaches to comics. Through exercises and assignments students will learn how to make clear and evocative comics. All skill levels of drawing experience are acceptable.

Same as F20 ART 325I

Credit 3 units. Art: FADM

---

**F20 ART 225J Sculpting Realities**

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

Same as F20 ART 325J

Credit 3 units. Art: FADM

---

**F20 ART 227A History of Photography**

Same as F20 127A, 327A, F20 427A - Sophomores (only) register for F20 227A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 227L Photography: Studio Lighting**

In this studio course, studio lighting for portraits and tabletop photography will be introduced through demonstration and hands-on practice. Strobe and continuous lighting systems and their accessories will be used. Both commercial and fine art applications will be discussed along with the principles of quantity, color temperature, and direction of light. Assignments will be produced as inkjet. Students must supply their own dSLR camera. Prerequisite: F20 1183 / F20 4183, Digital Photography

Credit 3 units. Art: FAAM

---

**F20 ART 228A History of Photography**

Same as F20 128A, 328A, F20 428A - Sophomores (only) register for F20 228A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 228D Experimental Photography: Cameraless to Polaroid, Form to Content**

These days, everyone is a photographer, right? But how does that image snapped with your smartphone arrive on your screen? As technology marches forward, we have images literally at our fingertips, yet the actual process of producing the picture is, ironically, more elusive. In this course, we will dive into experimental processes and examine how physically making the picture can affect the content of that picture. As you craft images, ideas become tied to process and suggest new directions, strategies and subjects. We will begin with cameraless techniques, such as the photogram and cyanotype; we will investigate the principle of the camera obscura; we will test out rudimentary cameras such as the pinhole and disposable models; and we will experiment with printing techniques such as Polaroid and Xerox

transfer, examining artists using these various techniques along the way. As we move through the semester, students will learn the various ways that light can create images, and they will begin to find their own particular voice within these mechanizations and create original work. Same as F20 ART 328D  
Credit 3 units. Art: FAAM

---

**F20 ART 228E Making Documentaries in the Time of Covid**

Documentary video is a powerful tool to spotlight the frustrations and triumphs of our daily lives. Unlike fiction films, the inquiry and the questions that start the process of making a documentary end up as an adventure and often the film itself. Many filmmakers discover unexpected answers, reveal hidden histories, humanize previously one-dimensional characters, and spotlight even more in-depth questions. The global pandemic offers a unique opportunity to create videos that acknowledge this moment, with the potential to become a significant part of an international conversation. Even beginning filmmakers can give voice to issues that will be included in the historical record. Students will learn about or improve their cinematic aesthetics and professional video editing skills by making three short videos. Same as F20 ART 328E  
Credit 3 units. Art: CPSC, FAAM

---

**F20 ART 229G Visualizing Otherness: Race, Gender and Class**

In this documentary studio, students create video works that address personal and social interconnections, which help us understand ourselves and the world we inhabit. "Othering" occurs when individuals or groups are defined as not fitting within societal norms, and is often linked to racism, sexism, xenophobia, transphobia, and classism. In this course, we tell stories through documentary video to expand notions of who belongs, how we belong, and how we see ourselves and each other. Students engage in self-directed research for a final project and are assessed through collective critique. Required prerequisite is Digital Studio or permission of instructor; and sophomore or higher standing. Same as F20 ART 329G  
Credit 3 units. Art: CPSC, FAAM

---

**F20 ART 230M Seminar: Media Art Practices**

Media art-including digital and electronic art, and interactive media-has expanded the fields of contemporary art and design globally. While media art histories developed alongside art and cultural histories, film studies, and computer science, they remain distinct. Emphasizing key concepts that drive practices this seminar begins with the Industrial Revolution and early optical devices, and ends with the rise of electronic goods, the Internet, AI, and technoculture. Through lectures, oral presentations, and written papers, students gain an overview of the aesthetic, social, and political entwinements that have evolved between art, design, and technology over the past two centuries. Credit 3 units. Art: VC

---

**F20 ART 233 Basic Illustration**

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

---

**F20 ART 234 Basic Illustration**

Same as F20 134, 234, 434. Juniors (only) register for F20 334. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required. Same as F20 ART 334  
Credit 3 units. Art: FADM EN: H

---

**F20 ART 235G The Licensed Image: Development and Distribution**

Same as F20 135G, 235G, 435G - Juniors (only) register for F20 335G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students. Same as F20 ART 335G  
Credit 3 units. Art: FADM EN: H

---

**F20 ART 235J Introduction to Animating in Three Dimensions**

Same as F20 135G, 335G, 435G. Sophomores (only) register for F20 235G. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prereq: Drawing or equivalent or permission of instructor. Credit 3 units. Art: FADM EN: H

---

**F20 ART 235K Animated Worlds**

This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling, rigging, visual effects, sound, and rendering. No prerequisites or previous experience required. This course can be taken multiple times at either the beginner or advanced level, and it is open to students of all levels across the university. Graduate and advanced students can build independent projects with permission of the instructor. Same as F20 ART 335K  
Credit 3 units. Art: FADM

---

**F20 ART 235O Drawing as Thinking**

Same as F20 125O, 325O, 425O - Sophomores (only) register for F20 225O. This studio course explores symbolic drawing as a practical tool for learning and communication, used as it has been for millennia for the acquisition and transmission of knowledge, for idea generation and formation, and for visual storytelling. Students will observe and describe phenomena, conceive systems, construct diagrams, design processes, and convey instructions, all using drawing as an aid to discovery, thought and communication. Tools and media may include pencils, brushes, wooden sticks, markers, painter's tape, laser pointers, and amateur surveying software, etc. In some cases, digital tools will be used to produce and present student projects. The course will include relevant readings and discussions. Throughout we will distinguish between symbolic uses of drawing and illusionistic ones, focusing on the former.

Credit 3 units.

---

**F20 ART 235P Design in Social Systems**

This multidisciplinary seminar course will cover historical and contemporary contexts of socially engaged work within art and design disciplines. Students will explore various processes that artists and designers use to address, influence, and inspire change around systemic social issues. In addition, through in-class collaborative workshops, students will apply a "systems thinking approach" to a select number of real-world social issues in order to gain a better understanding of how these issues are shaped by policies and individual experiences. This course will also include a final group project completed in partnership with a local community-based organization in which students will apply creative-problem solving processes, such as human-centered design, equity-centered design, design activism, and social justice to arrive at collective impact. Models of social change from other disciplines -- such as social entrepreneurship and innovation, non-profit models, and public-interest design -- will be featured through guest lectures, field trips to community-based organizations, case studies, readings and written reflections.

Credit 3 units.

---

**F20 ART 2361 Advertising 1**

Same as F20 1361, 2361, 4361 - Juniors (only) register for F20 3361. This hybrid studio/lecture course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. Experience in copywriting and design is not necessary.

Same as F20 ART 3361

Credit 3 units. Art: FADM EN: H

---

**F20 ART 2362 Advertising I**

Same as F20 1362, 2362, 4362. Juniors (only) register for F20 3362. This studio course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting.

Same as F20 ART 3362

Credit 3 units. Art: FADM EN: H

---

**F20 ART 2363 Advertising in the Digital Age**

Same as F20 1363, 2363, 4363 - Juniors (only) register for F20 3363. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior-including the ability to "opt out;" the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Same as F20 ART 3363

Credit 3 units. Art: FADM

---

**F20 ART 2364 Advertising in the Digital Age**

Same as F20 1364, 3364, 4364 - Sophomores (only) register for F20 2364. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior-including the ability to "opt out;" the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 2365 History of Advertising**

Same as F20 1365, F20 3365, F20 4365 - Sophomores (only) register for F20 2365. The historical, cultural and technological development of advertising in America from the colonial period to the present. This course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects.

Credit 3 units. Art: FADM

---

**F20 ART 2366 History of Advertising**

Same as F20 1366, 2366, 4366 - Juniors (only) register for F20 3366. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects. Grading is based on mid-term and final exams as well as optional, extra-credit five page essays.

Same as F20 ART 3366

Credit 3 units. Art: FADM EN: H

---

**F20 ART 236A Interaction Design: Understanding Health and Well-Being**

Same as F20 236A and F20 436A; juniors (only) register for F20 336A. Through a blend of presentations from practitioners, classroom lectures, readings, discussions, and hands-on exercises, this course will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems, and services with a focus on behavior and user experience. We will take on an in-depth challenge in the area of health and well-being and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process that features research, ideation, synthesis, concept development, prototypes, and a final presentation, which may include visual design, animation, and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary, although experience with Adobe Photoshop, Illustrator, and InDesign is helpful.

Same as F20 ART 336A

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

---

**F20 ART 236G The Licensed Image: Development and Distribution**

Same as F20 136G, 336G, 436G. Sophomores (only) register for F20 236G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design.

Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 236I Communication Design I**

Same as F20 136I, 236I, 436I. Juniors (only) register for F20 336I. Students are introduced to the fundamentals of communication design. Through studio exercises and lectures, students are exposed to a broad range of conceptual, aesthetic and strategic issues in the field. The course explores principles of two-dimensional design, typography, and the relationship of text and image in order to persuade and inform. It helps students to learn a design methodology for illuminating and solving problems and provides baseline training in the Adobe Suite. Upon completion of this course, students will be able to design basic projects and have criteria to provide an informed evaluation of the effectiveness of a given design. It provides an introduction to design as a tool for business and marketing.

Same as F20 ART 336I

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 236J Introduction to Animating in Three Dimensions**

Same as F20 136J, 336J, 436J. Sophomores (only) register for F20 236J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prereq: Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 236K Communication Design II**

Same as F20 136K, 336K, 436K. Sophomores (only) register for F20 236K. Building on the fundamentals of Communication Design I, this course will offer students the opportunity to solve more complex visual communication problems. Information design (explanatory graphs and charts), multi-page sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in class instruction. Prerequisites: Communication Design I.

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 236P Design in Social Systems**

This multidisciplinary seminar course will cover historical and contemporary contexts of socially engaged work within art and design disciplines. Students will explore various processes that artists and designers use to address, influence, and inspire change around systemic social issues. In addition, through in-class collaborative workshops, students will apply a "systems thinking approach" to a select number of real-world social issues in order to gain a better understanding of how these issues are shaped by policies and individual experiences. This course will also include a final group project completed in partnership with a local community-based organization in which students will apply creative-problem solving processes, such as human-centered design, equity-centered design,

design activism, and social justice to arrive at collective impact. Models of social change from other disciplines -- such as social entrepreneurship and innovation, non-profit models, and public-interest design -- will be featured through guest lectures, field trips to community-based organizations, case studies, readings and written reflections.

Credit 3 units. Art: CPSC

---

### **F20 ART 237A Illustration Entrepreneur**

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Same as F20 ART 337A

Credit 3 units. Arch: NLCU Art: FADM

---

### **F20 ART 237F Intro Time-Based: Projection Mapping**

In this studio course, students are introduced to how to use projection mapping as a creative tool for their video and animation designs. Through lectures, readings and discussion, students are introduced to fundamental concerns and the possibilities and limitations of projection mapping. This course introduces technical skills for popular video, animation, and projection mapping software. The course will equip students with the skills to design and map visuals and incorporate these techniques into their own studio practice. This introductory course can serve as a prerequisite to upper level classes in Time-Based Media. This class has no prerequisite courses and are open to students with sophomore standing and above.

Credit 3 units. Art: FAAM, H, OLH

---

### **F20 ART 237T Visual Principles for the Screen**

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings. Lab optional.

Same as F20 ART 337T

Credit 3 units. Arch: ETH, NS Art: FADM EN: H

---

### **F20 ART 238B Illustration Entrepreneur**

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Same as F20 ART 338B

Credit 3 units. Art: FADM

---

### **F20 ART 238J Advanced Animation**

Same as F20 138J, F20 238J, and F20 438J; juniors (only) register for F20 338J. This course focuses on completing a short animated film as a group project using a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and an animatic. Key moments will be identified to be animated first. After a plan is agreed on, students will be able to choose to work in various parts of the pipeline, including character design; layout and set design; 3D modeling; rigging; animation; textures; special effects; sound; rendering; and editing. Finally, all of these parts are put together as a short. This is an advanced course that assumes some student experience with Maya or a similar 3D program; it is best suited for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission of instructor.

Same as F20 ART 338J

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 238S Visual Principles for the Screen**

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings.

Same as F20 ART 338S

Credit 3 units. EN: H

---

### **F20 ART 238T Transdisciplinary Design**

The field of design is shifting from disciplines based on the items they produce (e.g., graphics, apparel, built environments) toward the design of strategies and systems that incorporate many designed elements. This requires a more cross-disciplinary approach, both across academic disciplines at large and across disciplines of design. This course will introduce students to core skills of strategic design through individual and group projects, readings, discussion, and journaling. Students will explore systems thinking, strategic framing, iteration, and collaboration. The class will discuss how designed things affect and are affected by the social systems around them.

Same as F20 ART 338T

Credit 3 units.

---

### **F20 ART 239I Radical Design: Making Civic Experiences**

Same as F20 339I, 439I. Sophomores (only) register for F20 239I. As we innovate rapidly in technology and communication, the economic and political structures that govern us have become largely assumed and unchallenged. This course explores the daily objects, interactions and spaces that make up these large systems (like a police ticket, or the layout of a courtroom), and experiments with how re-designing these elements can help us question the status quo. Building on diverse political mindsets and current trends, we will imagine fictional worlds, and craft the objects, procedures and interactions that inhabit them. Along the way, we'll discuss the value of designing for fundamental change alongside more incremental reform. Required class time will also include at least one additional in-class studio hour per week, to be determined based on students' schedules.

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

---

### **F20 ART 240 Artificial Intelligence and Art**

This studio course serves as an introduction through various projects to the transformative role of AI in digital media art. Projects will include creative coding, development of a fine-tuned language model, image generation, and sound classification. The course will equip students with basic skills to innovate at the intersection of art and AI, emphasizing the significance of engaging conceptual concerns. Additional topics will provide an overview of the field's current challenges and opportunities including: ethical considerations, historical context, and AI in the art institution. Coursework will be evaluated through instructor feedback and group critique. Prerequisite: sophomore standing or higher

Credit 3 units. Art: FAAM

---

### **F20 ART 241E Digital Game Design**

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

Credit 3 units. Arch: ETH, NS Art: FADM

---

### **F20 ART 243G Leather Accessory Design & Creativity**

Students design and create fashion accessories using metal and leather. Students are assessed on projects that allow them to nurture original thinking; explore limitations in materials, tools, and technology; and use design strategies and construction methods derived from material histories. A final self-guided project combines various leather and metal skills with knowledge of contemporary branding for polished portfolio outcomes. No prerequisite. This course counts toward the following programs: Fashion Design Major; Design Major (no concentration); Minor in Design

Same as F20 ART 343G

Credit 3 units. Art: FADM

---

### **F20 ART 244A Animation Tools and Methods**

In this animation studio, students are introduced to a range of digital and analog production techniques for the practice of animation. It presents fundamental concepts and issues that define this creative form. Students create animations through structured projects and are assessed through collective critique. Prerequisite: Digital Studio or permission of instructor; sophomore or higher standing.

Same as F20 ART 344A

Credit 3 units. Arch: ETH, NS Art: FAAM, FADM

---

### **F20 ART 251A Sound Environments**

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

Same as F20 ART 351A

Credit 3 units. Art: FAAM EN: H

---

### **F20 ART 252B Performing Solitude**

In this performance studio, students work with their own bodies as their tool of expression, focusing on states of solitude in the context of global histories. Students create interdisciplinary artworks that merge performance art with other forms of art making, including visual, digital, musical, choreographed, textual, and/or cinematic. Students create hybrid, performance-based works assessed through critique. Readings and short lectures accompany this studio. No prerequisites. Sophomore or higher standing.  
Same as F20 ART 352B  
Credit 3 units. Art: FAAM

---

### **F20 ART 262 Why Art Matters**

This lecture and discussion course will examine how art, which productively utilizes ambiguity and discontinuity, is a distinctive form of expression and communication. Functioning not as a bearer of meaning but rather as a shaper of meaningful questions, art invites interpretation and introspection. As such, art -- which often functions to rekindle perception and give rise to new ways of thinking about and being in the world -- empowers individual thought, encourages empathy, and celebrates the diversity of ideas and opinions that are vital to conditions of freedom. With this in mind, multimedia lectures will explore the perspectives of contemporary artists (e.g., James Turrell, Cerith Wyn Evans, Wangechi Mutu), psychologists (e.g., Winnicott, Frankl, Freud), philosophers (e.g., Heidegger, Bataille, Merleau-Ponty), linguists (e.g., Lacan, Pierce, Saussure), sociologists, cognitive scientists, cultural theorists and others. In addition, readings, discussions, in-class group interpretations and written critical analysis will provide students with the tools required to understand how art, which is a distinctive form of expression and communication, matters; it matters, as Bill O' Brien argues, because it teaches us how we matter.  
Same as F20 ART 362  
Credit 3 units. Art: VC EN: H

---

### **F20 ART 2647 Italian Language (Florence)**

This course covers Italian grammar and conversation for study abroad students in Florence. Taught entirely in Italian. There is an emphasis on class participation accompanied by readings and writings. The student develops facility speaking the language on an everyday basis.  
Credit 3 units.

---

### **F20 ART 2648 Italian Language**

This course covers Italian grammar and conversation for study abroad students in Florence. Taught entirely in Italian. There is an emphasis on class participation accompanied by readings and writings. The student develops facility speaking the language on an everyday basis.  
Credit 3 units. EN: H

---

### **F20 ART 2661 Semester Abroad Program Seminar**

This course will prepare students participating in the Sam Fox School's Semester Abroad Programs. The seminar will meet 8 times over the course of the semester. Attendance is mandatory for students going abroad. Prereq: College of Art and College of Architecture students selected for the Sam Fox School Abroad Programs.  
Credit 1 unit. EN: H

---

### **F20 ART 2662 Semester Abroad Program Seminar**

This course will prepare students participating in the School of Art's Semester Abroad Program in Florence, Italy. The seminar will meet eight times over the course of the semester. Attendance is required. Prereq.: Students selected for the Semester Abroad Program only.  
Credit 1 unit. EN: H

---

### **F20 ART 2713 Introduction to Book Binding**

Same as F20 1713, F20 2713, and F20 4713; juniors (only) register for F20 3713. This course will serve as an introduction to the book as an artifact of material culture. A variety of traditional and non-traditional book structures will be explored. Students will learn from historical approaches to constructing the codex form, including the single-signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion, and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and they will produce a variety of decorated papers to be used in their bindings.  
Same as F20 ART 3713  
Credit 3 units. Art: FADM EN: H

---

### **F20 ART 278 Contemporary Discourses: Art + Feminism**

This course investigates the impact of feminism on contemporary art, focusing on artwork produced between the 1960s and the present day. Through an examination of global practices in a wide range of media, including artworks in the university's Kemper Museum collection, students will delve into innovative aesthetic strategies that criticize assumptions of gender, race and social class and consider the intricate tie between the identity of the author and the content of the work. This course is taught by a practicing artist, who together with the students will uncover historical developments and epic omissions. This is a lecture course with a discussion component. Requirements include participation in weekly discussion sections, regular response papers, and a final written curatorial project. No prerequisites in Art or Art History required.  
Same as F20 ART 378  
Credit 3 units. Art: CPSC, FAAM, VC EN: H

---

### **F20 ART 2783 Special Topics in Visual Culture: Introduction to Illustration Studies**

How have knowledge, opinion, and feeling been communicated visually from the advent of automated printing presses to the invention of the internet, and to what effect? Using concepts in visual studies and communication studies, this course explores the histories of primarily American visual-verbal texts to investigate how minds and hands conceived, produced, distributed, and consumed illustrated print media in the 19th and 20th centuries. Beginning with the neurological basis of vision, we will examine ways culture affects perception, how print technologies shape content, how word and image rhetorically shape beliefs, how power relations imbue images and publishing, and the ways counterculture forms such as caricature and posters can be used to intervene socially. Students will conduct original research using University Libraries Special Collections to hone their ability to write convincingly and professionally about imagery.  
Credit 3 units. Art: FADM, VC

---

### **F20 ART 285A Collage as Material Play**

This studio course explores the diverse world of collage as a medium of creative expression. Lectures, demonstrations, workshops, and projects will cover the history, practice, tools, and techniques of collage. Students will be assessed on projects that use processes from printmaking, graphic design, textiles, and works on paper. Course content will build on 2-D and 3-D design principles to emphasize experimentation, layering, mixed media, and found materials. This course is open to students at all levels, including those with no experience in art and design.  
Same as F20 ART 185A  
Credit 3 units. Art: FAAM

---



---

**F20 ART 287A Social Practice Art**

Social Practice Art (SPA) is a course for artists, designers, architects and landscape architects. This studio course takes an interdisciplinary approach to establishing how social interaction and discourse can be tools for social transformation. SPA involves works that may use audience, collaboration, participation, ephemera, and activism as a medium that emphasizes the aesthetic of co-creation. Through readings, mindfulness exercises, field trips, and studio assignments, students will develop and implement their own social practice project. Same as F20 ART 387A  
Credit 3 units.

---

**F20 ART 292A Visualizing Literature: Texture/Structure**

This course examines the intersection of literary writing and the visualization of language. It challenges students to function as reader-designers, to develop new relationships between the written word and the seen word. Drawing on reading literary works, students complete 4-5 studio and writing projects in which they employ typographic methods to amplify the power of words, express personal stories through writing, and visualize narrative structures in fiction and non-fiction. All projects are assessed through critique. No previous experience necessary. Graduate students complete an additional, directed assignment.  
Credit 3 units. Art: FADM

---

**F20 ART 294A Research Methods in Studio Art**

Research Methods is an inquiry into research-based studio practices. In this course, students explore what research-based studio practices are. How do artists conduct research? What research methods can be adopted by artists to generate and gather ideas? Can methods come from disciplines outside the arts and how is research embedded in an artwork? This course proposes research-based studio practices as a means for artists to extend their ideas. It is a praxis course that acts as both a query into the research methodologies used by contemporary artists and a laboratory for students to integrate their studio-based practices with coursework in other disciplines. This class recognizes that there is no single standard for what constitutes research-based practice and, accordingly, it will explore both established and unconventional strategies for creating artworks. Students will use case studies of artists who use research as a basis of their studio practice and generate a semester-long, individual project that mines the information, methods, techniques, or discoveries of another discipline they have engaged at Washington University. Consequently, students should concurrently be enrolled in a course in another discipline on campus.

Credit 3 units. Art: FAAM

---

**F20 ART 3015 Special Topics (Florence, Italy)**

Santa Reparata International School of Art (SRISA) offers American university-level undergraduate courses taught in English in a variety of areas of study. Fall and spring semesters are 15 weeks long. Hands-on studio courses meet for a total of 6 contact hours per week. Studio courses combine practical lessons, in-class demonstrations and presentations. When possible, students go on-site to work or visit exhibits or museums of relevance to the subject being studied. All courses require outside work and in-class critiques, both group and individual. Advanced studio courses may require written assignments and many require students to keep a sketchbook.

Credit 3 units.

---

**F20 ART 301E Anatomy Figure Structure**

This rigorous drawing course explores traditional and new representations of the figure through the study of its structure and contemporary contexts. Research involves basic anatomy lectures and sketchbook activities that provide a vehicle for discovering the figure's architecture, mechanics and proportions. Art production is based on in-

class and outside projects. Lectures, presentations, critical readings and the analysis of historical and contemporary figurative works support students in their investigations. Prerequisites: Drawing (F10 101A or F10 102A).

Credit 3 units. Art: FAAM

---

**F20 ART 301H Drawing: Idiosyncratic Systems**

This studio course links the activity of drawing with conceptual inquiry. Projects will introduce an array of conceptual drawing methods including analog tracing, language systems, notational scores, recording and diagramming, and iterative systems of production that grow exponentially. Covering examples of technologies invented or operated in a drawn way - from the stylus to computers - the course will emphasize drawing as a tool for seeing and thinking. Course content will be delivered dynamically between ideation, production, lectures, group discussions, and topical readings. This course is open to students at all experience levels, including those with no experience in art and design. No prerequisite  
Same as F20 ART 201H  
Credit 3 units. Art: FAAM

---

**F20 ART 302 Drawing**

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

---

**F20 ART 303B Collage: History & Practice in Contemporary Art**

This course examines the role of collage in contemporary studio practice. Students are required to assemble an archive of images from various sources, both found and self-generated, to produce work based on specific themes. This course integrates collage practice with other visual disciplines. Readings and discussion related to the course examine the evolution of collage and its present status and application within contemporary art production.  
Credit 3 units.

---

**F20 ART 304B Collage: History & Practice in Contemporary Art**

This course examines the role of collage in contemporary studio practice. Students are required to assemble an archive of images from various sources, both found and self-generated, to produce work based on specific themes. This course integrates collage practice with other visual disciplines. Readings and discussion related to the course examine the evolution of collage and its present status and application within contemporary art production.  
Credit 3 units. Art: FAAM

---

**F20 ART 307X Community Building**

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

come to consider the complex ways in which architecture and the built environment can affect or be affected by a host of other disciplines. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement. Same as X10 XCORE 307X  
Credit 3 units. Art: CPSC EN: H

---

**F20 ART 308A You Are Here: Engaging St. Louis's Racial History Through Site + Story**

By acknowledging the pressures and pains of our political moment -- a time of crisis for many in our city and nation, but also a long-awaited reckoning with issues of social justice -- this course engages the complex history of race and racial injustice in St. Louis through site- and story-based exploration. It offers an opportunity to learn about the city's landscape, history, systems, culture, form and identity while wrestling with fundamental questions of power, positionality and perspective. "You Are Here" references orientation, discovery, otherness and place, and it serves as a provocation for reconsidering how designers, artists and architects engage St. Louis. This course may count toward the minor in Creative Practice for Social Change if bundled with "Engaging Community: Understanding the Basics." Priority will be given to first-year Sam Fox students.  
Credit 1.5 units. Art: CPSC

---

**F20 ART 308B Engaging Community: Understanding the Basics**

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

---

**F20 ART 308C The Racialized Sporting Landscape of St. Louis: Athletics, Aesthetics, Bias, and Opportunity**

This interdisciplinary course considers the racialized landscape of St. Louis through the lenses of sporting cultures and creative practices. Co-taught by John Early (Sam Fox) and Noah Cohan (American Culture Studies), this seminar will examine the history of sports and race in St. Louis, illuminate the realities of access and inequity in the sporting landscape of the city, and imagine more equitable futures. In addition to writing bi-weekly reading responses and one historical paper, students will maintain a research sketchbook, design and print a zine, and create a public-facing creative project. Students in the College of Art and in the AMCS program will be given enrollment priority. Prerequisites: None  
Same as I50 INTER D 308C  
Credit 3 units. A&S IQ: HUM, SC Art: FAAM, VC EN: H

---

**F20 ART 308X Community Building North**

This course addresses the complex economic, political and racial landscape of north St. Louis County focused on Ferguson, Missouri, as the embodiment of problems and conflicts endemic to urban communities across the country. The events following Michael Brown's shooting death on August 9, 2014, have revealed deep divisions in the St. Louis metropolitan area. Our multidisciplinary approach will be evident as we investigate the intersecting, compounding roles of social and economic inequities, racial disparities, white flight, public safety, housing, and economic development as we grapple with legitimate, thoughtful ways of making positive change. We'll learn how to listen to, understand, and address conflicting voices. Readings,

speakers, site visits, films, and other materials will be combined with discussion, writing, and socially conscious engagement as we seek to understand the many faces of Ferguson while following contemporary developments as they occur. Professor Robert Hansman acts as advisor and guide. The interdisciplinary course he developed over many years, "Community Building/Building Community," provides the intellectual, ethical, and spiritual bases for the course. This course offers fresh perspectives and provides unique opportunities for community engagement for students who have previously taken Community Building; however that course is not a prerequisite. Projects develop collaboratively and organically between students, faculty, and community partners working to find common values and beliefs upon which to build concrete, meaningful action.  
Same as X10 XCORE 308X  
Credit 3 units.

---

**F20 ART 309B Eco-Art**

Eco-Art explores the intersection of art, ecology and ethics. Though the movement is broad and growing, eco-art re-envision our relationship with the natural world by informing, challenging, inventing, and reclaiming. This studio-based course introduces various artistic practices and working methodologies related to environmental art, exploring "green" methodologies, repurposed objects, land art, ecoventions, social sculpture, and community activism. The course is organized around art historical precedents, and it is supported by critical essays and examples of contemporary practice, including discussion of eco-design and sustainable architecture. Projects are open to multidimensional solutions in a wide variety of media.  
Credit 3 units. Art: CPSC

---

**F20 ART 311 Painting**

Same as F20 111, 311, 411. Sophomores (only) register for F20 211. Introduction to painting processes and materials. While there is emphasis on oil painting, students are also introduced to watercolor and acrylic paints and a wide variety of painting surfaces. Subject matter is varied, beginning with still-life material and ending with direct painting from the model. Technical skills and content are dealt with at the individual student's level.  
Same as F20 ART 211  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 311T The Poetics of Image-Making: People, Place & Space**

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

---

**F20 ART 311U The Language of Moving Images**

This course will examine the language of moving images, which includes -- among other elements -- shot construction, sequencing, duration, sound integration, scale, and situational contexts. Through screenings, readings, lectures, discussions and critiques, students will develop the skills required to interpret moving images and to think about their productions, which may utilize forms other than video or film and include installation components. This course is not focused on technical approaches, and students' creative work will be driven by individual concerns and may be accompanied by written analysis. Prerequisite: Digital Studio/Digital Design.  
Credit 3 units.

---

**F20 ART 312 Painting**

Same as F20 112, 212, 412. Juniors (only) register for F20 312. This course is an introduction to oil painting with an emphasis on the principles of color, construction and paint handling. Students will explore the possibilities of representational painting as applied to still-life, interiors, landscape and the human figure. The course is designed especially for beginning painters but can accommodate painters at all levels of proficiency.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 312I Painting: Process as Evidence**

Focusing on process-oriented methods to building an image, this course intends to foster an inventive and expansive relationship to paint and mixed media, shying away from the resolved or static image in favor of systematic and poetic strategies that emerge from studio activity along the way. Collage and assemblage, documenting and recording experience, operations of chance and failure, and time-based approaches are all possible avenues of investigation. Students will develop a portfolio of work informed by assigned projects, readings, and group discussions that engage with historical precedents and contemporary examples of process-informed methods in painting. Prerequisites: None

Credit 3 units. Art: FAAM

---

**F20 ART 312P Painting: The Painted Figure**

This studio course is an introduction to the practice of painting, with an emphasis on the pictorial representation of the human figure. Instruction will encompass a range of technical, conceptual and creative skills to be used for developing projects. In-class projects will include working from the live model. Students will be encouraged to consider traditional and alternative forms of painting. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work. No prerequisites.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 313F Sculpture: Foundry**

Same as F20 113F, 213F, 413F - Juniors (only) register for F20 313F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 313G Sculpture: Wood**

Same as F20 113G, 213G, 413G - Juniors (only) register for F20 313G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 313H Sculpture: Blacksmithing**

Same as F20 113H, 213H, 413H - Juniors (only) register for F20 313H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we will explore these possibilities and expand our sculptural vocabulary.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 313I Sculpture: Metal Fabrication**

Same as F20 113I, F20 213I, and F20 413I; Juniors (only) register for F20 313I. Metal is the backbone of our modern world, and it is a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, and it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding, and finishing tools.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 313J Digital Fabrication for Object Making**

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production, i.e., creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks and explore the potential of these platforms to design 3-dimensional forms. A variety of output tools will be used but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This class will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing, and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools towards the creation of sculpture. No prerequisites.

Credit 3 units. Art: FAAM, FADM

---

**F20 ART 313P Compositions in Clay**

In this course, students will broaden their understanding of clay as a viable medium of visual expression and three-dimensional exploration. Students will learn basic hand-building techniques to create sculptural constructions, discover the practical applications of wheel throwing through form and function, and explore ceramic tools and equipment to create installation projects. Each student's skill level will be considered, and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.

Credit 3 units.

---

**F20 ART 313Q Compositions in Clay**

In this course, students will broaden their understanding of clay as a viable medium of visual expression and three-dimensional exploration. Students will learn basic hand-building techniques to create sculptural constructions, discover the practical applications of wheel throwing through form and function, and explore ceramic tools and equipment to create installation projects. Each student's skill level will be considered, and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.

Credit 3 units. Arch: ETH, NS Art: FAAM

---

**F20 ART 314I Concrete: Theory, Practice, and Power in Public**

The course focuses on Concrete as material & metaphor by considering its power and ubiquity in our built environment and the broader art landscape. We will discuss readings, film screenings, and site visits to contextualize a historical understanding of the material. We will look to modernist & contemporary artists who have used concrete in their practice to support a deeper understanding of its place in the art history canon. Students will gain hands-on experience working with concrete through various techniques and approaches. Students will apply their research and findings to create a final sculptural work placed in a public setting. Prerequisites: 3D Design and junior or higher standing.

Credit 3 units. Art: FAAM

---

**F20 ART 314F Sculpture: Foundry**

Same as F20 114F, 214F, 414F - Sophomores (only) register for F20 114F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 314G Sculpture: Wood**

Same as F20 114G, 214G, 413G - Juniors (only) register for F20 314G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.

Credit 3 units. EN: H

---

**F20 ART 314H Sculpture: Blacksmithing**

Same as F20 114H, 214H, 413H - Juniors (only) register for F20 314H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we will explore these possibilities and expand our sculptural vocabulary.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 314I Sculpture: Metal Fabrication**

Same as F20 114I, 214I, 413I - Juniors (only) register for F20 314I. Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes or it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding and finishing tools.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 314J Digital Fabrication for Object Making**

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production -- creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks, and they will explore the potential of these platforms to design 3D forms. A variety of output tools will be used, but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This course will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools toward the creation of sculpture.

Credit 3 units. Art: FAAM

---

**F20 ART 314N Sculpture: Art Practice (Itinerant Artworks)**

Who said you can't take it with you? Itinerant Artworks is a course in which students create work in any medium that is built for travel (not speed) and that can be set up, knocked down, or installed in a variety of locations at a moment's notice. Students will document

their work at a range of sites throughout St. Louis. For the final project, the class will stage an "off the grid" outdoor exhibition in Forrest Park. Typically, artworks are either site-specific or are agnostic to their placement and location. Itinerant Artworks proposes a third model, where an artwork can be mobile, responsive, and highly adaptable to various environments or sites. Itinerant Artworks is intended to be a response to the current condition for making and viewing art. Despite the unpredictable and ever-changing circumstances of this moment, you can take it with you.

Credit 3 units.

---

**F20 ART 314R Digital Fabrication for Object Makers**

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production, i.e., creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks and explore the potential of these platforms to design 3-dimensional forms. A variety of output tools will be used but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This class will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing, and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools towards the creation of sculpture. No prerequisites.

Credit 3 units. Art: FAAM, FADM

---

**F20 ART 314S Sculpture: Multiples as Transformation**

This studio course will explore sculpture through the creation of multiples. We will think through sculpture as alchemy, considering how a shift in material changes an object's meaning. We will learn to adapt objects through both digital and physical processes, applying 3D printing and mold-making techniques. Our studio practice will be supported by a discussion of artists working in the field, with readings, guest lectures, and group discussions that situate our studio conversation in a contemporary art dialogue. Skills covered: metal casting, ceramic plaster molds, silicone rubber casting, 3D scanning and printing. Open to students with no experience in art and design. Prerequisite: sophomore standing or higher

Same as F20 ART 214S

Credit 3 units. Art: FAAM

---

**F20 ART 314T Site as Origin: Sculpture and Expanded Media**

Site-specific art leaves the studio to confront and explore site as context. This understanding of site includes built architecture, landscape, social order, public space, the exhibition space, our living space, the fictional space, even the digital space. At its core, site-work is the practice of deeply considering the intricacies of a place, then using this inquiry as a starting point to drive the work's creation. Moving from research to production, students will create a response to their chosen site that transforms, augments, or adapts a viewer's relationship to that space. A key challenge will be the choice of medium. The course will provide support for students to consider and practice a wide range of choices, from the traditional sculptural techniques of woodworking, metalworking, and moldmaking, to expanded media options that include sound and video installation, digital projects and augmented/virtual reality.

Credit 3 units. Art: FAAM

---

**F20 ART 315F Printmaking: Call and Response**

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

---

**F20 ART 315T Printmaking: Contemporary Processes**

This studio course is designed to give a broad introduction to contemporary processes and approaches in printmaking, including digital technology. Emphasis will be on image development through the manipulation and combination of techniques to create one of a kind prints and variable editions. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This introductory course can serve as a prerequisite to upper level classes in Printmaking. This class has no prerequisite courses and are open to students with sophomore standing and above. Same as F20 ART 215T  
Credit 3 units. Art: DU, FAAM, OLH

---

**F20 ART 316T Printmaking for Architecture and Art Students**

This course will focus on monotype mixed media printmaking using both a press and digital print processes. The course is designed to be responsive to current issues with a focus on contemporary printmaking practices and various ideas about dissemination in the age of social media. The course will include an examination of historical examples of diverse global practices; prints made in periods of uncertainty, disruption, war, and disaster; and speculative projects by architects such as Superstudio, Zaha Hadid Architects and Archigram. Students will be expected to create a series of work with a conceptual framework developing a personal visual language.  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 316U Printmaking: Print Installation, Multiples, and Site Specificity**

This course explores a range of basic techniques-silkscreen, block printing, and risograph, for example-to create immersive installations. Students will orient their site-sensitive investigations to place through history, context, and materials. Conventional and unconventional installation spaces will be used, both on campus and off, to experiment. The course will introduce planning techniques and approaches to site analysis. Students will be encouraged to incorporate other media within their installations, especially as they relate to other coursework they are currently taking within or outside of studio art. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This class counts toward the Minor in Art. No prerequisites  
Credit 3 units. Art: FAAM

---

**F20 ART 317N Contemporary Portraiture**

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

artists with a studio practice that encourages the development of a unique voice. Students consider how pose, gesture, lighting, and other factors work together to support their intentions. Initial assignment prompts progress to guided independent pursuits. Students will be encouraged to experiment with image, materials, and processes. Live models will be used as well as other source material.  
Credit 3 units. Art: FAAM

---

**F20 ART 317O Drone Photography**

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

---

**F20 ART 317Q Context, Curation, Communication: Seriality in the Photographic Image**

Series and sequences are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured, and sequenced. Special attention is given to the material meaning embedded in print size, order, and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and setup strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings, and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression.  
Credit 3 units.

---

**F20 ART 317T Discourses in Contemporary Photography**

This seminar course explores dialogs animating contemporary fine art photography from the 1960s to the present. Course lectures will be organized thematically around key ideas informing contemporary photography practice, including, but not limited to: changing technologies, surveillance, performance, social engagement, gender, race, and sexuality. Students will respond to lectures and class discussions through research presentations, visual assignments, and written responses.  
Credit 3 units. Art: FAAM

---

**F20 ART 3183 Photography III**

This class is designed for the student who is seeking to explore advanced issues in photography using a broad range of photographic practices and media. In addition to further mastering of technique and craft, students will, through readings and class discussion, place their work within a context of contemporary issues in photographic image making, theory and criticism.  
Credit 3 units. EN: H

---

**F20 ART 3184 Photography III**

This class is designed for the student who is seeking to explore advanced issues in photography using a broad range of photographic practices and media. In addition to further mastering of technique and craft, students will through readings and class discussion, place their work within a context of contemporary issues in photographic image making, theory and criticism.

Credit 3 units. EN: H

---

**F20 ART 318W Photography: Building the Portfolio**

This course supports the development of a cohesive body of work, building conceptual and technical skills for visual and photographic communication. A wide range of photographic tools, techniques and materials and an open encouragement for experimentation supports student development. This class is process oriented with emphasis on discovering one's creative and aesthetic voice. Students can expand upon works already in process before the start of this class, or they can identify new subject matter for deep investigation. With emphasis on classroom critique, students establish strong decision making and critical thinking skills as they work toward a final and cohesive body of work. Presentation, site specificity, materials, and audience will all be discussed as students bring projects to final form. Prerequisites: Photography: Material & Culture, Black and White Photography, Digital Photography, or permission of instructor  
Credit 3 units. Art: FAAM

---

**F20 ART 319 Ceramics**

Same as F20 119, 219, 419 - Juniors (only) register for F20 319. An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students will be introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 319J Structural Ceramics**

This course is designed for advancing study in 3D practices within clay processes and in sculpture. Several techniques in clay will be explored, and hand-building will be emphasized. Methods of creating will include coiling, slab building, casting, and subtractive modeling. In this course, we will understand and research clay as a material that engages in structure and introduces new sculptural ideas that define scale, balance, form, and so on. Surface design with cold finishes and glazes, firing processes, and mold making will be explored as means of building and finishing content. Discussions and presentations will focus on the history and contemporary traditions of ceramic structures and sculptures. Emphasis will be placed on the critical assessment and articulation of material.  
Credit 3 units. Art: FAAM

---

**F20 ART 319M Ceramics: Form, Material, Concept**

Ceramics: Form, Material, Concept is an intermediate course designed for advancing study in ceramics. Sculptural processes and techniques are explored in concert with conceptual development using clay and glaze chemistry, and other materials. Research will cover hand-building, casting and modeling. Course content is delivered through lectures, demonstrations and exploration-based projects. Course work is evaluated through group and individual critiques. Prerequisite: F20 113Q / 313Q, Compositions in Clay; or F20 319J, Structural Ceramics  
Same as F20 ART 219M  
Credit 3 units. Art: FAAM

---

**F20 ART 320 Ceramics**

Same as F20 120, F20 220, and F20 420; juniors (only) register for F20 320. This course is an introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of wheel, coil, and slab construction. Although the emphasis is on high-fired stoneware, students will be introduced to raku and soda firing. Content and advanced processes and skills are encouraged according to the individual student's level.  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 320J Ceramics: Introduction to Hand-Building**

This course introduces students to a wide range of ceramic hand-building techniques such as coiling, pinching and slab building. While establishing a strong foundation of skills, students will also gain a deeper understanding of clay as a means for expression of thoughts and ideas. Throughout the course, students will be encouraged to explore and develop their own personal language within the medium.  
Credit 3 units. Art: FAAM

---

**F20 ART 320K Ceramics: Molds and Multiples**

This course explores the fundamentals of mold-making for ceramics. A variety of techniques from ancient to present day methods will be employed. Students will examine various implementations of molds and their ensuing possibilities, whether for artistic or design-oriented work. Students will produce individual serial projects in which they incorporate the principals of duplication and copy.  
Credit 3 units. Art: FAAM

---

**F20 ART 320L Ceramics: Processes and Practices**

This course is a spectrum of ceramic processes using clay, plaster, and glazes to understand and explore techniques of making. Use clay to learn hand-building processes such as soft slab and hard slab, coil building, and hollow-out method to explore material differences of making forms. Glaze properties and chemistry will lightly be explored to understand the different stages of clay to ceramic and the firing processes in oxidation and reduction. Emphasis will be placed on mold-making for exploring repetition, scale, and balance with units to comprehend structure and multiples of building components in clay. Discussion and presentations will focus on the history and traditions of ceramics, contrasted with contemporary making in clay. Each student's skill level will be considered and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.  
Credit 3 units. Art: FAAM

---

**F20 ART 323F Textile-Based Technology for Health**

In this studio course students engage design thinking to develop and prototype innovative textile-based wearable electronic sensing systems. Combining the study of smart and conductive materials, computer and electrical engineering principles, and human-centered design, group-based projects address problems related to the health and well-being of diverse community user groups and/or industry partners. Students are evaluated according to the ability to meet the aesthetic and functional needs of the user group. Prerequisite: Introduction to Fashion Design  
Same as F20 ART 423F  
Credit 3 units. Art: CPSC, FADM, WUSMAC EN: H

---

**F20 ART 323L Special Topics in Fashion Design: Fashion and Race**

Same as F20 123L, 223L, 423L - Juniors (only) register for F20 323L. Is the fashion industry racist? This seminar course unpacks this contemporary inquiry by decentralizing fashion history to take a critical look at how racial identities are formed and performed, how historical stereotypes are perpetuated, and how theories of representation can be situated within the system of fashion. Students will use theoretical texts on race and representation to read contemporary media surrounding fashion and race (editorials, articles, social media), as well as gain an introduction to recently published research by scholars engaging fashion and race. Not only will students walk away with a richer understanding of how to critically think through race in fashion, but also how doing so gives us a new approach to think through race within a larger system.  
Credit 3 units. Art: CPSC, FADM

---

**F20 ART 324J Fashion Promotion and Exhibition**

Fashion styling, marketing, and public relations techniques are engaged to develop and execute a promotion and exhibition plan for fashion products. Emphasis is on creativity and innovation, particularly by harnessing technology, to enhance contemporary fashion promotion and exhibition. Students plan and execute the annual Fashion Design Show, highlighting the fashion design Senior Capstone collections. In-class discussions, lectures, guest speakers, and active planning are accompanied by readings, video analyses, and on-site production work. Credit 3 units. Art: FADM EN: H

---

**F20 ART 324K Experimental Fashion Design**

This course introduces students to an experimental and conceptual approach to textile and fashion design. Students will explore a variety of media for the expressive communication of surface and structural design. The course addresses the relationship, crossover and theories of fashion design and art. Studio work will be informed through research, experimentation and prototype development. Credit 3 units. Art: FADM

---

**F20 ART 325I Making Comics**

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

---

**F20 ART 325J Sculpting Realities**

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

---

**F20 ART 326J Design Within Context: Scroll to Screen**

This course traces the history of graphic design from the origins of ancient writing systems to the turn of this century, with content that is organized both chronologically and thematically. We will examine the work and methodologies of design movements and participants, and we will critically consider the reciprocal relationship with cultural shifts, sociopolitical factors, and technologies. Focus will lie heavily upon Western European tradition in the 20th century. This course counts toward the degree program as an Art History/Visual Culture elective, and it also counts toward the design minor. Same as I50 INTER D 3261. Credit 3 units. Art: FADM, VC

---

**F20 ART 326M Game Design Principles & Practice**

In this studio course, students are introduced to basic principles, practices, and strategies for developing non-digital games with a focus on prototyping game design concepts around familiar materials such as cards, dice, and game tokens. Students explore narrative and visual design in this process and consider how playtesting and player feedback informs their work. This practice-based approach

is supplemented with lectures, readings, and discussions about fundamental theories. Students complete the course having created a series of small scale prototypes. Evaluation is based on their ability to successfully apply course concepts to projects and class participation. Credit 3 units. Art: FADM

---

**F20 ART 327A History of Photography**

Same as F20 127A, 227A, 427A - Juniors (only) register for F20 327A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium. Credit 3 units. Art: FAAM EN: H

---

**F20 ART 327L Photography: Studio Lighting**

In this studio course, studio lighting for portraits and tabletop photography will be introduced through demonstration and hands-on practice. Strobe and continuous lighting systems and their accessories will be used. Both commercial and fine art applications will be discussed along with the principles of quantity, color temperature, and direction of light. Assignments will be produced as inkjet. Students must supply their own dSLR camera. Prerequisite: F20 1183 / F20 4183, Digital Photography. Same as F20 ART 227L. Credit 3 units. Art: FAAM

---

**F20 ART 327X Color Systems**

This course is a sustained investigation of color. Students study how color is affected by light, by space, by arrangement, by culture, and by commerce. The course aims to deepen the student's understanding of color's complexity and pervasiveness as a fundamental element of shared visual culture. The course develops both technical and conceptual skills to aid in visual translation. In addition to color-specific inquiry, the goals of the course are to expand students' ideas of research and to enable students to integrate various methods of acquiring knowledge into their art and design practice. Throughout the course, students discuss various processes of making/constructing, the connection between color/form/concept, and strategies for idea generation and brainstorming. The course allows for much individual freedom and flexibility within varying project parameters. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Credit 3 units. Art: FADM EN: H

---

**F20 ART 3285 The Italian Renaissance in the City of Florence**

This course encompasses the Renaissance from Giotto through the High Renaissance. Students will be able to examine first-hand the works they are studying. Included are field trips to Rome and Venice. Prereq: College of Architecture and College of Art juniors in the study abroad program in Florence, Italy. Credit 3 units.

---

**F20 ART 328A History of Photography**

Same as F20 128A, 228A, 428A - Juniors (only) register for F20 328A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium. Credit 3 units. Art: FAAM EN: H

---

---

### **F20 ART 328C Documentary Film**

In this documentary video studio, students create nonfiction films that that symbiotically merge visual and literary narrative devices. Through research, interviews, and editing, students craft short films for critique. Within set parameters, students choose their own topics and structures and are encouraged to inquire into underlying content touching on timelessness and global/human topics. Students work in pairs, teams, or solo. Prerequisites: None  
Credit 3 units. Art: FAAM

---

### **F20 ART 328D Experimental Photography: Cameraless to Polaroid, Form to Content**

These days, everyone is a photographer, right? But how does that image snapped with your smartphone arrive on your screen? As technology marches forward, we have images literally at our fingertips, yet the actual process of producing the picture is, ironically, more elusive. In this course, we will dive into experimental processes and examine how physically making the picture can affect the content of that picture. As you craft images, ideas become tied to process and suggest new directions, strategies and subjects. We will begin with cameraless techniques, such as the photogram and cyanotype; we will investigate the principle of the camera obscura; we will test out rudimentary cameras such as the pinhole and disposable models; and we will experiment with printing techniques such as Polaroid and Xerox transfer, examining artists using these various techniques along the way. As we move through the semester, students will learn the various ways that light can create images, and they will begin to find their own particular voice within these mechanizations and create original work.  
Credit 3 units. Art: FAAM

---

### **F20 ART 328E Making Documentaries in the Time of Covid**

Documentary video is a powerful tool to spotlight the frustrations and triumphs of our daily lives. Unlike fiction films, the inquiry and the questions that start the process of making a documentary end up as an adventure and often the film itself. Many filmmakers discover unexpected answers, reveal hidden histories, humanize previously one-dimensional characters, and spotlight even more in-depth questions. The global pandemic offers a unique opportunity to create videos that acknowledge this moment, with the potential to become a significant part of an international conversation. Even beginning filmmakers can give voice to issues that will be included in the historical record. Students will learn about or improve their cinematic aesthetics and professional video editing skills by making three short videos.  
Credit 3 units. Art: CPSC, FAAM

---

### **F20 ART 329G Time-Based: Visualizing Otherness**

In this documentary studio, students create video works that address personal and social interconnections, which help us understand ourselves and the world we inhabit. "Othering" occurs when individuals or groups are defined as not fitting within societal norms, and is often linked to racism, sexism, xenophobia, transphobia, and classism. In this course, we tell stories through documentary video to expand notions of who belongs, how we belong, and how we see ourselves and each other. Students engage in self-directed research for a final project and are assessed through collective critique. Required prerequisite is Digital Studio or permission of instructor; and sophomore or higher standing.  
Credit 3 units. Art: CPSC, FAAM

---

### **F20 ART 331A Visualizing the Data of Place**

What makes a place a place? This course explores physical and human aspects of place through the lens of data visualization. Studio and writing projects challenge students to consider the places that mean the most to them, and how corresponding data can be visualized to tell meaningful stories. Depending on student interest, particular topics could include topography, climate, color, water levels, green

space, economic equity, and public infrastructure. Readings are in cartography, information design, and site-specific history. The course's 3-5 projects span print and digital delivery. Open to any university student, sophomore and above, interested in the display of data for impact.

Credit 3 units.

---

### **F20 ART 332Q African American Design History**

This course surveys African American contributions to the design arts and professions from 1619 to now, from media of print and textiles to ceramics and architecture, from the scale of community crafts and protest to corporate business enterprise and mass social movements, from the diaspora to outer space. African American history not only offers a critical perspective on design history but also challenges us to reconsider what design is and what it can do as a medium of cultural expression, social transformation, and political change. While learning this history via lectures, readings, and hands-on archival research, students will develop their own artifact-based public history project. No prerequisite

Same as I50 INTER D 3321

Credit 3 units. Art: VC

---

### **F20 ART 332R Race and Design**

This seminar introduces students to the relationship between race and design in history, theory, and practice. How have racial ideologies shaped the formation of design? How has design mediated the reproduction of racial ideologies across time, space, and social forms? While tracing the tangled history of race and design, we will engage current critical writing and design practices. Topics include: material cultures of slavery and racial capitalism; racism in the design industry; racial politics of modernism; architectures of incarceration and surveillance; and antiracist practices. Students will develop their own perspective on these issues through site visits and a final research project. Prerequisite: None

Same as I50 INTER D 332R

Credit 3 units.

---

### **F20 ART 333 Basic Illustration**

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

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 334 Basic Illustration**

Same as F20 134, 234, 434. Juniors (only) register for F20 334. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required.

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 335A Interaction Design: Applications for Public Health**

Through a blend of presentations from practitioners, classroom lectures, readings, discussions, and hands-on exercises, this course will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems, and services with a focus on behavior and user experience. We will take on an in-depth challenge in an area such as transportation or community health resources and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process featuring research,



ideation, synthesis, concept development, prototypes, and a final presentation, which may include visual design, animation, and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary, although experience with Adobe Photoshop, Illustrator, and InDesign is helpful.

Credit 3 units. EN: H

---

**F20 ART 335G The Licensed Image: Development and Distribution**

Same as F20 135G, 235G, 435G - Juniors (only) register for F20 335G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 335I Communication Design I**

Same as F20 135I, 235I, 435I - Juniors (only) register for F20 335I. An introduction to the field of communication design, combining principles from the fields of graphic design, advertising and illustration/image construction. Through studio exercises and lectures, students will be exposed to the broad range of conceptual, aesthetic and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas will be discussed. An excellent introduction to the subject as a tool for business and marketing.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 335J Introduction to Animating in Three Dimensions**

Same as F20 135J, 235J, 435J - Juniors (only) register for F20 335J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prereq: Drawing or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 335K Animated Worlds**

This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling, rigging, visual effects, sound, and rendering. No prerequisites or previous experience required. This course can be taken multiple times at either the beginner or advanced level, and it is open to students of all levels across the university. Graduate and advanced students can build independent projects with permission of the instructor.

Credit 3 units. Art: FADM

---

**F20 ART 335O Drawing as Thinking**

Same as F20 235O, 435O. Juniors (only) register for F20 335O. This studio course explores symbolic drawing as a practical tool for learning and communication, used as it has been for millennia for the acquisition and transmission of knowledge, for idea generation and formation, and for visual storytelling. Students will observe and

describe phenomena, conceive systems, construct diagrams, design processes, and convey instructions, all using drawing as an aid to discovery, thought and communication. Tools and media may include pencils, brushes, wooden sticks, markers, painter's tape, laser pointers, and amateur surveying software, etc. In some cases, digital tools will be used to produce and present student projects. The course will include relevant readings and discussions. Throughout we will distinguish between symbolic uses of drawing and illusionistic ones, focusing on the former.

Credit 3 units.

---

**F20 ART 335P Special Topics: Structuring Data for Effective Visualization**

A primer on techniques for acquiring and structuring data in preparation for visualization. We will discuss common data formats (CSV, XML, and JSON) and how to access and translate from one format to another. Students will gain familiarity with the R language via the RStudio environment, as well as d3.js for interactive web-based visualizations. Students will develop concrete skills in preparing data for exploratory data analysis, as well as documenting workflows for reproducibility.

Credit 1 unit. Art: FADM

---

**F20 ART 3361 Advertising 1**

Same as F20 1361, 2361, 4361 - Juniors (only) register for F20 3361. This hybrid studio/lecture course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. Experience in copywriting and design is not necessary.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 3362 Advertising I**

Same as F20 1362, 2362, 4362. Juniors (only) register for F20 3362. This studio course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 3363 Advertising in the Digital Age**

Same as F20 1363, 2363, 4363 - Juniors (only) register for F20 3363. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior-including the ability to "opt out;" the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM

---

### **F20 ART 3364 Advertising in the Digital Age**

Same as F20 1364, 2364, 4364 - Juniors (only) register for F20 3364. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior-including the ability to "opt out;" the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one. Credit 3 units. Art: FADM EN: H

---

### **F20 ART 3365 History of Advertising**

Same as F20 1365, 2365, 4365 - Juniors (only) register for F20 3365. The historical, cultural and technological development of advertising in America from the colonial period to the present. This course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects. Credit 3 units. Art: FADM

---

### **F20 ART 3366 History of Advertising**

Same as F20 1366, 2366, 4366 - Juniors (only) register for F20 3366. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects. Grading is based on mid-term and final exams as well as optional, extra-credit five page essays. Credit 3 units. Art: FADM EN: H

---

### **F20 ART 336A Interaction Design: Understanding Health and Well-Being**

Same as F20 236A and F20 436A; juniors (only) register for F20 336A. Through a blend of presentations from practitioners, classroom lectures, readings, discussions, and hands-on exercises, this course will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems, and services with a focus on behavior and user experience. We will take on an in-depth challenge in the area of health and well-being and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process that features research, ideation, synthesis, concept development, prototypes, and a final presentation, which may include visual design, animation, and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary, although experience with Adobe Photoshop, Illustrator, and InDesign is helpful. Credit 3 units. Arch: SEM Art: CPSC, FADM EN: H

---

### **F20 ART 336G The Licensed Image: Development and Distribution**

Same as F20 136G, 236G, 436G. Juniors (only) register for F20 336G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students. Credit 3 units. Art: FADM EN: H

---

### **F20 ART 336I Communication Design I**

Same as F20 136I, 236I, 436I. Juniors (only) register for F20 336I. Students are introduced to the fundamentals of communication design. Through studio exercises and lectures, students are exposed to a broad range of conceptual, aesthetic and strategic issues in the field. The course explores principles of two-dimensional design, typography, and the relationship of text and image in order to persuade and inform. It helps students to learn a design methodology for illuminating and solving problems and provides baseline training in the Adobe Suite. Upon completion of this course, students will be able to design basic projects and have criteria to provide an informed evaluation of the effectiveness of a given design. It provides an introduction to design as a tool for business and marketing. Credit 3 units. Art: FADM EN: H

---

### **F20 ART 336J Introduction to Animating in Three Dimensions**

Same as F20 136J, 236J, 436J. Juniors (only) register for F20 336J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prereq: Drawing or equivalent or permission of instructor. Credit 3 units. Art: FADM EN: H

---

### **F20 ART 336K Communication Design II**

Same as F20 136K, 236K, 436K. Juniors (only) register for F20 336K. Building on the fundamentals of Communication Design I, this course will offer students the opportunity solve more complex visual communication problems. Information design (explanatory graphs and charts), multi-page sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in class instruction. Prerequisites: Communication Design I. Credit 3 units. Art: FADM EN: H

---

### **F20 ART 337A Illustration Entrepreneur**

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products. Credit 3 units. Arch: NLCU Art: FADM

---

### **F20 ART 337T Visual Principles for the Screen**

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web,

mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings. Lab optional. Credit 3 units. Arch: ETH, NS Art: FADM EN: H

---

#### **F20 ART 338B Illustration Entrepreneur**

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Credit 3 units. Art: FADM

---

#### **F20 ART 338J Advanced Animation**

Same as F20 138J, F20 238J, and F20 438J; juniors (only) register for F20 338J. This course focuses on completing a short animated film as a group project using a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and an animatic. Key moments will be identified to be animated first. After a plan is agreed on, students will be able to choose to work in various parts of the pipeline, including character design; layout and set design; 3D modeling; rigging; animation; textures; special effects; sound; rendering; and editing. Finally, all of these parts are put together as a short. This is an advanced course that assumes some student experience with Maya or a similar 3D program; it is best suited for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission of instructor.

Credit 3 units. Art: FADM EN: H

---

#### **F20 ART 338S Visual Principles for the Screen**

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings.

Credit 3 units. EN: H

---

#### **F20 ART 338T Transdisciplinary Design**

The field of design is shifting from disciplines based on the items they produce (e.g., graphics, apparel, built environments) toward the design of strategies and systems that incorporate many designed elements. This requires a more cross-disciplinary approach, both across academic disciplines at large and across disciplines of design. This course will introduce students to core skills of strategic design through individual and group projects, readings, discussion, and journaling. Students will explore systems thinking, strategic framing, iteration, and collaboration. The class will discuss how designed things affect and are affected by the social systems around them.

Credit 3 units.

---

#### **F20 ART 338Z Global Topics in Visual Communication**

In this course, students will explore visual communication in diverse historical and contemporary contexts. Students will work with internationally based faculty in short modules in which lectures and prompts will highlight the unique qualities of cities and cultures around the world. Students will reflect on the specificity of place in ongoing sketchbook prompts. For each module, students will make a short publication that synthesizes the content of that module with their own developing studio interests. Prerequisite: Word & Image II or Type II.

Credit 3 units.

---

#### **F20 ART 339B Designing Creative Non-fiction**

This writing and studio course explores the creation of non-fiction stories and essays through the integration of words and visual material. Students will write several pieces, and create typographic, information design, and other visual responses to their words. Projects will take the form of digital and printed books, posters, and animatics, and will be evaluated for writing and voice, visual material, and design. This course is ideal for students who have experience or interest in non-fiction storytelling and journalism through writing, typography, data visualization, graphic design, photography, or illustration. Prerequisite for undergraduates: F10 238B, Word and Image I; OR F10 238C, Typography I; OR Writing I Prerequisite for graduates: None

Credit 3 units. Art: FADM

---

#### **F20 ART 339I Radical Design: Making Civic Experiences**

Same as F20 239I, 439I. Juniors (only) register for F20 339I. As we innovate rapidly in technology and communication, the economic and political structures that govern us have become largely assumed and unchallenged. This course explores the daily objects, interactions and spaces that make up these large systems (like a police ticket, or the layout of a courtroom), and experiments with how re-designing these elements can help us question the status quo. Building on diverse political mindsets and current trends, we will imagine fictional worlds, and craft the objects, procedures and interactions that inhabit them. Along the way, we'll discuss the value of designing for fundamental change alongside more incremental reform. Required class time will also include at least one additional in-class studio hour per week, to be determined based on students' schedules.

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

---

#### **F20 ART 340 Artificial Intelligence and Art**

This studio course serves as an introduction through various projects to the transformative role of AI in digital media art. Projects will include creative coding, development of a fine-tuned language model, image generation, and sound classification. The course will equip students with basic skills to innovate at the intersection of art and AI, emphasizing the significance of engaging conceptual concerns. Additional topics will provide an overview of the field's current challenges and opportunities including: ethical considerations, historical context, and AI in the art institution. Coursework will be evaluated through instructor feedback and group critique. Prerequisite: sophomore standing or higher

Same as F20 ART 240

Credit 3 units. Art: FAAM

---

#### **F20 ART 343G Leather Accessory Design & Creativity**

Students design and create fashion accessories using metal and leather. Students are assessed on projects that allow them to nurture original thinking; explore limitations in materials, tools, and technology; and use design strategies and construction methods derived from material histories. A final self-guided project combines various leather and metal

skills with knowledge of contemporary branding for polished portfolio outcomes. No prerequisite. This course counts toward the following programs: Fashion Design Major; Design Major (no concentration); Minor in Design  
Credit 3 units. Art: FADM

---

**F20 ART 343X Time-Based: Digital Film/City Stories**

DIGITAL FILMMAKING: CITY STORIES is a cross-University video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course, the City becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. CITY STORIES merges several arts and humanities disciplines, including experimental cinema and documentary journalism and create an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories.  
Same as X10 XCORE 343  
Credit 3 units.

---

**F20 ART 344A Time-Based: Animation Tools and Methods**

In this animation studio, students are introduced to a range of digital and analog production techniques for the practice of animation. It presents fundamental concepts and issues that define this creative form. Students create animations through structured projects and are assessed through collective critique. Prerequisite: Digital Studio or permission of instructor; sophomore or higher standing.  
Credit 3 units. Arch: ETH, NS Art: FAAM, FADM

---

**F20 ART 344X Digital Filmmaking: City Stories**

DIGITAL FILMMAKING: CITY STORIES is a cross-University video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course, the City becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. CITY STORIES merges several arts and humanities disciplines, including experimental cinema and documentary journalism and creates an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories. College of Architecture and College of Art sophomores, juniors and seniors have priority.  
Same as X10 XCORE 344X  
Credit 3 units. EN: H

---

**F20 ART 346X Shopping**

This seminar examines shopping as a social and cultural construct that operates at several levels in relation to art, architecture, and urban planning. Shopping is the fundamental activity of the capitalist marketplace. It is also inextricably linked with major aspects of public and foreign policy, where national consumerism is closely linked to global tourism and it is at the core of economic development. Shopping is as well a common denominator of popular culture, frequently satirized in contemporary art, film, and literature. Participants in the seminar will read selections from various writings about shopping and the marketplace. We will also view several films examining the shopping environment in narratives of power and desire. Prerequisite is completion of Sam Fox foundations year. Open to sophomores and above.

Same as X10 XCORE 346X  
Credit 3 units. Art: CPSC

---

**F20 ART 347F Furniture Design, Emphasis Metal**

Students design and make small tables using metal as the primary material. Traditional and emergent technologies will be explored such as welding and use of cnc plasma cutting. No experience is necessary. Same as A46 ARCH 347F  
Credit 3 units.

---

**F20 ART 351A Sound Environments**

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

---

**F20 ART 351B FOOD: Performative and Immersive**

This studio/seminar course explores food and eating as elements to be considered historically and through the 5 senses. From the dawn of civilization, cultural customs have evolved around food, its production & consumption. Rituals were created to gather people around food & eating. We unpack personal & communal food experiences, consider the environments of those meals, & discover elements of both past & present. By creating immersive experiences, we deconstruct the mechanism of eating, exposing patterns and norms involved. The course culminates in a communal event in which students present their work as immersive installations. No prerequisites, junior or higher standing.  
Credit 3 units.

---

**F20 ART 352B Time-Based: Performing Solitude**

In this performance studio, students work with their own bodies as their tool of expression, focusing on states of solitude in the context of global histories. Students create interdisciplinary artworks that merge performance art with other forms of art making, including visual, digital, musical, choreographed, textual, and/or cinematic. Students create hybrid, performance-based works assessed through critique. Readings and short lectures accompany this studio. No prerequisites. Sophomore or higher standing.  
Credit 3 units. Art: FAAM

---

**F20 ART 354A Special Topics in Visual Culture: The Illustrated Periodical**

This seminar course will engage the tradition of illustrated magazines in the United States, beginning with a categorical survey of the first half of the 20th century: slicks, pulps, and downmarket rags. We will analyze editorial and advertising content, and confront the periodical as highly visual social text, animated by an implicit contract between publisher and reader. Attention devoted to communities of production and reception, including editors, art directors, illustrators, cartoonists and readers. Students will develop research projects which focus on particular publications, features and people, drawing on the considerable resources of the Modern Graphic History Library. Outside readings and screenings will stimulate and supplement class discussion. Open to students across university with sophomore to senior standing. Note: counts toward degree as Art History/Visual Culture elective and design minor.

Credit 3 units. Art: VC

---

**F20 ART 354B Special Topics in Visual Culture: Studies in Modern Design from Print to Pixel**

This course traces the history of graphic design during the Modern period as a reflection of, and lens onto, cultural shifts and technological innovation. Open to students across university with sophomore to senior standing. Note: counts toward degree as Art History/Visual Culture elective and design minor.

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

---

**F20 ART 356A Readings in Design: Work and Industry**

What is a designer? An artist, or an entrepreneur? A professional, or a worker? A maker of things, or an administrator of systems? A community leader, or agent of capitalism? In this seminar, we will explore recent writing by design scholars and design practitioners who are, in different ways, asking about the role of designers in society. While learning the histories and theories guiding current debates, the course offers a space for students to reflect critically on the present and future of the design professions in discussion, weekly writing exercises, and a semester-long research project.

Credit 3 units. Art: VC

---

**F20 ART 358C Documentary Film**

This course investigates techniques of powerful nonfiction filmic storytelling that symbiotically merges visual and literary narrative devices. We will explore the organic process of research, interaction and craft to construct three short films. Students will be encouraged to go beyond apparent subject matter to inquire into deeper/underlying content that touches on timelessness and global/human topics. Within set parameters, students choose their own filmic topics and structures. Graduate and undergraduate students can form teams or work independently as their own producer, writer, director, cinematographer, editor and sound recordist. No previous experience required.

Credit 3 units.

---

**F20 ART 362 Why Art Matters**

This lecture and discussion course will examine how art, which productively utilizes ambiguity and discontinuity, is a distinctive form of expression and communication. Functioning not as a bearer of meaning but rather as a shaper of meaningful questions, art invites interpretation and introspection. As such, art -- which often functions to rekindle perception and give rise to new ways of thinking about and being in the world -- empowers individual thought, encourages empathy, and celebrates the diversity of ideas and opinions that are vital to conditions of freedom. With this in mind, multimedia lectures will explore the perspectives of contemporary artists (e.g., James Turrell, Cerith Wyn Evans, Wangechi Mutu), psychologists (e.g., Winnicott, Frankl, Freud), philosophers (e.g., Heidegger, Bataille, Merleau-Ponty), linguists (e.g., Lacan, Pierce, Saussure), sociologists, cognitive scientists, cultural theorists and others. In addition, readings, discussions, in-class group interpretations and written critical analysis will provide students with the tools required to understand how art, which is a distinctive form of expression and communication, matters; it matters, as Bill O' Brien argues, because it teaches us how we matter.

Credit 3 units. Art: VC EN: H

---

**F20 ART 3713 Introduction to Book Binding**

Same as F20 1713, F20 2713, and F20 4713; juniors (only) register for F20 3713. This course will serve as an introduction to the book as an artifact of material culture. A variety of traditional and non-traditional book structures will be explored. Students will learn from historical approaches to constructing the codex form, including the single-signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding

and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion, and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and they will produce a variety of decorated papers to be used in their bindings.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 3714 Introduction to Book Binding**

Same as F20 1714, 2714, 4714. Juniors (only) register for F20 3714. This class will serve as an introduction to the book as artifact of material culture. A variety of traditional and non-traditional book structures will be explored. Students will learn from historical approaches to constructing the codex form including the single signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and will produce a variety of decorated papers to be used in their bindings.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 378 Contemporary Discourses: Art + Feminism**

This course investigates the impact of feminism on contemporary art, focusing on artwork produced between the 1960s and the present day. Through an examination of global practices in a wide range of media, including artworks in the university's Kemper Museum collection, students will delve into innovative aesthetic strategies that criticize assumptions of gender, race and social class and consider the intricate tie between the identity of the author and the content of the work. This course is taught by a practicing artist, who together with the students will uncover historical developments and epic omissions. This is a lecture course with a discussion component. Requirements include participation in weekly discussion sections, regular response papers, and a final written curatorial project. No prerequisites in Art or Art History required.

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

---

**F20 ART 3783 Special Topics in Visual Culture: Introduction to Illustration Studies**

How have knowledge, opinion, and feeling been communicated visually from the advent of automated printing presses to the invention of the internet, and to what effect? Using concepts in visual studies and communication studies, this course explores the histories of primarily American visual-verbal texts to investigate how minds and hands conceived, produced, distributed, and consumed illustrated print media in the 19th and 20th centuries. Beginning with the neurological basis of vision, we will examine ways culture affects perception, how print technologies shape content, how word and image rhetorically shape beliefs, how power relations imbue images and publishing, and the ways counterculture forms such as caricature and posters can be used to intervene socially. Students will conduct original research using University Libraries Special Collections to hone their ability to write convincingly and professionally about imagery.

Credit 3 units. Art: FADM, VC

---

**F20 ART 3823 The Italian Renaissance in the City of Florence**

The Early Renaissance - also known as the quattrocento - usually denotes the period from circa 1400 to circa 1500. In those 100 years, Italy, particularly Florence, witnessed an extraordinary coming together of artistic talent, a passionate interest in the art and culture of Greek and Roman antiquity, a fierce sense of civic pride and an optimistic belief in the classical concept of "Man as the measure of all things". This course examines the principal artists who contributed to this cultural revolution. In order to take full advantage of the special experience of studying the renaissance in the very city of its birth, the stress is mainly,

although not exclusively, on Florentine artists who include sculptors such as Donatello, Verrocchio, and Michelangelo, painters such as Giotto, Masaccio, Uccello, Botticelli, Leonardo, and Raphael; architects such as Brunelleschi and Alberti up to Sangalo.

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

---

**F20 ART 3824 The Italian Renaissance in the City of Florence**

This course encompasses the Renaissance from Giotto through the High Renaissance. Students will be able to examine first-hand the works they are studying. Included are field trips to Rome and Venice.

Credit 3 units. Art: AH EN: H

---

**F20 ART 3827 Performance Art (Florence)**

The course is open to all students, ready to get involved in shared creative experience, to discover new expression means - neither dance or theatre talents nor athletic attitudes are required, but the availability to use body in warming up sessions will be necessary. This studio art course is dedicated to the aesthetics and the practice of performance. Although a studio course, there will be a strong theoretical aspect which aims to outline a historical and cultural framework that shows how performance art was born and traces how we comprehend the practice today. The aim of which is to better understand how this special, all-embracing art language will be understood in the future. Physical activities along with actions involving individual exploration of public space are fundamental to the creative process. Performance art needs bodies, it needs space, it needs action, it needs an audience. Students will come away from this course with a strong knowledge of these fundamental ideas.

Credit 3 units.

---

**F20 ART 3843 Filming the Black Freedom Struggle in St. Louis**

This inter-disciplinary course introduces students to the history of the Black freedom struggle in St. Louis and to the complex and multiple ways historic narratives are constructed. We will explore the political, economic and cultural history of St. Louisans who challenged racial segregation in housing and work, fought white mobs in city streets, and battled the destruction of Black communities by federal urban renewal and public housing policies. Students, working with a historian and a filmmaker, will research and make a documentary film on a piece of St. Louis' crucial contribution to the Black Freedom Struggle in America. We bring together documentary filmmaking and history research to draw attention to the multiple narratives (many long-neglected) of African American and urban history, and to the multiple approaches to presenting history.

Same as L22 History 3843

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

---

**F20 ART 384P Public Art: Production and Installation**

This studio course guides students through the production and installation of commissioned temporary site-specific public art projects that have been pre-approved for a designated location in the St. Louis area. Under faculty supervision, students will execute their projects to meet structural requirements and codes with strict attention to safety and site preparation. The course culminates with a public reception and community engagement event. Final projects are assessed in a critique based upon how well projects meet proposal intentions and respond to project site. Prerequisite: Permission of instructor

Credit 3 units. Art: FAAM, FADM

---

**F20 ART 385A Collage as Material Play**

This studio course explores the diverse world of collage as a medium of creative expression. Lectures, demonstrations, workshops, and projects will cover the history, practice, tools, and techniques of collage. Students will be assessed on projects that use processes from printmaking, graphic design, textiles, and works on paper. Course

content will build on 2-D and 3-D design principles to emphasize experimentation, layering, mixed media, and found materials. This course is open to students at all levels, including those with no experience in art and design.

Same as F20 ART 185A

Credit 3 units. Art: FAAM

---

**F20 ART 385B Time-Based: Beyond Words, Beyond Images**

Focusing on art in the public domain, this seminar examines contemporary practices that engage collective memory and the city, inviting students to consider their own studio practice in the context of public space. Students investigate examples of public projects contributing to global discourse. Weekly lectures, readings, screenings, discussions, and individual research inform the final paper. Studio consultations culminate in an individually conceived final project in a medium of choice. No prerequisites. Sophomore or higher standing.

Credit 3 units. Art: FAAM, GFAH, VC

---

**F20 ART 385D Time-Based: Fantastic Voyage/Scales of Wonder**

This studio focuses on affective encounters with scale--from viewing particles through a microscope to wandering through architectural environments--making us aware of our bodies in relation to the world around us. This course examines scale and explores encounters with built environments and designed objects alike. Readings and discussions span media archeology and affect theory. The course also examines the impact of film, documentary, and fiction. Students create time-based responses and are assessed through collective critique. No prerequisites. Sophomore or higher standing.

Credit 3 units. Art: FAAM, FADM

---

**F20 ART 386B Beyond Words, Beyond Images: Representation After History**

The seminar focuses on art in the public domain and examines contemporary practices that engage public memory and the metacity. Prompting students to consider their own practice in the context of public space, this seminar offers examples of projects contributing to global cultural and political discourse. Weekly illustrated lectures, readings, writing assignments, screenings, discussions, and individual research lead toward the final term paper. Individual studio consultations serve as a platform for the discussion of students' evolving practice, leading toward the final project in a medium of choice. MFA VA candidates and graduate students in architecture are especially welcome.

Credit 3 units.

---

**F20 ART 386X Public Practice**

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

Same as X10 XCORE 386X

Credit 3 units.

---

**F20 ART 387A Social Practice Art**

Social Practice Art (SPA) is a course for artists, designers, architects and landscape architects. This studio course takes an interdisciplinary approach to establishing how social interaction and discourse can be tools for social transformation. SPA involves works that may use audience, collaboration, participation, ephemera, and activism as a medium that emphasizes the aesthetic of co-creation. Through readings, mindfulness exercises, field trips, and studio assignments, students will develop and implement their own social practice project. Credit 3 units.

---

**F20 ART 389 Advanced Art Seminar**

Advanced Art Seminar is a course designed for BA Art students and Art Second Majors. In this course, students develop a public presentation that is the synthesis of their art experience and their university research interests from outside of Sam Fox. For their presentation, students choose to curate or create work for a public art exhibition, write a thesis paper or another project approved by the faculty member. Each option requires an equivalent number of hours of development. Class sessions include discussion, project critique, and analysis of ideas and methods relevant to the presentation project. Concurrent enrollment in a studio art course is strongly recommended. Credit 3 units.

---

**F20 ART 396B Making Things That Function**

Heidegger identified "things" as what objects become once they cease to perform their function in society. In this course, we seize that moment of dysfunction as a point for creative intervention. Students will design and make functional objects that engage the body with intention. The meaning of function will be debated so that students develop a definition based on their own values. Highly exaggerated, specific, or experimental works will be encouraged. Techniques for metal fabrication, simple woodworking, and mold-making will be taught in class, as needed. No previous experience is necessary. This course will benefit designers, artists, architects, and engineers, and it will explore the intersections of design and making among these fields. Prerequisite: 3D Design, Architecture 111 studio, or permission of instructor. Credit 3 units. Art: FAAM, FADM

---

**F20 ART 401E Anatomy Figure Structure**

This rigorous drawing course explores traditional and new representations of the figure through the study of its structure and contemporary contexts. Research involves basic anatomy lectures and sketchbook activities that provide a vehicle for discovering the figure's architecture, mechanics and proportions. Art production is based on in-class and outside projects. Lectures, presentations, critical readings and the analysis of historical and contemporary figurative works support students in their investigations. Prerequisites: Drawing (F10 101A or F10 102A). Same as F20 ART 301E. Credit 3 units. Art: FAAM

---

**F20 ART 401H Drawing: Idiosyncratic Systems**

This studio course links the activity of drawing with conceptual inquiry. Projects will introduce an array of conceptual drawing methods including analog tracing, language systems, notational scores, recording and diagramming, and iterative systems of production that grow exponentially. Covering examples of technologies invented or operated in a drawn way - from the stylus to computers - the course will emphasize drawing as a tool for seeing and thinking. Course content will be delivered dynamically between ideation, production, lectures, group discussions, and topical readings. This course is open to students at all experience levels, including those with no experience in art and design. No prerequisite. Same as F20 ART 201H

Credit 3 units. Art: FAAM

---

**F20 ART 402 Drawing**

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

---

**F20 ART 403B Collage: History & Practice in Contemporary Art**

This course examines the role of collage in contemporary studio practice. Students are required to assemble an archive of images from various sources, both found and self-generated, to produce work based on specific themes. This course integrates collage practice with other visual disciplines. Readings and discussion related to the course examine the evolution of collage and its present status and application within contemporary art production. Same as F20 ART 303B. Credit 3 units.

---

**F20 ART 404B Collage: History & Practice in Contemporary Art**

This course examines the role of collage in contemporary studio practice. Students are required to assemble an archive of images from various sources, both found and self-generated, to produce work based on specific themes. This course integrates collage practice with other visual disciplines. Readings and discussion related to the course examine the evolution of collage and its present status and application within contemporary art production. Same as F20 ART 304B. Credit 3 units. Art: FAAM

---

**F20 ART 408B Engaging Community: Understanding the Basics**

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

---

**F20 ART 408C The Racialized Sporting Landscape of St. Louis: Athletics, Aesthetics, Bias, and Opportunity**

This interdisciplinary course considers the racialized landscape of St. Louis through the lenses of sporting cultures and creative practices. Co-taught by John Early (Sam Fox) and Noah Cohan (American Culture Studies), this seminar will examine the history of sports and race in St. Louis, illuminate the realities of access and inequity in the sporting landscape of the city, and imagine more equitable futures. In addition to writing bi-weekly reading responses and one historical paper, students will maintain a research sketchbook, design and print a zine, and create a public-facing creative project. Students in the College of Art and in the AMCS program will be given enrollment priority. Prerequisites: None. Same as I50 INTER D 308C. Credit 3 units. A&S IQ: HUM, SC Art: FAAM, VC EN: H

---

**F20 ART 409B Eco-Art**

Eco-Art explores the intersection of art, ecology and ethics. Though the movement is broad and growing, eco-art re-envision our relationship with the natural world by informing, challenging, inventing, and reclaiming. This studio-based course introduces various artistic practices and working methodologies related to environmental art, exploring "green" methodologies, repurposed objects, land art, ecoventions, social sculpture, and community activism. The course is organized around art historical precedents, and it is supported by critical essays and examples of contemporary practice, including discussion of eco-design and sustainable architecture. Projects are open to multidimensional solutions in a wide variety of media. Same as F20 ART 309B  
Credit 3 units. Art: CPSC

---

**F20 ART 411 Painting**

Same as F20 111, 311, 411. Sophomores (only) register for F20 211. Introduction to painting processes and materials. While there is emphasis on oil painting, students are also introduced to watercolor and acrylic paints and a wide variety of painting surfaces. Subject matter is varied, beginning with still-life material and ending with direct painting from the model. Technical skills and content are dealt with at the individual student's level. Same as F20 ART 211  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 411T The Poetics of Image-Making: People, Place & Space**

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

---

**F20 ART 411U The Language of Moving Images**

This course will examine the language of moving images, which includes -- among other elements -- shot construction, sequencing, duration, sound integration, scale, and situational contexts. Through screenings, readings, lectures, discussions and critiques, students will develop the skills required to interpret moving images and to think about their productions, which may utilize forms other than video or film and include installation components. This course is not focused on technical approaches, and students' creative work will be driven by individual concerns and may be accompanied by written analysis. Prerequisite: Digital Studio/Digital Design.  
Same as F20 ART 311U  
Credit 3 units.

---

**F20 ART 412 Painting**

Same as F20 112, 212, 312. Seniors (only) register for F20 412. This course is an introduction to oil painting with an emphasis on the principles of color, construction and paint handling. Students will explore the possibilities of representational painting as applied to still-life, interiors, landscape and the human figure. The course is designed especially for beginning painters but can accommodate painters at all levels of proficiency.  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 4121 Painting: Process as Evidence**

Focusing on process-oriented methods to building an image, this course intends to foster an inventive and expansive relationship to paint and mixed media, shying away from the resolved or static image in favor of systematic and poetic strategies that emerge from studio activity along the way. Collage and assemblage, documenting and recording experience, operations of chance and failure, and time-based approaches are all possible avenues of investigation. Students will develop a portfolio of work informed by assigned projects, readings, and group discussions that engage with historical precedents and contemporary examples of process-informed methods in painting. Prerequisites: None  
Same as F20 ART 3121  
Credit 3 units. Art: FAAM

---

**F20 ART 412P Painting: The Painted Figure**

This studio course is an introduction to the practice of painting, with an emphasis on the pictorial representation of the human figure. Instruction will encompass a range of technical, conceptual and creative skills to be used for developing projects. In-class projects will include working from the live model. Students will be encouraged to consider traditional and alternative forms of painting. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work. No prerequisites.  
Same as F20 ART 312P  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 413F Sculpture: Foundry**

Same as F20 113F, 213F, 313F - Seniors (only) register for F20 413F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required. School of Art major and non-art students pursuing an art minor will have priority.  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 413G Sculpture: Wood**

Same as F20 113G, 213G, 313G - Seniors (only) register for F20 413G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making. School of Art majors and non-art students pursuing an art minor will have priority.  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 413H Sculpture: Blacksmithing**

Same as F20 113H, 213H, 413H - Juniors (only) register for F20 313H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we will explore these possibilities and expand our sculptural vocabulary. Same as F20 ART 313H  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 413I Sculpture: Metal Fabrication**

Same as F20 113I, F20 213I, and F20 413F; juniors (only) register for F20 313I. Metal is the backbone of our modern world, and it is a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, and



it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding, and finishing tools. Same as F20 ART 313I  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 413J Digital Fabrication for Object Making**

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production, i.e., creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks and explore the potential of these platforms to design 3-dimensional forms. A variety of output tools will be used but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This class will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing, and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools towards the creation of sculpture. No prerequisites.  
Same as F20 ART 313J  
Credit 3 units. Art: FAAM, FADM

---

**F20 ART 413Q Compositions in Clay**

In this course, students will broaden their understanding of clay as a viable medium of visual expression and three-dimensional exploration. Students will learn basic hand-building techniques to create sculptural constructions, discover the practical applications of wheel throwing through form and function, and explore ceramic tools and equipment to create installation projects. Each student's skill level will be considered, and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.  
Same as F20 ART 313Q  
Credit 3 units. Arch: ETH, NS Art: FAAM

---

**F20 ART 4141 Concrete: Theory, Practice, and Power in Public**

The course focuses on Concrete as material & metaphor by considering its power and ubiquity in our built environment and the broader art landscape. We will discuss readings, film screenings, and site visits to contextualize a historical understanding of the material. We will look to modernist & contemporary artists who have used concrete in their practice to support a deeper understanding of its place in the art history canon. Students will gain hands-on experience working with concrete through various techniques and approaches. Students will apply their research and findings to create a final sculptural work placed in a public setting. Prerequisites: 3D Design and junior or higher standing.  
Same as F20 ART 3141  
Credit 3 units. Art: FAAM

---

**F20 ART 414F Sculpture: Foundry**

Same as F20 114F, 214F, 414F - Sophomores (only) register for F20 114F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.  
Same as F20 ART 314F

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 414G Sculpture: Wood**

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

---

**F20 ART 414H Sculpture: Blacksmithing**

Same as F20 114H, 214H, 413H - Juniors (only) register for F20 314H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for three-dimensional form. In this class we will explore these possibilities and expand our sculptural vocabulary.  
Same as F20 ART 314H  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 414I Sculpture: Metal Fabrication**

Same as F20 114I, 214I, 413I - Juniors (only) register for F20 314I. Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes or it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding and finishing tools.  
Same as F20 ART 314I  
Credit 3 units. Art: FAAM EN: H

---

**F20 ART 414R Digital Fabrication for Object Makers**

This course explores the potential of digital tools in the creation of tangible objects. We will focus on "component manufacture" as a means of sculptural production, i.e., creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks and explore the potential of these platforms to design 3-dimensional forms. A variety of output tools will be used but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This class will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing, and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools towards the creation of sculpture. No prerequisites.  
Same as F20 ART 314R  
Credit 3 units. Art: FAAM, FADM

---

**F20 ART 414S Sculpture: Multiples as Transformation**

This studio course will explore sculpture through the creation of multiples. We will think through sculpture as alchemy, considering how a shift in material changes an object's meaning. We will learn to adapt objects through both digital and physical processes, applying 3D printing and mold-making techniques. Our studio practice will be supported by a discussion of artists working in the field, with readings, guest lectures, and group discussions that situate our studio conversation in a contemporary art dialogue. Skills covered: metal casting, ceramic plaster molds, silicone rubber casting, 3D scanning and printing. Open to students with no experience in art and design. Prerequisite: sophomore standing or higher  
Same as F20 ART 214S

Credit 3 units. Art: FAAM

---

**F20 ART 414T Site as Origin: Sculpture and Expanded Media**

Site-specific art leaves the studio to confront and explore site as context. This understanding of site includes built architecture, landscape, social order, public space, the exhibition space, our living space, the fictional space, even the digital space. At its core, site-work is the practice of deeply considering the intricacies of a place, then using this inquiry as a starting point to drive the work's creation. Moving from research to production, students will create a response to their chosen site that transforms, augments, or adapts a viewer's relationship to that space. A key challenge will be the choice of medium. The course will provide support for students to consider and practice a wide range of choices, from the traditional sculptural techniques of woodworking, metalworking, and moldmaking, to expanded media options that include sound and video installation, digital projects and augmented/virtual reality.

Same as F20 ART 314T

Credit 3 units. Art: FAAM

---

**F20 ART 415F Printmaking: Call and Response**

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

Credit 3 units.

---

**F20 ART 415T Printmaking: Contemporary Processes**

This studio course is designed to give a broad introduction to contemporary processes and approaches in printmaking, including digital technology. Emphasis will be on image development through the manipulation and combination of techniques to create one of a kind prints and variable editions. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This introductory course can serve as a prerequisite to upper level classes in Printmaking. This class has no prerequisite courses and are open to students with sophomore standing and above.

Same as F20 ART 215T

Credit 3 units. Art: DU, FAAM, OLH

---

**F20 ART 416T Printmaking for Architecture and Art Students**

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

Same as F20 ART 316T

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 416U Printmaking: Print Installation, Multiples, and Site Specificity**

This course explores a range of basic techniques-silkscreen, block printing, and risograph, for example-to create immersive installations. Students will orient their site-sensitive investigations to place through history, context, and materials. Conventional and unconventional installation spaces will be used, both on campus and off, to experiment. The course will introduce planning techniques and approaches to site analysis. Students will be encouraged to incorporate other media within their installations, especially as they relate to other coursework they are currently taking within or outside of studio art. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This class counts toward the Minor in Art. No prerequisites

Same as F20 ART 316U

Credit 3 units. Art: FAAM

---

**F20 ART 417N Contemporary Portraiture**

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

Same as F20 ART 317N

Credit 3 units. Art: FAAM

---

**F20 ART 417O Drone Photography**

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

Credit 3 units.

---

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

Series and sequences are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured, and sequenced. Special attention is given to the material meaning embedded in print size, order, and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and setup strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings, and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression.

Credit 3 units.

---

**F20 ART 417T Discourses in Contemporary Photography**

This seminar course explores dialogs animating contemporary fine art photography from the 1960s to the present. Course lectures will be organized thematically around key ideas informing contemporary photography practice, including, but not limited to: changing technologies, surveillance, performance, social engagement, gender, race, and sexuality. Students will respond to lectures and class discussions through research presentations, visual assignments, and written responses.

Same as F20 ART 317T

Credit 3 units. Art: FAAM

---

**F20 ART 418W Photography: Building the Portfolio**

This course supports the development of a cohesive body of work, building conceptual and technical skills for visual and photographic communication. A wide range of photographic tools, techniques and materials and an open encouragement for experimentation supports student development. This class is process oriented with emphasis on discovering one's creative and aesthetic voice. Students can expand upon works already in process before the start of this class, or they can identify new subject matter for deep investigation. With emphasis on classroom critique, students establish strong decision making and critical thinking skills as they work toward a final and cohesive body of work. Presentation, site specificity, materials, and audience will all be discussed as students bring projects to final form. Prerequisites: Photography: Material & Culture, Black and White Photography, Digital Photography, or permission of instructor

Same as F20 ART 318W

Credit 3 units. Art: FAAM

---

**F20 ART 419 Ceramics**

Same as F20 119, 219, 319 - Seniors (only) register for F20 419. An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil and slab construction. While the emphasis is on high-fired stoneware, students will be introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 419J Structural Ceramics**

This course is designed for advancing study in 3D practices within clay processes and in sculpture. Several techniques in clay will be explored, and hand-building will be emphasized. Methods of creating will include coiling, slab building, casting, and subtractive modeling. In this course, we will understand and research clay as a material that engages in structure and introduces new sculptural ideas that define scale, balance, form, and so on. Surface design with cold finishes and glazes, firing processes, and mold making will be explored as means of building and finishing content. Discussions and presentations will focus on the history and contemporary traditions of ceramic structures and sculptures. Emphasis will be placed on the critical assessment and articulation of material.

Same as F20 ART 319J

Credit 3 units. Art: FAAM

---

**F20 ART 419M Ceramics: Form, Material, Concept**

Ceramics: Form, Material, Concept is an intermediate course designed for advancing study in ceramics. Sculptural processes and techniques are explored in concert with conceptual development using clay and glaze chemistry, and other materials. Research will cover hand-

building, casting and modeling. Course content is delivered through lectures, demonstrations and exploration-based projects. Course work is evaluated through group and individual critiques. Prerequisite: F20 113Q / 313Q, Compositions in Clay; or F20 319J, Structural Ceramics  
Same as F20 ART 219M

Credit 3 units. Art: FAAM

---

**F20 ART 420 Ceramics**

Same as F20 120, F20 220, and F20 420; juniors (only) register for F20 320. This course is an introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of wheel, coil, and slab construction. Although the emphasis is on high-fired stoneware, students will be introduced to raku and soda firing. Content and advanced processes and skills are encouraged according to the individual student's level.

Same as F20 ART 320

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 420J Ceramics: Introduction to Hand-Building**

This course introduces students to a wide range of ceramic hand-building techniques such as coiling, pinching and slab building. While establishing a strong foundation of skills, students will also gain a deeper understanding of clay as a means for expression of thoughts and ideas. Throughout the course, students will be encouraged to explore and develop their own personal language within the medium.

Same as F20 ART 320J

Credit 3 units. Art: FAAM

---

**F20 ART 420K Ceramics: Molds and Multiples**

This course explores the fundamentals of mold-making for ceramics. A variety of techniques from ancient to present day methods will be employed. Students will examine various implementations of molds and their ensuing possibilities, whether for artistic or design-oriented work. Students will produce individual serial projects in which they incorporate the principals of duplication and copy.

Same as F20 ART 320K

Credit 3 units. Art: FAAM

---

**F20 ART 420L Ceramics: Processes and Practices**

This course is a spectrum of ceramic processes using clay, plaster, and glazes to understand and explore techniques of making. Use clay to learn hand-building processes such as soft slab and hard slab, coil building, and hollow-out method to explore material differences of making forms. Glaze properties and chemistry will lightly be explored to understand the different stages of clay to ceramic and the firing processes in oxidation and reduction. Emphasis will be placed on mold-making for exploring repetition, scale, and balance with units to comprehend structure and multiples of building components in clay. Discussion and presentations will focus on the history and traditions of ceramics, contrasted with contemporary making in clay. Each student's skill level will be considered and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.

Same as F20 ART 320L

Credit 3 units. Art: FAAM

---

**F20 ART 423F Textile-based Technology for Health**

In this studio course students engage design thinking to develop and prototype innovative textile-based wearable electronic sensing systems. Combining the study of smart and conductive materials, computer and electrical engineering principles, and human-centered design, group-based projects address problems related to the health and well-

being of diverse community user groups and/or industry partners. Students are evaluated according to the ability to meet the aesthetic and functional needs of the user group. Prerequisite: Introduction to Fashion Design

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

---

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

Same as F20 123L, 223L, 323L - Seniors (only) register for F20 423L. Is the fashion industry racist? This seminar course unpacks this contemporary inquiry by decentralizing fashion history to take a critical look at how racial identities are formed and performed, how historical stereotypes are perpetuated, and how theories of representation can be situated within the system of fashion. Students will use theoretical texts on race and representation to read contemporary media surrounding fashion and race (editorials, articles, social media), as well as gain an introduction to recently published research by scholars engaging fashion and race. Not only will students walk away with a richer understanding of how to critically think through race in fashion, but also how doing so gives us a new approach to think through race within a larger system.

Credit 3 units. Art: CPSC, FADM

---

**F20 ART 425I Making Comics**

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

Same as F20 ART 325I

Credit 3 units. Art: FADM

---

**F20 ART 425J Sculpting Realities**

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

Same as F20 ART 325J

Credit 3 units. Art: FADM

---

**F20 ART 426J Design Within Context: Scroll to Screen**

This course traces the history of graphic design from the origins of ancient writing systems to the turn of this century, with content that is organized both chronologically and thematically. We will examine the work and methodologies of design movements and participants, and we will critically consider the reciprocal relationship with cultural shifts, sociopolitical factors, and technologies. Focus will lie heavily upon Western European tradition in the 20th century. This course counts toward the degree program as an Art History/Visual Culture elective, and it also counts toward the design minor.

Same as I50 INTER D 3261

Credit 3 units. Art: FADM, VC

---

**F20 ART 426M Game Design Principles & Practice**

In this studio course, students are introduced to basic principles, practices, and strategies for developing non-digital games with a focus on prototyping game design concepts around familiar materials such as cards, dice, and game tokens. Students explore narrative and visual design in this process and consider how playtesting and player feedback informs their work. This practice-based approach is supplemented with lectures, readings, and discussions about fundamental theories. Students complete the course having created a series of small scale prototypes. Evaluation is based on their ability to successfully apply course concepts to projects and class participation.

Same as F20 ART 326M

Credit 3 units. Art: FADM

---

**F20 ART 427A History of Photography**

Same as F20 127A, 227A, 327A - Seniors (only) register for F20 427A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 427L Photography: Studio Lighting**

In this studio course, studio lighting for portraits and tabletop photography will be introduced through demonstration and hands-on practice. Strobe and continuous lighting systems and their accessories will be used. Both commercial and fine art applications will be discussed along with the principles of quantity, color temperature, and direction of light. Assignments will be produced as inkjet. Students must supply their own dSLR camera. Prerequisite: F20 1183 / F20 4183, Digital Photography

Same as F20 ART 227L

Credit 3 units. Art: FAAM

---

**F20 ART 428A History of Photography**

Same as F20 128A, 228A, 328A - Seniors (only) register for F20 428A. Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influence on the medium.

Credit 3 units. Art: FAAM EN: H

---

**F20 ART 428D Experimental Photography: Cameraless to Polaroid, Form to Content**

These days, everyone is a photographer, right? But how does that image snapped with your smartphone arrive on your screen? As technology marches forward, we have images literally at our fingertips, yet the actual process of producing the picture is, ironically, more elusive. In this course, we will dive into experimental processes and examine how physically making the picture can affect the content of that picture. As you craft images, ideas become tied to process and suggest new directions, strategies and subjects. We will begin with cameraless techniques, such as the photogram and cyanotype; we will investigate the principle of the camera obscura; we will test out rudimentary cameras such as the pinhole and disposable models; and we will experiment with printing techniques such as Polaroid and Xerox transfer, examining artists using these various techniques along the way. As we move through the semester, students will learn the various ways that light can create images, and they will begin to find their own particular voice within these mechanizations and create original work.

Same as F20 ART 328D

Credit 3 units. Art: FAAM

---

**F20 ART 428E Making Documentaries in the Time of Covid**

Documentary video is a powerful tool to spotlight the frustrations and triumphs of our daily lives. Unlike fiction films, the inquiry and the questions that start the process of making a documentary end up as an adventure and often the film itself. Many filmmakers discover unexpected answers, reveal hidden histories, humanize previously one-dimensional characters, and spotlight even more in-depth questions. The global pandemic offers a unique opportunity to create videos that acknowledge this moment, with the potential to become a significant part of an international conversation. Even beginning filmmakers can give voice to issues that will be included in the historical record. Students will learn about or improve their cinematic aesthetics and professional video editing skills by making three short videos.

Same as F20 ART 328E

Credit 3 units. Art: CPSC, FAAM

---

**F20 ART 429G Visualizing Otherness: Race, Gender and Class**

In this documentary studio, students create video works that address personal and social interconnections, which help us understand ourselves and the world we inhabit. "Othering" occurs when individuals or groups are defined as not fitting within societal norms, and is often linked to racism, sexism, xenophobia, transphobia, and classism. In this course, we tell stories through documentary video to expand notions of who belongs, how we belong, and how we see ourselves and each other. Students engage in self-directed research for a final project and are assessed through collective critique. Required prerequisite is Digital Studio or permission of instructor; and sophomore or higher standing.

Same as F20 ART 329G

Credit 3 units. Art: CPSC, FAAM

---

**F20 ART 432R Race and Design**

This seminar introduces students to the relationship between race and design in history, theory, and practice. How have racial ideologies shaped the formation of design? How has design mediated the reproduction of racial ideologies across time, space, and social forms? While tracing the tangled history of race and design, we will engage current critical writing and design practices. Topics include: material cultures of slavery and racial capitalism; racism in the design industry; racial politics of modernism; architectures of incarceration and surveillance; and antiracist practices. Students will develop their own perspective on these issues through site visits and a final research project. Prerequisite: None

Same as I50 INTER D 332R

Credit 3 units.

---

**F20 ART 433 Basic Illustration**

Same as F20 133, 233, 333. Seniors (only) register for F20 433. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 434 Basic Illustration**

Same as F20 134, 234, 434. Juniors (only) register for F20 334. An introduction to the concepts, media and problem-solving methods of contemporary illustration. Projects involve image development for applications such as book illustration, iconic/logo illustration, product development and information graphics. Students can work by hand or on the computer. Traditional drawing skills not required.

Same as F20 ART 334

Credit 3 units. Art: FADM EN: H

---

**F20 ART 435G The Licensed Image: Development and Distribution**

Same as F20 135G, 235G, 435G - Juniors (only) register for F20 335G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.

Same as F20 ART 335G

Credit 3 units. Art: FADM EN: H

---

**F20 ART 435J Introduction to Animating in Three Dimensions**

Same as F20 135J, 235J, 335J - Seniors (only) register for F20 435J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prereq: F10 101 (Drawing) or equivalent or permission of instructor.

Credit 3 units. Art: FADM EN: H

---

**F20 ART 435K Animated Worlds**

This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling, rigging, visual effects, sound, and rendering. No prerequisites or previous experience required. This course can be taken multiple times at either the beginner or advanced level, and it is open to students of all levels across the university. Graduate and advanced students can build independent projects with permission of the instructor.

Same as F20 ART 335K

Credit 3 units. Art: FADM

---

**F20 ART 435O Drawing as Thinking**

Same as F20 135O, F20 235O, F20 335O - Seniors (only) register for F20 435O. This studio course explores symbolic drawing as a practical tool for learning and communication, used as it has been for millennia for the acquisition and transmission of knowledge, for idea generation and formation, and for visual storytelling. Students will observe and describe phenomena, conceive systems, construct diagrams, design processes, and convey instructions, all using drawing as an aid to discovery, thought and communication. Tools and media may include pencils, brushes, wooden sticks, markers, painter's tape, laser pointers, and amateur surveying software, etc. In some cases, digital tools will be used to produce and present student projects. The course will include relevant readings and discussions. Throughout we will distinguish between symbolic uses of drawing and illusionistic ones, focusing on the former.

Credit 3 units.

---

**F20 ART 435P Structuring Data for Effective Visualization**

A primer on techniques for acquiring and structuring data in preparation for visualization. We will discuss common data formats (CSV, XML, and JSON) and how to access and translate from one format to another. Students will gain familiarity with the R language

via the RStudio environment, as well as d3.js for interactive web-based visualizations. Students will develop concrete skills in preparing data for exploratory data analysis, as well as documenting workflows for reproducibility.

Credit 1 unit. Art: FADM

---

### **F20 ART 4361 Advertising 1**

Same as F20 1361, 2361, 4361 - Juniors (only) register for F20 3361. This hybrid studio/lecture course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting. Experience in copywriting and design is not necessary.

Same as F20 ART 3361

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 4362 Advertising I**

Same as F20 1362, 2362, 4362. Juniors (only) register for F20 3362. This studio course introduces students to the field of advertising by defining its role in American culture and economy and engaging students, hands-on, in the processes of professional practice. The course consists of presentation and discussion of contemporary work, and provides students with opportunities to create advertising campaigns across broad product and service categories and a range of media. Major emphasis is placed upon the creative disciplines of advertising design and copywriting.

Same as F20 ART 3362

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 4363 Advertising in the Digital Age**

Same as F20 1363, 2363, 4363 - Juniors (only) register for F20 3363. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior-including the ability to "opt out;" the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Same as F20 ART 3363

Credit 3 units. Art: FADM

---

### **F20 ART 4364 Advertising in the Digital Age**

Same as F20 1364, 2364, 3364 - Seniors (only) register for F20 4364. This course examines advertising as a powerful force in contemporary culture, and explores the increasing ways consumers experience branded communication through digital technologies. We will identify and study "game changing" developments in advertising communications; changing dynamics in audience behavior-including the ability to "opt out;" the advertising industry's adaptation to digital technologies; and finally we'll speculate on the future of advertising in an era of mobile computing. Advertising in the Digital Age builds on The History of Advertising. It is recommended, but not required, that students have completed the first course before enrolling in this one.

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 4365 History of Advertising**

Same as F20 1365, 2365, 3365 - Seniors (only) register for F20 4365. The historical, cultural and technological development of advertising in America from the colonial period to the present. This course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects.

Credit 3 units. Art: FADM

---

### **F20 ART 4366 History of Advertising**

Same as F20 1366, 2366, 4366 - Juniors (only) register for F20 3366. The historical, cultural and technological development of advertising in America from the colonial period to the present. This lecture course examines, through various media forms, key advertisements and campaigns, the creatives who made them, the technologies used to create them and changes in our culture that advertising both influences and reflects. Grading is based on mid-term and final exams as well as optional, extra-credit five page essays.

Same as F20 ART 3366

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 436A Interaction Design: Understanding Health and Well-Being**

Same as F20 236A and F20 436A; juniors (only) register for F20 336A. Through a blend of presentations from practitioners, classroom lectures, readings, discussions, and hands-on exercises, this course will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems, and services with a focus on behavior and user experience. We will take on an in-depth challenge in the area of health and well-being and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process that features research, ideation, synthesis, concept development, prototypes, and a final presentation, which may include visual design, animation, and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary, although experience with Adobe Photoshop, Illustrator, and InDesign is helpful.

Same as F20 ART 336A

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

---

### **F20 ART 436G The Licensed Image: Development and Distribution**

Same as F20 136G, 236G, 336G. Seniors (only) register for F20 436G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

---

### **F20 ART 436I Communication Design I**

Same as F20 136I, 236I, 436I. Juniors (only) register for F20 336I. Students are introduced to the fundamentals of communication design. Through studio exercises and lectures, students are exposed to a broad range of conceptual, aesthetic and strategic issues in the field. The course explores principles of two-dimensional design, typography, and the relationship of text and image in order to persuade and inform. It helps students to learn a design methodology for illuminating and solving problems and provides baseline training in the Adobe Suite. Upon completion of this course, students will be able to design basic projects and have criteria to provide an informed evaluation of the effectiveness of a given design. It provides an introduction to design as a tool for business and marketing.

Same as F20 ART 336I  
Credit 3 units. Art: FADM EN: H

---

**F20 ART 436J Introduction to Animating in Three Dimensions**

Same as F20 136J, 236J, 336J. Seniors (only) register for F20 436J. This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prereq: Drawing or equivalent or permission of instructor. Credit 3 units. Art: FADM EN: H

---

**F20 ART 436K Communication Design II**

Same as F20 136K, 236K, 336K. Seniors (only) register for F20 436K. Building on the fundamentals of Communication Design I, this course will offer students the opportunity solve more complex visual communication problems. Information design (explanatory graphs and charts), multi-page sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in class instruction. Prerequisites: Communication Design I. Credit 3 units. Art: FADM EN: H

---

**F20 ART 437A Illustration Entrepreneur**

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Same as F20 ART 337A  
Credit 3 units. Arch: NLCU Art: FADM

---

**F20 ART 437T Visual Principles for the Screen**

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings. Lab optional. Same as F20 ART 337T

Credit 3 units. Arch: ETH, NS Art: FADM EN: H

---

**F20 ART 438B Illustration Entrepreneur**

In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.

Same as F20 ART 338B  
Credit 3 units. Art: FADM

---

**F20 ART 438J Advanced Animation**

Same as F20 138J, F20 238J, and F20 438J; juniors (only) register for F20 338J. This course focuses on completing a short animated film as a group project using a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and an animatic. Key moments will be identified to be animated first. After a plan is agreed on, students will be able to choose to work in various parts of the pipeline, including character design; layout and set design; 3D modeling; rigging; animation; textures; special effects; sound; rendering; and editing. Finally, all of these parts are put together as a short. This is an advanced course that assumes some student experience with Maya or a similar 3D program; it is best suited for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission of instructor.

Same as F20 ART 338J  
Credit 3 units. Art: FADM EN: H

---

**F20 ART 438S Visual Principles for the Screen**

The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings.

Same as F20 ART 338S  
Credit 3 units. EN: H

---

**F20 ART 438T Transdisciplinary Design**

The field of design is shifting from disciplines based on the items they produce (e.g., graphics, apparel, built environments) toward the design of strategies and systems that incorporate many designed elements. This requires a more cross-disciplinary approach, both across academic disciplines at large and across disciplines of design. This course will introduce students to core skills of strategic design through individual and group projects, readings, discussion, and journaling. Students will explore systems thinking, strategic framing, iteration, and collaboration. The class will discuss how designed things affect and are affected by the social systems around them.

Same as F20 ART 338T  
Credit 3 units.

---

### **F20 ART 439B Designing Creative Non-fiction**

This writing and studio course explores the creation of non-fiction stories and essays through the integration of words and visual material. Students will write several pieces, and create typographic, information design, and other visual responses to their words. Projects will take the form of digital and printed books, posters, and animatics, and will be evaluated for writing and voice, visual material, and design. This course is ideal for students who have experience or interest in non-fiction storytelling and journalism through writing, typography, data visualization, graphic design, photography, or illustration. Prerequisite for undergraduates: F10 238B, Word and Image I; OR F10 238C, Typography I; OR Writing I Prerequisite for graduates: None Same as F20 ART 339B  
Credit 3 units. Art: FADM

---

### **F20 ART 439I Radical Design: Making Civic Experiences**

Same as F20 239I, 339I. Seniors (only) register for F20 439I. As we innovate rapidly in technology and communication, the economic and political structures that govern us have become largely assumed and unchallenged. This course explores the daily objects, interactions and spaces that make up these large systems (like a police ticket, or the layout of a courtroom), and experiments with how re-designing these elements can help us question the status quo. Building on diverse political mindsets and current trends, we will imagine fictional worlds, and craft the objects, procedures and interactions that inhabit them. Along the way, we'll discuss the value of designing for fundamental change alongside more incremental reform. Required class time will also include at least one additional in-class studio hour per week, to be determined based on students' schedules.  
Credit 3 units. Art: CPSC, FADM EN: H

---

### **F20 ART 440 Artificial Intelligence and Art**

This studio course serves as an introduction through various projects to the transformative role of AI in digital media art. Projects will include creative coding, development of a fine-tuned language model, image generation, and sound classification. The course will equip students with basic skills to innovate at the intersection of art and AI, emphasizing the significance of engaging conceptual concerns. Additional topics will provide an overview of the field's current challenges and opportunities including: ethical considerations, historical context, and AI in the art institution. Coursework will be evaluated through instructor feedback and group critique. Prerequisite: sophomore standing or higher  
Same as F20 ART 240  
Credit 3 units. Art: FAAM

---

### **F20 ART 440A History of Communication Design**

Same as F20 340A - Seniors (only) register for F20 440A. Historical development of communication design based on a survey of significant artists and designers and the ideas, styles, movements, forces and individuals who influenced their work.  
Credit 3 units. Art: FADM EN: H

---

### **F20 ART 440T Advanced Visual Principles for the Screen**

This course explores user-centered interface design for screen-based, interactive experiences. Applying information design principles and programming design strategies, students will create advanced functional prototypes while practicing the UX/UI process, including research, content architecture, wireframing, usability testing, visual design and iterative development. Students will deliver responsive websites and mobile applications, investigate the unique possibilities of mobile devices, and consider alternate digital canvases. The course will emphasize clear organization and communication, typographic

refinement and visual execution. Studio work will be supported by lectures and readings. Prerequisites: Visual Principles for the Screen, Word and Image I, or Interaction Foundations, or by permission from the instructor

Credit 3 units. Art: FADM

---

### **F20 ART 443G Leather Accessory Design & Creativity**

Students design and create fashion accessories using metal and leather. Students are assessed on projects that allow them to nurture original thinking; explore limitations in materials, tools, and technology; and use design strategies and construction methods derived from material histories. A final self-guided project combines various leather and metal skills with knowledge of contemporary branding for polished portfolio outcomes. No prerequisite. This course counts toward the following programs: Fashion Design Major; Design Major (no concentration); Minor in Design  
Same as F20 ART 343G  
Credit 3 units. Art: FADM

---

### **F20 ART 444A Animation Tools and Methods**

In this animation studio, students are introduced to a range of digital and analog production techniques for the practice of animation. It presents fundamental concepts and issues that define this creative form. Students create animations through structured projects and are assessed through collective critique. Prerequisite: Digital Studio or permission of instructor; sophomore or higher standing.  
Same as F20 ART 344A  
Credit 3 units. Arch: ETH, NS Art: FAAM, FADM

---

### **F20 ART 4481 The Illustrated Book: Design and Production**

An investigation of text, image, design, and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester will yield to a single sustained project to be proposed and developed by the student. Project emphases may include visual narrative, textual interpretation, creative writing, typography, structure & sequencing, and material investigation. Production methods may include relief & letterpress, engraving & intaglio, offset lithography, and digital, "virtual" media. Certain projects may require a second semester of study to complete.  
Credit 3 units. EN: H

---

### **F20 ART 451A Sound Environments**

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

---

### **F20 ART 451B FOOD: Performative and Immersive**

This studio/seminar course explores food and eating as elements to be considered historically and through the 5 senses. From the dawn of civilization, cultural customs have evolved around food, its production & consumption. Rituals were created to gather people around food & eating. We unpack personal & communal food experiences, consider the environments of those meals, & discover elements of both past & present. By creating immersive experiences, we deconstruct the



mechanism of eating, exposing patterns and norms involved. The course culminates in a communal event in which students present their work as immersive installations. No prerequisites, junior or higher standing.

Same as F20 ART 351B  
Credit 3 units.

---

### **F20 ART 452B Performing Solitude**

In this performance studio, students work with their own bodies as their tool of expression, focusing on states of solitude in the context of global histories. Students create interdisciplinary artworks that merge performance art with other forms of art making, including visual, digital, musical, choreographed, textual, and/or cinematic. Students create hybrid, performance-based works assessed through critique. Readings and short lectures accompany this studio. No prerequisites. Sophomore or higher standing.

Same as F20 ART 352B  
Credit 3 units. Art: FAAM

---

### **F20 ART 454A Special Topics in Visual Culture: The Illustrated Periodical**

This seminar course will engage the tradition of illustrated magazines in the United States, beginning with a categorical survey of the first half of the 20th century: slicks, pulps, and downmarket rags. We will analyze editorial and advertising content, and confront the periodical as highly visual social text, animated by an implicit contract between publisher and reader. Attention devoted to communities of production and reception, including editors, art directors, illustrators, cartoonists and readers. Students will develop research projects which focus on particular publications, features and people, drawing on the considerable resources of the Modern Graphic History Library. Outside readings and screenings will stimulate and supplement class discussion. Open to students across university with sophomore to senior standing. Note: counts toward degree as Art History/Visual Culture elective and design minor.

Same as F20 ART 354A  
Credit 3 units. Art: VC

---

### **F20 ART 454B Special Topics in Visual Culture: Studies in Modern Design from Print to Pixel**

This course traces the history of graphic design during the Modern period as a reflection of, and lens onto, cultural shifts and technological innovation. Open to students across university with sophomore to senior standing. Note: counts toward degree as Art History/Visual Culture elective and design minor.

Same as F20 ART 354B  
Credit 3 units. Art: FADM, VC EN: H

---

### **F20 ART 457C Radical Mapping**

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

Illustrator and In Design are a must. Students will initially work with GIS ArcMap/ArcPro, a geospatial software-provided free, alongside an introductory tutorial and troubleshooting session/s with the WashU Geospatial Library analysts.

Same as A46 ARCH 457C  
Credit 3 units. Arch: ETH, S, GAMUD, GAUI, SEM, UI Art: CPSC

---

### **F20 ART 462 Why Art Matters**

This lecture and discussion course will examine how art, which productively utilizes ambiguity and discontinuity, is a distinctive form of expression and communication. Functioning not as a bearer of meaning but rather as a shaper of meaningful questions, art invites interpretation and introspection. As such, art -- which often functions to rekindle perception and give rise to new ways of thinking about and being in the world -- empowers individual thought, encourages empathy, and celebrates the diversity of ideas and opinions that are vital to conditions of freedom. With this in mind, multimedia lectures will explore the perspectives of contemporary artists (e.g., James Turrell, Cerith Wyn Evans, Wangechi Mutu), psychologists (e.g., Winnicott, Frankl, Freud), philosophers (e.g., Heidegger, Bataille, Merleau-Ponty), linguists (e.g., Lacan, Pierce, Saussure), sociologists, cognitive scientists, cultural theorists and others. In addition, readings, discussions, in-class group interpretations and written critical analysis will provide students with the tools required to understand how art, which is a distinctive form of expression and communication, matters; it matters, as Bill O' Brien argues, because it teaches us how we matter.

Same as F20 ART 362  
Credit 3 units. Art: VC EN: H

---

### **F20 ART 4664 Study Abroad - Berlin Sommerakademie**

This seminar explores the international contemporary art center, Berlin, through artist studio and museum visits and discussions with curators and scholars. This course offers a unique context to explore various modes of cultural production in relation to the material, social and political conditions of the city. Berlin's memorial sites that bore witness to the city's traumatic past during the Third Reich and Cold War division as well as its global presence further provide the opportunity to examine context-driven work. The seminar meets seven or eight times prior to departure and over the course of approximately one month in Berlin and Venice, where the program culminates at the Biennale

Same as F20 ART 5664  
Credit 3 units. EN: H

---

### **F20 ART 4713 Introduction to Book Binding**

Same as F20 1713, F20 2713, and F20 4713; juniors (only) register for F20 3713. This course will serve as an introduction to the book as an artifact of material culture. A variety of traditional and non-traditional book structures will be explored. Students will learn from historical approaches to constructing the codex form, including the single-signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion, and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and they will produce a variety of decorated papers to be used in their bindings.

Same as F20 ART 3713  
Credit 3 units. Art: FADM EN: H

---

### **F20 ART 478 Contemporary Discourses: Art + Feminism**

This course investigates the impact of feminism on contemporary art, focusing on artwork produced between the 1960s and the present day. Through an examination of global practices in a wide range of media, including artworks in the university's Kemper Museum collection, students will delve into innovative aesthetic strategies that criticize assumptions of gender, race and social class and consider the intricate

tie between the identity of the author and the content of the work. This course is taught by a practicing artist, who together with the students will uncover historical developments and epic omissions. This is a lecture course with a discussion component. Requirements include participation in weekly discussion sections, regular response papers, and a final written curatorial project. No prerequisites in Art or Art History required.

Same as F20 ART 378

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

---

### **F20 ART 4783 Special Topics in Visual Culture: Introduction to Illustration Studies**

How have knowledge, opinion, and feeling been communicated visually from the advent of automated printing presses to the invention of the internet, and to what effect? Using concepts in visual studies and communication studies, this course explores the histories of primarily American visual-verbal texts to investigate how minds and hands conceived, produced, distributed, and consumed illustrated print media in the 19th and 20th centuries. Beginning with the neurological basis of vision, we will examine ways culture affects perception, how print technologies shape content, how word and image rhetorically shape beliefs, how power relations imbue images and publishing, and the ways counterculture forms such as caricature and posters can be used to intervene socially. Students will conduct original research using University Libraries Special Collections to hone their ability to write convincingly and professionally about imagery. No prerequisites; 200 level open to students across the university. Counts towards design minor.

Credit 3 units. Art: FADM, VC

---

### **F20 ART 484P Public Art: Production and Installation**

This studio course guides students through the production and installation of commissioned temporary site-specific public art projects that have been pre-approved for a designated location in the St. Louis area. Under faculty supervision, students will execute their projects to meet structural requirements and codes with strict attention to safety and site preparation. The course culminates with a public reception and community engagement event. Final projects are assessed in a critique based upon how well projects meet proposal intentions and respond to project site. Prerequisite: Permission of instructor

Same as F20 ART 384P

Credit 3 units. Art: FAAM, FADM

---

### **F20 ART 485A Collage as Material Play**

This studio course explores the diverse world of collage as a medium of creative expression. Lectures, demonstrations, workshops, and projects will cover the history, practice, tools, and techniques of collage. Students will be assessed on projects that use processes from printmaking, graphic design, textiles, and works on paper. Course content will build on 2-D and 3-D design principles to emphasize experimentation, layering, mixed media, and found materials. This course is open to students at all levels, including those with no experience in art and design.

Same as F20 ART 185A

Credit 3 units. Art: FAAM

---

### **F20 ART 485B Beyond Words, Beyond Images: Representation After History**

Focusing on art in the public domain, this seminar examines contemporary practices that engage collective memory and the city, inviting students to consider their own studio practice in the context of public space. Students investigate examples of public projects contributing to global discourse. Weekly lectures, readings, screenings, discussions, and individual research inform the final paper. Studio consultations culminate in an individually conceived final project in a medium of choice. No prerequisites. Sophomore or higher standing.

Same as F20 ART 385B

Credit 3 units. Art: FAAM, GFAH, VC

---

### **F20 ART 485D Art Seminar: Fantastic Voyage and Scales of Wonder**

This studio focuses on affective encounters with scale--from viewing particles through a microscope to wandering through architectural environments--making us aware of our bodies in relation to the world around us. This course examines scale and explores encounters with built environments and designed objects alike. Readings and discussions span media archeology and affect theory. The course also examines the impact of film, documentary, and fiction. Students create time-based responses and are assessed through collective critique. No prerequisites. Sophomore or higher standing.

Same as F20 ART 385D

Credit 3 units. Art: FAAM, FADM

---

### **F20 ART 487A Social Practice Art**

Social Practice Art (SPA) is a course for artists, designers, architects and landscape architects. This studio course takes an interdisciplinary approach to establishing how social interaction and discourse can be tools for social transformation. SPA involves works that may use audience, collaboration, participation, ephemera, and activism as a medium that emphasizes the aesthetic of co-creation. Through readings, mindfulness exercises, field trips, and studio assignments, students will develop and implement their own social practice project.

Same as F20 ART 387A

Credit 3 units.

---

### **F20 ART 490A Museum & Gallery Operations**

This is a practicum for students to learn museum and gallery operations, including exhibition design and installation. Through workshops, field trips, and readings, this course addresses the logistics of running a museum or gallery. At the conclusion of the semester, students co-organize an exhibition at the Des Lee Gallery and give a presentation reflecting on their experience. Class sessions are supplemented with visits to local arts organizations with arts professionals. Students author weekly written responses to class topics and field trips and are assessed on their overall engagement in the course, skill acquisition, attendance, and writing. Prerequisites: senior or graduate standing only.

Credit 3 units.

---

## **Sam Fox School of Design & Visual Arts**

### **Ralph J. Nagel Dean**

#### **Carmon Colangelo**

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

### **Associate Dean**

#### **Nicole Allen**

MA, MBA, University of Wisconsin-Madison

## Associate Dean of Students

### Joseph Fitzpatrick

MHEA, Upper Iowa University

## Associate Dean of Finance and Operations

### Meredith Gugger

MAcc, University of Missouri-Columbia

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

### Linda C. Samuels

Interim Director, College of Architecture and Graduate School of Architecture & Urban Design

PhD, University of California, Los Angeles

## College of Art/Graduate School of Art

### Amy Hauff

Director, College and Graduate School of Art

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

## Mildred Lane Kemper Art Museum

### Sabine Eckmann

William T. Kemper Director and Chief Curator

PhD, University of Erlangen-Nürnberg

## About Us

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

Composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art and the Mildred Lane Kemper Art Museum, the Sam Fox School is an inspiring place for learning, making, and creative research. Its six-building complex features numerous exhibition and maker spaces, a dedicated art and architecture library, and a world-class art museum. Students have unparalleled resources that support a positive creative culture.

The **College of Art**, founded in 1879, was the first professional, university-affiliated art school in the United States. In the 1940s, its broad-based core program helped set the standards for the bachelor of fine arts degree. Faculty over the years have included Max Beckmann, Philip Guston and other internationally known artists.

The **College of Architecture**, established in 1910, was one of eight founding members of the Association of Collegiate Schools of Architecture. In 1962, Architecture launched one of the nation's first Master of Urban Design programs. Four winners of the Pritzker Prize, considered architecture's highest honor, have taught at the school.

The **Mildred Lane Kemper Art Museum** dates back to 1881, making it the first art museum west of the Mississippi River. The collection has historically focused on contemporary work. Today, the Kemper Art Museum holds roughly 3,500 important paintings, sculptures, photographs and installations by 19th-, 20th- and 21st-century American and European artists, along with significant antiquities and a large number of prints and drawings.

Additional collaborative opportunities are provided by the Department of Art History and Archaeology in Arts & Sciences, the Kenneth and Nancy Kranzberg Art & Architecture Library, and the Dowd Illustration Research Archive.

## Inquiry, Creativity and Synthesis

The Sam Fox School offers rigorous art, design and architecture education at both the undergraduate and graduate levels, within the unique context of an independent, nationally prominent research university.

The student body is composed of approximately 325 undergraduate and 45 graduate students in Art as well as 235 undergraduate and 130 graduate students in Architecture. In all, they represent 29 countries, 38 states, the District of Columbia, and Puerto Rico. Roughly 11% of undergraduates pursue combined studies with another university area and 28% of graduate students in Architecture are pursuing joint degrees.

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

- Multidisciplinary courses are co-taught by Art, Architecture, and Art History and Archaeology faculty. Recent seminars have explored the history of illustrated entertainment, combined urban theory with book design and production, and crafted a variety of online publications. Courses in exhibition studies are being offered, and a new program of exhibition studies is under development.
- International studios in Barcelona, Berlin, Buenos Aires and Florence are taught by Washington University faculty and offer a range of distinctive programs in art and architecture.
- Sam Fox School faculty, students, and staff work with individuals, organizations, governments, and communities — especially in St. Louis — through research, teaching and practice. This includes community-engaged teaching, service programs, research projects, and additional types of socially engaged practice.

## Uniting Creativity and Scholarship

The Sam Fox School boasts a unique combination of academic and intellectual resources.

The Architecture faculty includes practicing architects, urban designers and landscape architects as well as eminent architectural theorists and historians and a select number of international visitors. The resident, full-time faculty members have won national and regional awards for design excellence and planning, including more than two dozen from the American Institute of Architects alone.

Art's full-time faculty members include prominent painters, sculptors, printmakers and mixed-media artists as well as leading illustrators, graphic designers, fashion designers and photographers. Design faculty have won numerous professional honors, and fine art faculty have been featured in more than 100 solo exhibitions and 300 group shows on five continents.

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

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

## A Comprehensive Campus

The Sam Fox School is housed in a comprehensive, six-building campus for design and the visual arts located on the eastern portion of the Danforth Campus. Conceived around a central courtyard, it both reflects and updates Washington University's original campus plan, which was developed in 1895.

**Anabeth and John Weil Hall**, designed by the internationally acclaimed architecture firm KieranTimberlake, houses state-of-the-art graduate studios, classrooms and digital fabrication spaces. With its abundant natural light and flexible, loft-style studios and workspaces, Weil Hall is a locus for teaching, study, creation and critique. The William A. Bernoudy Architecture Studio — along with studios for graduate architecture, landscape architecture, urban design, illustration & visual culture, and visual art — houses programs for the Graduate School of Architecture & Urban Design and the Graduate School of Art. The Roxanne H. Frank Design Studio houses the Graduate School of Art's Master of Fine Arts in Illustration & Visual Culture.

Another component of Weil Hall — the luminous, two-story Kuehner Family Court — features a living green wall, skylights, and glass walls that allow for visual connectivity between studio spaces, providing students with a feeling of simultaneity and participation in a larger community. As the conceptual heart of the building, the Caleres Digital Fabrication Studio allows students and faculty across programs to

execute complex projects using state-of-the-art tools. Other notable spaces include the Ralph J. Nagel Dean's Suite and Weil Hall Commons, which includes a commissioned mural wall that features new works by alumni each year.

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

**William K. Bixby Hall**, completed in 1926, has grown and changed to meet the needs of the students, faculty and administration of the College & Graduate School of Art. The building currently houses teaching and studio spaces for first-year art and design students, the undergraduate fashion design and printmaking majors, and the Nancy Spirtas Kranzberg Studio for the Illustrated Book. The Dubinsky Printmaking Studio, a state-of-the-art facility, is located on the first floor beside Island Press, a research-based printmaking workshop that creates and publishes innovative prints and multiples by many of today's most influential artists. On the ground floor, an administrative suite is home to student services, financial services, and the director of Art.

**Joseph B. Givens Hall** has been architecture's home since 1932. It features a variety of studio spaces, including large drafting rooms with 15-foot ceilings, large windows, and skylit ateliers. The building's compact and elegant Beaux-Arts design has at its heart a grand central stair often used for socializing and informal meetings. Givens Hall also houses a lecture hall, review spaces, classrooms and the office of the director of Architecture.

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

The **Mildred Lane Kemper Art Museum**, completed in 2006, is another commission by Maki. The elegant, 65,000-square-foot limestone-clad structure — a gathering point for scholars and the general public — includes more than 10,000 square feet of exhibition space, art storage facilities, and the Florence Steinberg Weil Sculpture Garden. The museum also houses the Kenneth and Nancy Kranzberg Art & Architecture Library and the Department of Art History & Archaeology.

In 2019 Washington University completed one of the most significant capital projects in the recent history of the Danforth Campus. The comprehensive transformation of the east end of the campus included a significant expansion of the Kemper Art Museum, designed by the architecture firm KieranTimberlake. The new and reconfigured galleries more than doubled the exhibition space for the Museum's permanent collection.

## Lecture Series

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

Email: [samfoxschool@wustl.edu](mailto:samfoxschool@wustl.edu)  
Website: <https://samfoxschool.wustl.edu/academics/college-of-art/>

## Degree Requirements

To receive a degree from the College of Art, a student must meet the requirements and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

The specified number of units in the areas below are required for the BFA and BA degrees, in addition to major and additional elective requirements. (Specific courses that meet these requirements are listed in the College of Arts & Sciences section.)

*Writing:* Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

*Humanities:* Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses designated "Art HUM" fulfill this requirement.

*Natural Sciences or Mathematics:* These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses designated "Art NSM" fulfill this requirement.

*Social and Behavioral Sciences:* These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses designated "Art SSC" fulfill this requirement.

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

## Bachelor of Fine Arts Degrees

### Bachelor of Fine Arts Major in Art

Required	Units
College Writing	3
Humanities	3
Natural sciences or mathematics	3
Social and behavioral sciences	3
History of Western Art, Architecture & Design	3
Introduction to Modern Art, Architecture & Design	3
Additional art history or visual culture	9
<b>Total</b>	<b>27</b>
*****	
<b>Art/Design Foundation</b>	
Drawing I	3
2D Design	3
3D Design	3
Digital Studio	3
Practices in Art + Design	1
<b>Total</b>	<b>13</b>
*****	
<b>Major Area Requirements</b>	
Sophomore Intro Art Studios*	6
Junior/Senior Art Practice Studios**	21
F10 391 Methods and Contexts I	3
F10 392 Methods and Contexts II	3
F10 461 Capstone Studio I	3
F10 462 Capstone Studio II	3
<b>Total</b>	<b>39</b>
*****	
Architecture, Art or Design electives	<b>12</b>
Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering***	<b>30</b>
<b>Total Credit Units Required</b>	<b>121</b>

\* Intro Art studios are identified with the attribute "INTRO." Students must take an Intro Art studio in at least *two* of the following areas:

- Painting ("PAINT")
- Photography ("PHOTO")
- Printmaking ("PRINT")
- Sculpture ("SCULPT")
- Time-Based Media ("TIME")

\*\* Art Practice courses are designated with the attribute "ARTPRAC."

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

*Capstone:* This curriculum includes the capstone studio for all seniors in the College of Art. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

### Optional Concentrations

BFA Majors in Art can choose to concentrate in one of the following five areas: Painting, Photography, Printmaking, Sculpture, or Time-Based Media. A concentration requires the following:

- One Intro Art course (designated with the attribute "INTRO") in the area of concentration
- Four Art Practices courses (designated with the attribute "ARTPRAC") in the area of concentration

### Bachelor of Fine Arts Major in Communication Design

Required	Units
College Writing	3
Humanities	3
Natural sciences or mathematics	3
Social and behavioral sciences	3
History of Western Art, Architecture & Design	3
Introduction to Modern Art, Architecture & Design	3
Additional art history or visual culture	9
<b>Total</b>	<b>27</b>
*****	
<b>Art/Design Foundation</b>	
Drawing I	3
2D Design	3
3D Design	3
Digital Studio	3
Practices in Art + Design	1
<b>Total</b>	<b>13</b>
*****	
<b>Major Area Requirements</b>	
F10 238C Typography I	3
F10 238B Word & Image I	3
200-Level Major Elective or Intro Art Studio*	3
F10 337F Communication Design: Typography II	3
F10 337E Communication Design: Word & Image II	3

F10 337I Communication Design: Interaction Foundations	3
300/400-level Major Electives**	15
Capstone***	6
<b>Total</b>	<b>39</b>
Architecture, Art or Design electives	<b>12</b>
Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering†	<b>30</b>
<b>Total Credit Units Required</b>	<b>121</b>

- \* This must be a 200-level course with the "CDES," "FAME," or "INTRO" attribute.
- \*\* These must be 300- or 400-level courses with the "CDES" attribute. Up to 3 units of Art Practice courses designated "ARTPRAC" can count toward this requirement.
- \*\*\* Students choose one of three Capstone sequences: *Form and Function*, *Form and Interaction*, or *Image and Story*.
- † A maximum of 15 non-Washington University units (including Advanced Placement, International Baccalaureate, and transfer credit) is permitted. No more than 9 units may be applied to physical education, lessons, independent study, and internships. No units from the School of Continuing & Professional Studies will be accepted.

*Capstone:* This curriculum includes the capstone studio for all seniors in the College of Art. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

### Bachelor of Fine Arts Major in Fashion Design

Required	Units
College Writing	3
Humanities	3
Natural sciences or mathematics	3
Social and behavioral sciences	3
History of Western Art, Architecture & Design	3
Introduction to Modern Art, Architecture & Design	3
Additional art history or visual culture	9
<b>Total</b>	<b>27</b>
*****	
<b>Art/Design Foundation</b>	
Drawing I	3
2D Design	3
3D Design	3
Digital Studio	3
Practices in Art + Design	1
<b>Total</b>	<b>13</b>
*****	

Major Area Requirements	
F10 231 Introduction to Fashion Design	3
F10 234 Fashion Drawing	3
F10 236 Textiles and Surface Design	3
F10 323E Fashion History & Research	3
F10 324A Fashion Design I: Pattern Drafting	3
F10 324J Fashion Concept Development	3
F10 324K Fashion Design II: Draping	3
F10 324L Digital Fashion & Textile Design	3
F10 423G Advanced Patternmaking and Production	3
F10 424B Professional Practices: Portfolio Development	3
300/400-level Fashion Major Elective*	3
Capstone	6
<b>Total</b>	<b>39</b>
*****	
Architecture, Art or Design electives	<b>12</b>
Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering**	<b>30</b>
<b>Total Credit Units Required</b>	<b>121</b>

\* This must be a 300- or 400-level course with the "FAME" attribute.  
 \*\* A maximum of 15 non-Washington University units (including Advanced Placement, International Baccalaureate, and transfer credit) is permitted. No more than 9 units may be applied to physical education, lessons, independent study, and internships. No units from the School of Continuing & Professional Studies will be accepted.

*Capstone:* This curriculum includes the capstone studio for all seniors in the College of Art. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

## Bachelor of Arts Degrees

### Bachelor of Arts Major in Art

Required	Units
College Writing	3
Humanities	3
Natural sciences or mathematics	3
Social and behavioral sciences	3
Art history or visual culture	6
<b>Total</b>	<b>18</b>
*****	
<b>Art/Design Foundation</b>	
Select two from Drawing, 2D Design, 3D Design, Design Across Disciplines	6

Digital Studio	3
<b>Total</b>	<b>9</b>
*****	
<b>Major Area Requirements</b>	
Sophomore Intro Art Studios*	6
Junior/Senior Art Practice Studios**	6
Methods & Contexts I (must be taken in the fall with concurrent enrollment in at least one Art Practice studio)	3
<b>Total</b>	<b>15</b>
*****	
Architecture, Art or Design electives	<b>12</b>
Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering***	<b>66</b>
<b>Total Credit Units Required</b>	<b>120</b>

\* Intro Art studios are identified with the attribute "INTRO." Students must take an Intro Art studio in at least *two* of the following areas:

- Painting ("PAINT")
- Photography ("PHOTO")
- Printmaking ("PRINT")
- Sculpture ("SCULPT")
- Time-Based Media ("TIME")

\*\* Art Practice courses are identified with the attribute "ARTPRAC."  
 \*\*\* A maximum of 15 non-Washington University units (including Advanced Placement, International Baccalaureate, and transfer credit) is permitted. No more than 9 units may be applied to physical education, lessons, independent study, and internships. No units from the School of Continuing & Professional Studies will be accepted.

### Bachelor of Arts Major in Design: No Concentration

Required	Units
College Writing	3
Humanities	3
Natural sciences or mathematics	3
Social and behavioral sciences	3
Art history or visual culture	6
<b>Total</b>	<b>18</b>
*****	
<b>Art/Design Foundation</b>	
Select two from Drawing, 2D Design, 3D Design, Design Across Disciplines	6
Digital Studio	3
<b>Total</b>	<b>9</b>
*****	
<b>Major Area Requirements</b>	
Sophomore Design Material and Culture Studios*	6
Junior/Senior Design Practice Studios**	9

<b>Total</b>	<b>15</b>
*****	
Architecture, Art or Design electives	<b>12</b>
Courses in Architecture, Art, Design; Arts & Sciences; Business or Engineering***	<b>66</b>
<b>Total Credit Units Required</b>	<b>120</b>

\* Sophomore Design Material and Culture Studios (choose *two*):

- Introduction to Fashion Design
- Fashion History and Research
- Typography I
- Word & Image I

\*\* Junior/Senior Design Practice Studios (choose *three*):

- Fashion Design I: Pattern Drafting
- Fashion Concept Development
- Fashion Design II: Draping
- Digital Fashion and Textile Design
- Typography II
- Word & Image II
- Interaction Foundations
- One 300- or 400-level Fashion Major Elective course with "FAME" attribute or one 300- or 400-level Design Major Elective course with "CDES" attribute may count toward this requirement

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

## Bachelor of Arts Major in Design: Communication Concentration

Required	Units
College Writing	3
Humanities	3
Natural sciences or mathematics	3
Social and behavioral sciences	3
Art history or visual culture	6
<b>Total</b>	<b>18</b>
*****	
<b>Art/Design Foundation</b>	
Select two from Drawing, 2D Design, 3D Design or Design Across Disciplines	6
Digital Studio	3
<b>Total</b>	<b>9</b>
*****	
<b>Major Area Requirements</b>	
Sophomore Design Material and Culture Studios*	6

Junior/Senior Design Practice Studios**	9
<b>Total</b>	<b>15</b>
Architecture, Art or Design electives	<b>12</b>
Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering***	<b>66</b>
<b>Total Credit Units Required</b>	<b>120</b>

\* Sophomore Design Material and Culture Studios:

- Typography I
- Word & Image I

\*\* Junior/Senior Design Practice Studios

- Choose two from the following: Interaction Foundations, Typography II, or Word & Image II.
- Choose one 300- or 400-level Design Major Elective with "CDES" attribute.

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

## Bachelor of Arts Major in Design: Fashion Concentration

Required	Units
College Writing	3
Humanities	3
Natural sciences or mathematics	3
Social and behavioral sciences	3
Art history or visual culture	6
<b>Total</b>	<b>18</b>
*****	
<b>Art/Design Foundation</b>	
Select two from Drawing, 2D Design, 3D Design, Design Across Disciplines	6
Digital Studio	3
<b>Total</b>	<b>9</b>
*****	
<b>Major Area Requirements</b>	
Sophomore Design Material and Culture Studios*	6
Junior/Senior Design Practice Studios**	9
<b>Total</b>	<b>15</b>
*****	
Architecture, Art or Design electives	<b>12</b>
Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering***	<b>66</b>
<b>Total Credit Units Required</b>	<b>120</b>

\* Sophomore Design Material and Culture Studios:



- Introduction to Fashion Design
- Fashion History and Research

\*\* Junior/Senior Design Practice Studios:

- Fashion Design I: Pattern Drafting
- Fashion Concept Development
- Fashion Design II: Draping
- Digital Fashion and Textile Design
- One 300- or 400-level course with "FAME" attribute

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

## Combined Studies

Washington University offers students the option to study across disciplines and to take advantage of the wide range of courses available. Students may choose a major in art or design and a minor in a different subject in the College of Art, or they may major in art or design and choose a minor or second major from a different undergraduate school.

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

When pursuing a dual degree, a student is eligible to graduate once the requirements for both degrees have been fulfilled.

Students may not choose the Bachelor of Arts for a dual degree. Students should instead choose a second major.

Major requirements (any course required to be taken within the Sam Fox School) may not be double counted for another degree, major, or minor unless specifically allowed by a Sam Fox School minor. Open/general electives and Arts & Sciences distribution requirements are permitted to double count for another degree, major, or minor.

## Academic Honors & Awards

**Dean's List:** In recognition of exceptional scholarship, first-year, sophomore, junior and senior art/design students who have earned at least 14 credit units under the letter grade option (excludes courses taken pass/fail or audit) and earned a semester grade-point average of 3.5 or higher during a semester will be cited on the Dean's List.

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

## Prizes and Awards

The Scholars in Art Program provides named scholarship funds that have been donated to the university by individuals or companies specifically for this purpose. Selection is based on financial need and academic achievement. There is no application process.

## Academic Scholarships

The College of Art offers one full-tuition and up to five partial-tuition scholarships each year solely on the basis of merit. Applicants for this award may also qualify for scholarship aid based on need and will be considered for this as well. The full-tuition Conway or Proetz Scholarship is awarded to an entering first-year student whose artistic and academic potential is judged outstanding by a faculty selection committee. The scholarship is supported by two endowed funds. The Fred Conway Scholarship was established in memory of a distinguished professor of painting in the College of Art. The Arthur and Esther Proetz Scholarship was established to honor the commitment and dedication to the arts of these two individuals.

At this time, one student is chosen to receive the full-tuition scholarship, and the other finalists are awarded partial scholarships. These are renewable for each year of undergraduate study, as long as the scholar is making satisfactory progress toward a degree.

Each College of Art applicant who submits a digital portfolio containing 10 to 20 pieces will be considered. No separate scholarship application is required.

## Awards and Prizes

Several awards are made each year to art students who are selected by the faculty. These awards and prizes include the following:

- Anderson Ranch Scholarship
- The Paul Edward Birdsall Award in Visual Communications
- The Susan Sanders Block Silver Ripper Award in Fashion Design
- The Belle Cramer Award in Printmaking
- Catalyst Award
- The Eda L. and Clarence C. Cushing Memorial Prize in Painting
- The Fashion Design Citizenship Award
- The Anne Fuller Dillon Prize in Graphic Communications
- The Mary Cowan Harford Award in Watercolor
- The Marsha Hertzman Blasingame Award in Printmaking
- The Morris M. Horwitz Award in Photography
- The Hazel H. Huntsinger Memorial Prize in Painting
- The Caroline Risque Janis Prize in Sculpture
- The John J. and Marjory B. Lewin Photography Prize
- The Peter Marcus Prize in Printmaking
- The Dominic Michael Silver Scissors Designer of the Year Award
- The John T. Milliken Foreign Travel Award
- The Al Parker Award for Excellence in Illustration
- Riverbend Textiles Sustainable Design Leadership Award

- The Jayne Ball Rousseau Memorial Prize in Graphic Communications
- Saks Fifth Avenue Honorary Designer
- Stars Design Group Award
- The Margo Trump Memorial Award
- Truth and Beauty Award
- The Jack Unruh Award in Illustration
- The Jeffrey Frank Wacks Scholarship Award
- Robert Weaver Award for Excellence in the Visual Essay
- The Lillie Willemsen Prize
- Yale/Norfolk Summer Residency

## Policies

To receive the Bachelor of Fine Arts or Bachelor of Arts degree, students must meet the requirements of the College of Art and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, engineering, humanities, natural and social sciences, and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests. Courses in the School of Continuing & Professional Studies do not count toward degree requirements.

## Academic Integrity

Students and members of the faculty of the university have an obligation to uphold the highest standards of scholarship. Plagiarism and other forms of cheating will not be tolerated. When a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Committee on Academic Integrity. A list of university policies can be found on the website of the University Registrar.

## Advanced Placement Credit

A maximum of 15 units of pre-matriculation or non-Washington University transfer credit may be counted toward an undergraduate degree. This includes Advanced Placement, International Baccalaureate, and British A-Level exams. Credit cannot be granted for College-Level Examination Program (CLEP) tests.

Pre-matriculation units count toward open/general electives. They do not count for Arts & Sciences distribution, second major, or minor requirements.

## Attendance

Regular attendance at all classes and studio meetings is expected. The instructor of each course is allowed to decide how many absences a student may have and still pass the course. Instructors are expected to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their faculty the reasons for any absences and to discuss with them the possibility of making up missed assignments.

In addition, Washington University has a policy for absences related to religious holidays (PDF).

## Digital Technologies

Technology plays a critical role in the educational experience. The College of Art is committed to the integration of relevant technology into the curriculum. Students are required to have a specified computer and software beginning with the first semester of study. Supplemental purchases (e.g., monitors, scanners, tablets) may be necessary as students advance and declare a major. Information is available on our Digital Technologies webpage.

## Enrollment Status

Definitions of *full-time study*, *half-time study*, and so on are based on federal regulations. Enrollment status impacts eligibility for campus services as well as Washington University's reporting obligations. Alignment with policies in financial aid, international student services, student health insurance, VA benefits, and athletics is critical.

Washington University's definition for full-time undergraduate study is at least 12 credit-bearing units (semester hours) per term. Units taken under the audit grade option do not factor into enrollment status calculations, so they cannot count toward the 12 units required for full-time enrollment.

## Financial Obligations

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

## Grievance Procedures

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

## Grade Dispute Policy

The Sam Fox School aims to provide each student with a fair assessment of their academic work and studio. Students have the right to dispute their overall course grade (not individual assignments) if they believe that grade does not accurately reflect the quality of their work. A grade dispute must be submitted to the faculty member who assigned

the grade within 30 days of receipt of the grade. The Sam Fox School stresses that every effort to resolve such a dispute be made by the faculty and student involved. A student's eligibility for advancement in sequential course work requires timely resolution of the grade dispute. If the student is a graduation candidate, the dispute process must comply with the Intent to Graduate submission deadlines set forth by the Office of the University Registrar or else the degree conferral will be delayed by one semester or until resolved.

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

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

## Integrity and Ethical Conduct

Washington University and the Sam Fox School of Design & Visual Arts are committed to the highest ethical and professional standards of conduct and consider these to be integral to their mission of the promotion of learning. To maintain these standards, the university relies on each community member's ethical behavior, honesty, integrity, and good judgment. Each community member should demonstrate respect for the rights of others, and each community member is accountable for their own actions. Washington University policies state that members of the university community can expect to be free from discrimination and harassment. Students, faculty, staff, and outside organizations working on campus are required to abide by specific policies prohibiting harassment, which are posted on the Compliance and Policies page of the university's website. Should a situation arise in which a member of our community believes they have cause to file a grievance, there are two categories of grievance to consider: academic and non-academic. Academic grievances can either be when a student challenges a course grade or when a fellow student or faculty member feels a matter of academic integrity is at issue. Student grievances filed to challenge a grade that the student feels has been given incorrectly must follow the procedures outlined in the Grade Dispute Policy above.

Academic integrity grievances are made when a faculty member or fellow student feels a student has compromised the environment of honesty and ethics in the school. Academic integrity infractions follow the procedures laid out in the Sam Fox School and University policies and are managed in the Sam Fox School by the Academic Integrity Officer. Please refer to Washington University's Academic Integrity Statement for additional information.

## Non-Academic Concerns

If a member of our academic community feels that the ethical and safe environment of the classroom has been compromised, for whatever reason, they may seek guidance through the school's Faculty-Student Mediator. Students may also consult Washington University's Grievance Policy and Procedures for Allegations by Undergraduate Students Against Faculty. In addition, University Resources available for support include the following:

- Title IX (for issues related to discrimination, sexual harassment, and sexual violence)
- Mental health concerns (Habif Health and Wellness Center)
- Drug and alcohol concerns (Habif Health and Wellness Center)
- Immediate physical/mental health concerns (Washington University Police Department)
- Center for Diversity & Inclusion (for issues related to bias, prejudice, or discrimination)

## Intent to Graduate

Students are responsible for filing an Intent to Graduate form in order to have the degree conferred. The Intent to Graduate is available online through WebSTAC. No degree will be awarded if this form has not been filed by the appropriate deadlines. Students who do not complete their degree requirements by their intended graduation date must re-file for the next graduation date.

## Internships

Students may elect to do an internship as part of their degree. An internship is a structured and supervised professional experience related to a major within the College. The maximum number of units that can be earned per internship is 1 (50 hours or more). No additional credit is awarded for hours over 50. Students may only complete one internship per semester, including summer. Students may apply no more than 3 total internship units toward their degree requirements. Grading is on a pass/fail basis.

In order to be registered for an internship, a student must submit an approved "Learning Contract" prior to starting work. If the internship is in the fall or spring semester, the approved "Learning Contract" must be submitted before the drop/add deadline. Students must be enrolled for the internship during the same semester in which they complete the professional experience. Students cannot receive internship credit for an experience completed in a prior semester.

Students must submit an "Internship Performance Evaluation" from their supervisor within 30 days of completion. Students must also submit (within 30 days of completion) either a daily journal, a reflective essay (five pages), or a portfolio. The student's responsibility is to make sure that all paperwork and supporting documents are received by the Sam Fox School Registrar's Office (Bixby Hall, Room 1), or credit will not be awarded. Please visit the Inside Sam Fox website for the necessary forms related to internships.

## Leave of Absence

A student may request a leave of absence for one or two semesters when individual professional, medical, or personal circumstances warrant it. Petitions are reviewed and approved by the Sam Fox School Registrar's Office. Any requests extending beyond one year will be reviewed on a case-by-case basis. In addition to a written petition, the student requesting a medical leave of absence must submit a medical recommendation from Habif Health and Wellness Center.

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

International students requesting a leave of absence must contact their advisor at the Office for International Students and Scholars to discuss how the leave might affect their visa status.

Students who are on a leave of absence for medical, mental health, academic, family, personal, or any other reason are not eligible to participate in a registered student group, hold a student group leadership position, or attend/plan a student-group-sponsored event as a representative of said student group. Depending on the type of leave and any corresponding policy restrictions, students on a leave of absence may or may not be able to attend campus-wide events as a guest of a current Washington University student.

## Major Declaration and Transfer

A student declares their major by using the university's online registration system (WebSTAC). A student must declare a major no later than the beginning of the spring semester of the sophomore year. Once a student has declared a major, they must be approved to change to another major. Students requesting to change their major must be in good academic standing. Credit transfers between majors are at the discretion of the program chair.

## Interdivision Transfer Policy: Transferring Into the College of Art

Undergraduate students enrolled in the College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, or the College of Architecture may apply to transfer into the College of Art. Transfer requests must be made in WebSTAC by the last day of final exams of the semester before the effective semester. It is strongly recommended that students meet with a four-year advisor in the Sam Fox School prior to registration to ensure that they know what classes to take the following

semester and are given waitlist priority. Otherwise, enrollment in the required studios for the semester of entry may not be possible. All Washington University students must spend their first semester in the academic division that admitted them.

## Minimum Criteria

The following requirements must be met for an internal (interdivision) transfer into the College of Art:

1. Submit a portfolio of 10 to 20 images of the best and most recent artwork.
2. Achieve a cumulative GPA of 3.0 or higher. Students with GPAs below 3.0 are required to meet in person with the associate dean of students in the Sam Fox School for an interview and academic record review.
3. Present an academic record that supports the conclusion that the student will be able to complete a Bachelor of Fine Arts or Bachelor of Arts degree in the College of Art in a typical time frame. Depending on the student's level at the time of transfer, additional semesters and/or preapproved summer school may be required.
4. Be in good academic standing.

Each application is evaluated on a case-by-case basis. Meeting these requirements does not guarantee admission into the College of Art.

## Portfolio Requirements

The portfolio should consist of 10 to 20 pieces of artwork such as drawings, paintings, photographs, illustrations, videos, sculptures, storyboards, websites, or other types of relevant work in art and design. Work from any studio courses previously taken in the Sam Fox School must be included in the portfolio. Artwork should be submitted as high-resolution digital images no larger than 2 MB each. Students should include only one image per file. Detail images or alternate views of work may be included as individual files. Each file should be in .jpg or .jpeg format and labeled using the following format: Lastname Firstname\_01.jpg (e.g., Smith John\_01.jpg).

The portfolio must also contain a numbered image list that corresponds to the file names. For each piece, students should list the course in which it was made (if applicable), the title/assignment, the media used, the size, and the year of completion. The image list may be a .pdf or .doc file.

The images and image list must be uploaded to a Box folder that the student will be informed how to access.

## To Begin the Transfer Process

1. Log into WebSTAC and select "Change WU School" under the "Academics" tab.
2. Upload the portfolio and image list to Box as instructed.
3. Meet with the associate dean of students for an interview and portfolio review. Contact information for the associate dean is provided during the request process in WebSTAC.
4. Complete an exit interview or exit survey with the academic division that is being left.

## Second Major Declaration Policy: College of Art

Undergraduate students enrolled in the College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, or the College of Architecture may declare a second major in art or design in the College of Art. Second major declarations must be made in WebSTAC by the last day of final exams of the semester before the effective semester.

### Minimum Criteria

The following requirements must be met to pursue a second major in the College of Art:

1. Submit a portfolio of 10 to 20 images of the best and most recent artwork.
2. Achieve a cumulative GPA of 3.0 or higher. Students with GPAs below 3.0 are required to meet in person with the associate dean of students in the Sam Fox School for an interview and academic record review.
3. Present an academic record that supports the conclusion that the student will be able to complete a second major in art or design in a typical time frame.
4. Be in good academic standing.

Each declaration is evaluated on a case-by-case basis. Meeting these requirements does not guarantee acceptance into the second major program.

### Portfolio Requirements

The portfolio should consist of 10 to 20 pieces of artwork such as drawings, paintings, photographs, illustrations, videos, sculptures, storyboards, websites, or other types of relevant work in art and design. Work from any studio courses previously taken in the Sam Fox School must be included in the portfolio. Artwork should be submitted as high-resolution digital images no larger than 2 MB each. Students should include only one image per file. Detail images or alternate views of work may be included as individual files. Each file should be in .jpg or .jpeg format and labeled using the following format: Lastname Firstname\_01.jpg (e.g., Smith John\_01.jpg).

The portfolio must also contain a numbered image list that corresponds to the file names. For each piece, students should list the course in which it was made (if applicable), the title/assignment, the media used, the size, and the year of completion. The image list may be a .pdf or .doc file.

The images and image list must be uploaded to a Box folder that the student will be informed how to access.

## To Begin the Declaration Process

1. Log into WebSTAC and select "Major Programs" under the "Academics" tab.
2. Upload the portfolio and image list to Box as instructed.
3. Meet for an interview and portfolio review with the advisor of the declared second major program. Contact information is provided during the declaration process in WebSTAC.

## Minimum and Maximum Loads

Students must enroll in an average of 15 to 16 units each semester to complete degree requirements in eight semesters. It is strongly recommended that students enroll in no more than 18 units each semester in order to focus on studios and required courses.

Full-time enrollment is 12 units. Enrollment below 12 units may be granted only with the consent of the associate dean of students.

An enrollment above 21 units will be charged at the established university rate per hour for the additional credits and must be approved by the director or undergraduate program chair.

Refer to the section of this *Bulletin* that covers tuition and fees (p. 50) for both the annual tuition rate and the per-credit-unit breakdown applicable to the College of Art.

Students are expected to proceed at a pace that enables them to finish their degree within the appropriate time limit. For undergraduates, this is usually eight semesters. Exceptions to these minimum standards may be granted only with the written consent of the associate dean of students.

## Prerequisites

Students enrolling in College of Art courses without the prerequisites must seek permission from the instructor in consultation with the chair; registration without this permission does not guarantee enrollment in the course.

## Retention of Student Work

The College of Art reserves the right to hold a student's work(s) for exhibition purposes and holds reproduction rights of any work(s) executed in fulfillment of course requirements.

## Satisfactory Academic Progress and Academic Standing

Satisfactory Academic Progress is demonstrated through completed credits and a minimum grade point average (GPA). Students are expected to proceed at a pace that enables them to finish their degree within an appropriate amount of time. For undergraduates, this is usually eight semesters, requiring a minimum pace of 66⅔% (number of credits earned divided by the number of credits attempted). Per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the federal student aid program requires students to maintain a minimum GPA of 2.0 (C average) to maintain eligibility for financial aid. A minimum cumulative GPA of 2.0 is also required for students in the College of Art to be eligible to graduate.

As long as students demonstrate Satisfactory Academic Progress, they are considered to be in good academic standing. The College of Art considers the following key performance indicators to determine whether a student remains in good academic standing:

- Minimum semester and cumulative GPA of 2.0;
- Satisfactory progress in units completed (66⅔%, calculated by the number of credits earned divided by the number of credits attempted); and
- Progress in the focused area of study (e.g., major requirements).

All of the above indicators combined demonstrate Satisfactory Academic Progress. A deficiency in any of the three performance indicators will trigger a review that may cause a student to be placed into one of the academic standing categories described below, which is also a signal that minimum standards for graduating are not being met. Unless a student demonstrates improvement, thereby indicating their ability to fulfill degree requirements within a reasonable period of time, the student may be dismissed from the university. Although the College of Art desires to give all students the opportunity to prove themselves, it is not in the best interest of either the students or the college to permit students to continue indefinitely in educational programs in which they are not producing satisfactory results.

## Academic Concern

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

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

While a student placed on Academic Concern remains in good academic standing, this status is a signal to the student that academic performance is below minimum standards and, if continued, will likely cause the student to fall out of good standing.

A student may also be placed on Academic Concern when their earned semester pace or GPA is below the terms of Satisfactory Academic Progress because of outstanding or incomplete grades. Once all grades are received, the student's record is reviewed to determine satisfactory or other status.

An Academic Concern status is not noted on the official transcript; since it does not cause the student to fall out of good standing, it will not be incorporated into enrollment verifications requesting confirmation of academic standing.

## Academic Notice

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

- Cumulative GPA of less than 2.0 (first occurrence and all subsequent occurrences)
- Semester GPA of less than 2.0 (second occurrence and all subsequent occurrences)
- Earning fewer than a total of 12 units in a regular semester (second occurrence and all subsequent occurrences)

Academic Notice status indicates that a student is not in good academic standing. Although this status is not noted on the official transcript, it will be incorporated into enrollment verifications requesting confirmation of a student's standing. Students placed on Academic Notice are notified in writing of the status and of any requirements resulting from the status change.

Academic Notice serves as a warning that, unless the quality of work improves, the student may be required to take time away due to academic deficiency. A student may be removed from Academic Notice when their cumulative GPA is above 2.0 and they are meeting the pace of 66⅔% for Satisfactory Academic Progress.

To support a student on Academic Notice status, the Sam Fox School Associate Dean of Students Office may require the student to develop and follow an Academic Improvement Plan. To succeed, the student must understand the causes of their current situation, identify what needs to change, and implement those changes. The student may be required to meet regularly with the Associate Dean of Students to review progress.

## Academic Time Away

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

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

Academic Time Away status indicates that a student is not in good academic standing. Because this status is marked by a break in enrollment, this status is noted on the official transcript. Students placed on Academic Time Away are notified in writing of the status and of any requirements resulting from the status change, including the minimum number of semesters until they are eligible to request reinstatement. Students on this status are not allowed to enroll in any classes at Washington University during their Academic Time Away period, including courses offered by the School of Continuing & Professional Studies. Academic Time Away is not viewed as a punitive action. Rather, it is an academic pause applied when it is clear that

something is interfering with a student's ability to complete degree requirements. It is not in the student's best interest to continue unless they are able to apply changes that will allow them to make successful academic progress toward graduation.

## First Appeal Option

A student who wishes to appeal their Academic Time Away status must present a written appeal within 48 hours of receiving notification stating the reason(s) why they believe their situation should be reconsidered. This statement must be sent as outlined in the notice of Academic Time Away. In this statement, the student must explain why the unsatisfactory academic performance occurred and, if they are allowed to return, what they would do differently. The student will then be given an opportunity to present their case in an appeal hearing. Failure to appear at an appeal hearing will be considered a withdrawal of the appeal.

The Sam Fox Registrar is responsible for coordinating appeal hearings, which consist of a faculty committee of a minimum of three Sam Fox School faculty members. The Associate Dean of Students may attend as a non-voting member of the committee. The committee will have access to the student's academic record, written appeal, any previous academic improvement plan, and any other information deemed relevant to the review. The student will have an opportunity to speak on their behalf and to answer questions posed by the committee. After the appeal hearing, the student is informed of the outcome in writing within 48 hours.

After deliberation, the faculty committee will make a determination based on a simple majority vote to either grant the appeal or to deny the appeal. If an appeal is granted, the student is reinstated for the upcoming semester and placed on Academic Notice. If the appeal is denied, all original terms of the original Academic Time Away remain in effect.

## Second Appeal Option

The decision by a faculty committee may be appealed to the director of the student's academic division on any of the following grounds:

- *New evidence of a substantive nature:* New, significant evidence regarding factors affecting the student's academic performance becomes available that was not available at the time of the original appeal hearing. Information is not considered new evidence if the student did not attend the original hearing or voluntarily withheld information during the original hearing.
- *Substantive procedural error:* A specified procedural error or error in interpretation of university policies resulted in the student being denied a fair hearing, or the error prevented the faculty committee from making a fair decision.

Should the student wish to appeal the decision of a faculty committee, a written request must be sent within 48 hours of receiving the committee's decision to the director of the student's academic division. The written request should be of sufficient detail to stand on its own without accompanying testimony to permit the evaluation of the merit of the grounds for appeal. The director will determine whether there is

sufficient basis to modify or uphold the original determination of the faculty committee. If the appeal criteria are not met, the appeal will be denied. The review method used to make a determination is at the discretion of the director.

The student is informed of the outcome of their second appeal option in writing. If an appeal is granted, the student is reinstated for the upcoming semester and placed on Academic Notice. If the appeal is denied, all original terms of the original Academic Time Away remain in effect.

## Final Appeal Option

The decision by the director may be appealed to the Dean of the Sam Fox School on any of the following grounds:

- *New evidence of a substantive nature:* New, significant evidence regarding factors affecting the student's academic performance becomes available that was not available at the time of the first two appeal hearings. Information is not considered new evidence if the student did not attend the original hearing or voluntarily withheld information during the original hearing.
- *Substantive procedural error:* A specified procedural error or error in interpretation of university policies resulted in the student being denied a fair hearing, or the error prevented the faculty committee or the director from making a fair decision.

Should the student wish to appeal the decision of the director, a written request must be sent within 48 hours of receiving the director's decision to the Dean of the Sam Fox School. The written request should be of sufficient detail to stand on its own without accompanying testimony to permit the evaluation of the merit of the grounds for appeal. The Dean will determine whether there is sufficient basis to modify or uphold the original determination. If the appeal criteria are not met, the appeal will be denied. The review method used to make a determination is at the discretion of the Dean.

The student is informed of the outcome of their final appeal option in writing. If an appeal is granted, the student is reinstated for the upcoming semester and placed on Academic Notice. If the appeal is denied, all original terms of the original Academic Time Away remain in effect. The decision of the Dean of the Sam Fox School is final.

If a student chooses not to appeal or if their appeal(s) are unsuccessful, then the student's programs of study will be closed and their classes dropped for the following semester. Suspended students may apply for re-enrollment at a future time, although there is no guarantee that they will be allowed to return.

## Reinstatement After Academic Time Away

If a student on Academic Time Away would like to return to the university in the future, they must petition and be approved for reinstatement. There is no guarantee that a student on Academic Time Away will be allowed to return. If the student is granted reinstatement,

they are placed on Academic Notice upon return. Failure to achieve and maintain Satisfactory Academic Progress after reinstatement may result in a second status of Academic Time Away without an option for reinstatement.

## Study Abroad

Students have an opportunity to study in Florence, Italy, for a semester or over the summer term. The program leverages this unique location by inviting local artists, designers, and architects to serve as instructors and visiting lecturers; incorporating local sites into course assignments and studio projects; and arranging numerous excursions to nearby sites and cities. The Florence program works hand-in-hand with the School's curriculum to ensure that students can study abroad while earning required degree units.

Undergraduate students are also eligible to participate in the university's study abroad programs. To receive academic credit for participation in a non-Sam Fox program, students must submit a written proposal and garner approval in advance. Students should contact the Special Programs Manager if they are planning to participate in a study abroad program to ensure that they are eligible and that credits will transfer. The Inside Sam Fox website's WUSTL Programs page has details about eligibility, credit policy, deadlines, and required proposal materials.

Students pursuing study abroad during the summer need to seek preapproval from the Sam Fox Registrar's office as outlined in the Transfer Credit policy.

## Transfer Credit

A maximum of 15 units of pre-matriculation or non-Washington University transfer credit may be counted toward an undergraduate degree. A student wishing to transfer credit for courses completed at another institution must bring a full catalog description of the course(s) to the Sam Fox School Registrar's Office for preapproval. Upon receipt of an official transcript indicating a grade of C or better, courses will be considered for transfer. Grades for transfer courses will not appear on the student's Washington University record and will not figure into the student's GPA.

College courses taken to earn credit for high school graduation will not be considered for transfer.

Washington University does not transfer credits for courses taken online.

Transfer credit cannot be used to fulfill a Sam Fox minor.

No transfer credit will be awarded for courses taken while a student is suspended from Washington University for violations of the university Student Judicial Code or Academic Integrity Policy.

Students deferring admission or taking a gap year are not eligible to earn transfer credit.

## Units and Grades

A *unit* is the amount of credit given for one hour of lecture or up to three hours of studio work per week for one semester.

Pluses and minuses are used. Each grade earned for a course taken for credit receives a specified number of grade points, and these points are affected by plus and minus grades as well. Symbols used for both options have the following meanings:

Grade	Meaning	Points per Unit
A+		4.0
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-		0.7
F		0.0
P#	Pass (P/F option)	
F#	Fail (P/F option)	
I	Course work incomplete*	
W	Withdraw	
WLA	Withdraw (medical leave)**	
R	Repeat	
L	Successful audit	
Z	Unsuccessful audit	
N	No grade submitted	

\* This grade signifies that the student has not completed part of the work for a semester but has satisfactorily completed the rest of the work. A student must remove a grade of I as discussed in "Incomplete Grades."

\*\* The WLA grade is only for undergraduate students who withdraw from all semester course work with an approved medical leave of absence.

## Minimum Grade Requirement

Undergraduate students in the College of Art must complete all required courses with a grade of C- or better. This includes any course taken to fulfill the writing requirement.

## Minimum Grade Point Average

Students in the College of Art must have a minimum grade point average of 2.0 to be eligible to graduate.



## Auditing a Course

Studio courses in the College of Art cannot be taken with the audit option. With prior approval from their academic advisor, students may audit an elective course outside the College of Art if the instructor allows.

## Pass/Fail Option

A student may take one non-art course per semester on a pass/fail basis (exclusive of courses that must be taken pass/fail). Any additional courses taken pass/fail in a given semester will not be counted toward the degree. All courses with an F10 or F20 department number must be taken for credit, unless otherwise noted in the course description. Any course taken to fulfill the writing requirement must be taken with the credit option.

Students not majoring or minoring in the College of Art may petition to take one art or design course on a pass/fail basis by contacting the Sam Fox School Registrar's Office.

## Incomplete Grades

Students who, following the last day for withdrawal from courses, experience medical or personal problems that make satisfactory completion of course work unlikely may request a grade of I (incomplete). Students in this situation must take the following steps:

1. Contact the instructor before the final review or exam to discuss the request.
2. If the instructor consents, complete an Incomplete Grade Petition signed by both the instructor and the student.
3. Return the signed petition to the Sam Fox School Registrar's Office for final approval.

The instructor is under no obligation to award a grade of I (incomplete).

The grade of I (incomplete) must be removed no later than the last day of classes of the next full semester. Upon failure to make up an incomplete grade within the next semester, the student will automatically receive an F in the course unless explicitly excused by the director of art. An F grade that is so received may not be changed. Students will not be allowed to continue in courses that require prerequisites if the prerequisite has a grade of I (incomplete). A student who carries more than 9 units of with grades of I (incomplete) may be declared ineligible to re-enroll.

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

## Repeating a Course

When a student retakes a course, both enrollments will show on the transcript. If the second grade is equivalent to or better than the first grade, the first grade will be administratively changed to R to indicate the re-enrollment. If the second grade is lower, both grades will remain on the transcript, with degree credit for only one of the enrollments. This policy only applies to courses taken at Washington University.

## Independent Study

Opportunities for independent study are available to undergraduate students in limited circumstances, such as a conflict which would affect a graduation timeline. Registration in an independent study requires the student to submit a written proposal and to obtain the approval of the sponsoring faculty, advisor, and program chair. Approved proposals must be submitted to the Sam Fox School Registrar's Office by the semester course add deadline. Proposals received after the deadline will not be considered.

A maximum of 3 units for juniors and seniors and of 1 unit for first-year students and sophomores can be taken per semester. Independent study cannot replace required courses.

A maximum of 9 units may be applied to degree requirements from the following areas: physical education, lessons, and/or independent studies.

## Withdrawals and Refunds

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

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

## Summer Withdrawals and Refunds

The Sam Fox School reserves the right to cancel a course if it has not enrolled a minimum of eight students before the first day of class. If a course is canceled, all enrolled students will be notified and dropped from the class, and they will not be charged tuition and fees.

If a course is not canceled, a student may be released from their obligation to pay full tuition and fees by canceling their registration according to the schedule below:

Withdrawal Date	Refund
Prior to the first class meeting	100% + fees
Prior to 15% of published meeting dates	100%
Prior to 30% of published meeting dates	80%
Prior to 45% of published meeting dates	60%
Prior to 60% of published meeting dates	40%
After 61% of published meeting dates	No refund

Requests for refunds must be made in writing to the Sam Fox School Registrar's Office.

## Administration

### College of Art

#### Amy Hauff

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

#### Meghan Kirkwood

Chair, Undergraduate Art  
Associate Professor  
MFA, Tulane University  
PhD, University of Florida

#### Aggie Toppins

Chair, Undergraduate Design  
Associate Professor  
MFA, Maryland Institute College of Art

## Majors (directory)

Below is a list of majors offered by the College of Art. Visit the Majors section of the College of Art (p. 105) in this *Bulletin* to view more information about a specific major.

Bachelor of Fine Arts (BFA) majors are offered in the following areas:

- Art — with these optional concentrations:
  - Painting
  - Photography
  - Printmaking
  - Sculpture
  - Time-Based + Media Art
- Communication Design
- Fashion Design

Bachelor of Arts (BA) majors are offered in the following areas:

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

## Minors (directory)

Below is a list of minors offered by the College of Art. Visit the Minors section of the College of Art (p. 108) in this *Bulletin* to view more information about a specific minor.

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

Visit the Sam Fox School website for specific requirements.

## Arts & Sciences

The College of Arts & Sciences is the largest undergraduate program at Washington University, offering students the most diverse range of courses in more than 50 different fields, ranging from anthropology and biochemistry to mathematics and performing arts.

The College draws on the rich and varied resources that this distinguished university has to offer: a creative and internationally recognized faculty, a diverse and able student body, a superior library, and excellent opportunities for advanced study and mentored research. As the center of intellectual life on the campus, the College of Arts & Sciences benefits from and contributes to the studies of architecture, art, business, engineering, law, medicine and social work.

Of central importance to the life of the College is the quality of teaching. Undergraduate students have the opportunity to learn from and work beside stimulating teacher-scholars who are leaders in their fields. Our nationally recognized faculty, which numbers more than 600, is made up of artists, biologists, chemists, economists, historians, philosophers and poets, all of whom bring the excitement and diversity of new ideas into the classroom.

### Governance

The College of Arts & Sciences is bound by the charter of the university and ultimately responsible to the University Board of Trustees, which delegates the administration of the university to the chancellor. In turn, the chancellor delegates the responsibility for the College's internal governance to the deans and faculty of the College of Arts & Sciences.

Because the College is continually reassessing its objectives and policies, faculty and students alike may take the initiative in proposing changes in curriculum and policies. New programs or proposed modifications are reviewed by committees with members who represent the diverse points of view of the academic community.

By action of the faculty of Arts & Sciences in January 1969 (revised in May 1971), the ArtSci Council, a student committee, shares joint responsibility with the faculty for College-wide degree requirements, the grading system, and those policies that directly affect the lives of students. The ArtSci Council appoints student representatives to various standing and ad hoc College committees.

### The Curriculum

The College of Arts & Sciences fosters the quintessential qualities of a liberal arts education in its students: a heightened spirit of inquiry, an ability to organize and synthesize information, skills in written and oral expression, and a familiarity with the ways in which thoughtful people discover those commitments and values that make life worthwhile. By incorporating the College's manifold intellectual resources — people, libraries, laboratories and studios — Arts & Sciences students "learn how to learn," developing both the flexibility and the habits of thought necessary to the ever-evolving worlds of work and global citizenship.

The College's academic program has two principal objectives. First, it provides students with an understanding of the range of human knowledge and attainment by developing an appreciation of the characteristic problems, achievements and limitations of the various fields of human endeavor. The curriculum works to ensure this understanding by requiring a minimum amount of study (9 units/ three courses) in each of three broad areas of study — the Humanities; Natural Sciences & Mathematics; and Social & Behavioral Sciences — and three to four courses (9-12 units) in a fourth area, Language & Cultural Diversity. Collectively, these area requirements make up approximately one-third of the units needed to graduate.

Second, the College's academic program gives students the opportunity to study a subject or area in a sustained, intensive way. After a period of initial investigation (typically two to three semesters) during which students explore the richness inherent in the various fields of study, a student declares an area of concentration: the major. The College offers more than 30 traditional subject majors — such as chemistry, English and music — and more than 20 interdisciplinary majors — such as American culture studies; global studies; and women, gender, and sexuality studies. Students also may develop an individualized special major.

In all departments, students are encouraged to proceed as their strengths and interests lead them. Placement examinations are used in many departments to enroll undergraduates in courses at the levels their previous training warrants; in other departments, proficiency examinations are available (visit the Proficiency and Placement Examinations (p. 36) section of this *Bulletin* or the College's placement webpages under Credit for Test Scores and College Coursework Prior to WashU).

The degree requirements and policies in the 2024-25 *Bulletin* apply to students entering Washington University during the 2024-25 academic year. To consult catalogs from prior years, refer to our Prior Bulletins.

### Academic Advising

To assist students with their undergraduate planning, the College provides a closely coordinated academic advising program. Matriculating students have a specially selected four-year academic advisor with whom they meet regularly during the first year to help with the transition into the university and to help select courses for the fall and spring semesters. After the first year, students meet with their four-year academic advisors prior to registration each semester to discuss interests, goals and academic course work. Students are encouraged to consult with their four-year academic advisors any time they need assistance throughout the school year.

Upon declaring a major, students are also assigned a major advisor in the department of their principal area of study. The extent of the advisor's assistance depends on a student's individual needs and wishes. Consultation with a major advisor, in addition to the four-year academic advisor, is required each time a student prepares to register for courses.

Students with problems or questions related to academic issues are invited to visit the College Office at any time. One of the deans is available, on a walk-in basis every day, to answer questions or to provide references to an appropriate source of help. Individual faculty members with particular specialties are among these sources of help and may be able to answer students' questions. In addition, the Center for Career Engagement, the Habib Health and Wellness Center, the Learning Center, and the Writing Center provide a wide range of services, including individual and group instruction, interest tests and advice, individual sessions with trained counselors about educational and personal challenges, and information about the improvement of learning skills.

## Pre-Matriculation Credit

Students may earn pre-matriculation credit for college-level courses completed before enrollment at Washington University as a first-year student. Sources for pre-matriculation credit include Advanced Placement (AP) examinations, British Advanced (A) Levels, the International Baccalaureate (IB), course credit earned by proficiency (e.g., back credit), and college credit earned after the sophomore year of high school that was not applied to high school graduation. Although all accepted pre-matriculation work is noted on the transcript so that the student may go directly into advanced courses, the maximum number of pre-matriculation units of credit awarded is 15. Pre-matriculation course work does not fulfill distribution requirements but may fulfill requirements for majors and minors. If a student enrolls in and completes a course equivalent to that for which pre-matriculation credit has been granted, the pre-matriculation units for the course in question will be removed from the student's record. For more information, please refer to the Pre-Matriculation Credit Units (p. 39) section on the Admissions Procedures page of this *Bulletin*.

## Major Fields of Study

A major consists of both introductory course work and a minimum of 18 advanced (300-level and greater) units, all of which must be letter-graded and completed with at least a C-. Individual departments may specify additional units or stricter minimum-grade requirements. Students should refer to the department program pages in this *Bulletin* for program-specific requirements.

A student graduating with a Bachelor of Arts (AB) may receive no more than a total of two majors and a minor or one major and two minors.

Major declaration is initiated online through WebSTAC. The relevant department or interdisciplinary committee will receive notification of the student's request to declare the major. The declaration of major will not be processed until the student completes any action(s) required by the department as indicated in the WebSTAC application. When the declaration of major is complete, the new major will appear in the Current Programs section of the student's Major Programs page in WebSTAC, and an advisor for the new major will be assigned by the department.

## Second Majors

Students may complete more than one major, including a second major in the College of Art through the Sam Fox School of Design and Visual Arts, in the McKelvey School of Engineering, or in the Olin Business School. (Programs of study in the School of Continuing & Professional Studies, including minors and certificates, are not permitted.) A second major is not required to earn a degree.

Students with two majors may count only introductory (100/1000- and 200/2000-level) courses, where relevant, toward the requirements for both majors. Advanced (300/3000-level and greater) courses may not count for both majors. If both majors require the same course, a departmentally-sanctioned elective must be chosen to replace the course in one of the programs.

Students may not earn multiple credentials (e.g., a second major or a major and a minor) in the same discipline. Two credentials may be earned within the same department (e.g., Romance Languages and Literatures or Comparative Literature and Thought) but not within the same discipline (e.g., a major in French with a minor in French is not permitted, but a major in French with a minor in Italian is permitted).

Students in architecture, art, business or engineering may choose to pursue a second major in the College of Arts & Sciences. These students will receive one degree, a BS or BFA, with two majors: one in the professional school and one in the College of Arts & Sciences.

## Minor Fields of Study

Students who develop a significant interest in one or more fields of study beyond the major may choose to pursue a minor in those fields. A minor is not required to earn a degree. Minors may be fulfilled in an area closely related to the major or, to add more breadth to the student's educational program, in a very different area of study. A minor consists of a minimum of 15 units of credit, all of which must be letter-graded and completed with a grade of C- or higher. Individual departments may specify additional units or stricter minimum-grade requirements. At least 9 of these units of credit must be at the 300 level or above, and at least half of the courses must be completed in residence at Washington University. Specific course requirements for a minor are determined by each department or program and are detailed in the department program pages in this *Bulletin*.

Students with a major and one or two minors may count only introductory (100/1000- and 200/2000-level) courses, where relevant, toward the requirements for the programs. Advanced (300/3000-level and greater) courses may not count for more than one of the programs. If more than one program requires the same course, a departmentally-sanctioned elective must be chosen to replace the course in the other program(s).

In addition to pursuing the broad array of minor programs offered through the College, students may undertake minors in the Sam Fox School of Design and Visual Arts, in the McKelvey School of Engineering, or in the Olin Business School. (Programs of study in the School of Continuing & Professional Studies, including majors and certificates, are not permitted.)

Students may not earn multiple credentials (e.g., a second major or a major and a minor) in the same discipline. Two credentials may be earned within the same department (e.g., Romance Languages and Literatures or Comparative Literature and Thought) but not within the same discipline (e.g., a major in French with a minor in French is not permitted, but a major in French with a minor in Italian is permitted).

Minor declaration is initiated online through WebSTAC. The relevant department or interdisciplinary committee will receive notification of the student's request to declare the minor. The declaration of minor will not be processed until the student completes any action(s) required by the department as indicated in the WebSTAC application. When the declaration of minor is complete, the new minor will appear in the Current Programs section of the student's Major Programs page in WebSTAC.

## Part-Time Study: Nontraditional Students

The university recognizes that, for certain students with high educational goals, full-time study may not be feasible or appropriate. Employment in demanding positions, extensive family responsibilities or other obligations may prevent an otherwise serious and competent student from completing the bachelor's degree at a rate of 15 units a semester. With their varied experiences outside the university, such students make valuable contributions to the classroom environment as they pursue programs of study suitable to their special circumstances. Please contact the School of Continuing & Professional Studies at 314-935-6700 for more information about part-time study.

## Tuition Reduction

Students who have completed eight full-time semesters, excluding summer terms, in the College of Arts & Sciences and paid full tuition for their eight semesters may seek reduced tuition for a ninth or subsequent semester, provided that they have fewer than 12 units remaining to complete their degree. Students must petition the College Office, Arts & Sciences, Cupples II Hall, Room 104. Students who successfully petition for tuition adjustment for the ninth or subsequent semester will pay only for the units of credit that they attempt (proportionate to the full-time standard for tuition). Students approved for reduced tuition under this policy will have their term bills adjusted after the semester's add/drop period has concluded.

## Army ROTC and Air Force ROTC

Students have the opportunity to participate in either the Air Force ROTC Military Aerospace Science Studies (p. 1319) program or the Army ROTC Military Science (p. 1319) program. Scholarship information for both programs can be found in the Scholarship Funds (p. 48) section of this *Bulletin*. For information about counting ROTC course work toward the degree, refer to the Academic Regulations (p. 1132) page of this *Bulletin*.

## Fields of Study

### A

- African and African-American Studies (p. 198)
- American Culture Studies (p. 214)
- Ancient Studies (p. 409)
- Anthropology (p. 268)
- Applied Linguistics (p. 306)
- Applied Mathematics (p. 790)
- Applied Microeconomics (p. 513)
- Arabic (p. 732)
- Art History and Archaeology (p. 312)
- Asian American Studies (p. 214)
- Astrophysics (p. 892)
- Astrophysics and Astroparticle Physics (p. 892)

### B

- Bioinformatics (p. 344)
- Biology (p. 344)
- Biomedical Physics (p. 892)

### C

- Chemistry (p. 393)
- Children's Studies (p. 549)
- Chinese (p. 480)
- Classics (p. 409)
- Cognitive Neuroscience (p. 936)
- Comparative Literature and Thought (p. 425)

### D

- Dance (p. 834)
- Data Science (p. 1071)
- Data Science in the Humanities (p. 425)
- Drama (p. 834)

### E

- Earth Science (p. 464)
- East Asian Languages and Cultures (p. 480)
- Economics (p. 513)
- Economics and Computer Science (p. 513)

Educational Studies (p. 526)  
Elementary Teacher Education (p. 526)  
English (p. 549)  
English Literature (p. 549)  
Environmental Analysis (p. 584)  
Environmental Biology (p. 344)  
Environmental Policy (p. 908)  
Environmental Science (p. 464)  
Environmental Studies (p. 584)

## F

Film and Media Studies (p. 599)  
French (p. 1017)

## G

General Economics (p. 513)  
Germanic Languages and Literatures (p. 425)  
Global Film and Media Studies (p. 599)  
Global Studies (p. 615)  
Geospatial Science (p. 464)  
Greek (p. 409)

## H

Hebrew (p. 732)  
Hindi (South Asian Studies) (p. 732)  
History (p. 686)

## I

Interdisciplinary Project in the Humanities (p. 425)  
Italian (p. 1017)

## J

Japanese (p. 480)  
Jazz Studies (p. 811)  
Jewish, Islamic, and Middle Eastern Studies (p. 732)

## K

K-12 Teacher Education (p. 526)  
Korean (p. 480)

## L

Latin (p. 409)

Latin American Studies (p. 773)  
Legal Studies (p. 425)  
Linguistics (p. 786)

## M

Mathematical Sciences (p. 790)  
Mathematics and Computer Science (p. 790)  
Mathematics and Economics (p. 790) (Mathematics)  
Mathematics and Economics (p. 513) (Economics)  
Mathematics (p. 790)  
Medical Humanities (p. 686)  
Medieval and Renaissance Studies (p. 425)  
Middle School Teacher Education (p. 526)  
Music (p. 811)

## P

Performing Arts (p. 834)  
Philosophy (p. 865)  
Philosophy-Neuroscience-Psychology (p. 879)  
Philosophy of Science (p. 865)  
Physics (p. 892)  
Planetary Science (p. 464)  
Political Science (p. 908)  
Portuguese (p. 1017)  
Psychological & Brain Sciences (p. 936)  
Public Health & Society (p. 976)

## R

Religion and Politics (p. 980)  
Religious Studies (p. 991)  
Romance Languages and Literatures (p. 1017)  
Russian Language and Literature (p. 1055)

## S

Secondary Teacher Education (p. 526)  
Sociology (p. 1058)  
South Asian Studies (Hindi) (p. 732)  
Spanish (p. 1017)  
Speech and Hearing (p. 1070)  
Statistics and Data Science (p. 1071)

## T

Translation Studies (p. 425)

## W

Women, Gender, and Sexuality Studies (p. 1082)

World Music, Dance and Theater (p. 834)

Writing (p. 549)

# African and African-American Studies

The Department of African and African-American Studies offers students opportunities to explore the social, political, and intellectual history as well as the literature, culture, and artistic life of various African and African-American peoples worldwide.

The department examines a broad spectrum of experiences and issues and is multidisciplinary and interdisciplinary in its approach. Courses are offered in the humanities, the social sciences, and the performing arts. The department ensures that students are aware of the diversity of the continent of Africa and African peoples and that they understand the distinct perspective and influence of people of African descent on American, Caribbean, and global societies. In addition to producing majors who graduate with methods for approaching and solving problems both in the context of Black studies and in the world at large, we are equally committed to building a vibrant extracurricular intellectual and social community by sponsoring programs, events, and trips to give majors and minors a shared sense of purpose and identity. The major culminates in a Senior Seminar in which students explore a topic of their choice through a capstone project. We encourage students to select a capstone that expands on a previously studied topic in another course or research project.

Students majoring in African and African-American Studies are encouraged to design a course of study that focuses on a particular area of interest or a more comprehensive examination of Black culture and life. Our summer programs in Kenya and Senegal and our study abroad options in other African and Latin countries can further enrich the student experience.

The program's courses are numbered to assist students with progressing from introductory courses (100 and 200 levels) to intermediate courses (300 level or higher) to advanced courses (400 level).

**Departmental Prizes:** The program sponsors several academic and service prizes that include monetary awards.

Website: <https://afas.wustl.edu/>

## Faculty

### Chair

#### Shanti Parikh

Chair of African & African-American Studies  
PhD, Yale University  
(Anthropology)

### Endowed Professors

#### John Baugh

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

#### Carol Camp Yeakey

Marshall S. Snow Professor in Arts & Sciences  
PhD, Northwestern University  
(Education)

#### Adrienne Davis

William M. Van Cleve Professor of Law, School of Law  
Founder and Co-Director, Law & Culture Initiative  
Professor of Organizational Behavior and Leadership, Olin Business School

#### Gerald Early

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

#### William J. Maxwell

Fannie Hurst Professor of American Literature  
Professor of English and African and African American Studies  
Acting Director of English Undergraduate Studies, 2023-24  
PhD, Duke University  
(English)

#### Dwight A. McBride

Gerald Early Distinguished Professor  
Senior Advisor to the Chancellor

#### Vetta Thompson

E. Desmond Lee Professor of Racial and Ethnic Diversity  
PhD, Duke University  
(Social Work)

### Core Faculty

#### Marlon M. Bailey

Professor  
PhD, University of California, Berkeley  
(African and African American Studies)

#### Kia Lilly Caldwell

Professor  
PhD, University of Texas at Austin  
(African and African American Studies)

**Rudolph Clay**

AFAS Subject Librarian  
MLS, University of Michigan  
(Library Science)

**El Hadji Samba Amadou Diallo**

Senior Lecturer  
PhD, School of Advanced Studies in Social Sciences - Paris  
(History & Anthropology)

**Jonathan Fenderson** *(On leave 2024-25 academic year)*

Associate Professor  
PhD, University of Massachusetts  
(African and African American Studies)

**Karma Frierson** *(On leave Spring 2025 semester)*

Assistant Professor  
PhD, University of Chicago  
(Anthropology)

**Ron Himes**

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

**Zachary Manditch-Prottas** *(On leave Fall 2024 semester)*

Lecturer  
PhD, University of California, Berkeley  
(African and African American Studies)

**Raven Maragh-Lloyd**

Assistant Professor  
PhD, University of Iowa  
(Communication Studies)

**Thembelani Mbatha**

Assistant Professor  
PhD, Princeton University  
(English Literature)

**Sowande' Mustakeem** *(On leave Spring 2025 semester)*

Associate Professor  
PhD, Michigan State University  
(History)

**Mungai Mutonya**

Teaching Professor  
PhD, Michigan State University  
(Linguistics)

**Bronwyn Nichols-Lodato**

Assistant Professor  
PhD, University of Chicago  
(Education; African and African American Studies)

**Timothy Parsons** *(On leave Fall 2024 semester)*

Professor  
PhD, Johns Hopkins University  
(History)

**Kelly Schmidt**

Reparative Public Historian and Lecturer, Special Collections  
Management  
Research Associate, WashU & Slavery Project  
PhD, Loyola University Chicago  
(History)

**Samuel Shearer** *(On leave Spring 2025 semester)*

Assistant Professor  
PhD, Duke University  
(Anthropology)

**Wilmetta Toliver-Diallo**

Lecturer  
PhD, Stanford University  
(History)

**Geoff Ward** *(On leave Spring 2025 semester)*

Professor  
PhD, University of Michigan  
(Sociology)

## Affiliated Faculty

**Iver Bernstein**

Professor  
PhD, Yale University  
(History)

**J. Dillon Brown**

Associate Professor  
PhD, University of Pennsylvania  
(English)

**Sheretta Butler-Barnes**

Professor  
PhD, Wayne State University  
(Social Work)

**Lauren Eldridge Stewart**

Assistant Professor  
PhD, University of Chicago  
(Music)

**Rowhea Elmesky**

Associate Professor  
PhD, Florida State University  
(Education)

**Douglas Flowe**

Associate Professor  
PhD, University of Rochester  
(History)

**Esther Viola Kurtz**

Assistant Professor  
PhD, Brown University  
(Enthnomusicology)



### Seanna Leath

Assistant Professor  
PhD, University of Michigan, Ann Arbor  
(Psychological & Brain Sciences)

### José Muñoz Martin

Senior Research Scholar

### Michelle Purdy

Associate Professor  
PhD, Emory University  
(Education)

### Miguel Valerio

Assistant Professor  
PhD, Ohio State University  
(Romance Languages and Literatures)

### Rebecca Wanzo

Professor  
PhD, Duke University  
(English)

## Professors Emerita

### Jean Allman

J.H. Hexter Professor in the Humanities  
PhD, Northwestern University  
(History)

### Rafia Zafar

Professor  
PhD, Harvard University  
(English)

## James Baldwin Review

### Justin Joyce

Senior Publications Editor/Managing Editor

### Kyle Proehl

Editorial Assistant

## Community & Program Coordinator

### Gabrielle Weeden

Spelman College

## Majors

- African and African-American Studies Major (p. 213)

## Minors

- African and African-American Studies Minor (p. 214)

## Courses

Visit online course listings to view semester offerings for L90 AFAS.

---

### L90 AFAS 1002 Foundations in African & African-American Studies

Designed to introduce the student to issues in African & African American Studies and how students with AFAS degrees utilize their knowledge in graduate and professional programs or the working world. Particular attention will be paid to the discipline of African & African American studies, which engages with the artistic, cultural, historical, literary, and theoretical expressions of the peoples and cultures of Africa and the African Diaspora. Faculty members as well as Saint Louis professionals will give one-hour lectures on their particular disciplinary approach, their research, or their professional life. Students will be required to attend 3 outside lectures or performances. May be taken before declaring major, and may be taken by non-majors. Credit 1 unit. A&S IQ: HUM Arch: HUM Art: CPSC, HUM EN: H

---

### L90 AFAS 1020 First-Year Seminar: Black Lives Matter and Educational Justice for Black Youth

In the wake of the global uprising against racial injustice, this introductory course examines how schools in the United States can create opportunities for Black youth to thrive. We will examine the schooling experiences of Black children and youth amid pervasive anti-blackness, analyze the relevance of educational models for racial justice, and imagine radical ways that P-16 schools might dismantle white supremacy.

Same as L12 Educ 102C

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

---

### L90 AFAS 103D Beginning Swahili I

A beginning language course emphasizing acquisition of reading, writing, and conversational skills in Swahili language. Through video and other multimedia presentations, students are also introduced to the culture of Swahili-speaking communities living in over a dozen African countries. Five hours a week including culture and language laboratory hours. This course is strongly recommended for students participating in the Summer in Kenya Program.

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

---

### L90 AFAS 1045 Wolof Language and Culture

This course introduces students to Wolof language and culture. Wolof is a West African language spoken in Senegal and the Gambia. It is also spoken on a smaller scale in Mauritania, Mali, French Guinea, and in the migrant communities in the US and France. This is the first course of a beginning-level of a Wolof program. In order to acquire a basic proficiency, students will practice speaking, reading, writing and listening. Each module will begin with a thematic and practical dialogue from which we can study vocabulary, aspects of grammar as well as a cultural lesson. Interactive material, including texts, images, videos, films, and audio, will be provided. Its aim is to provide students with knowledge of the basic structures of the language and the ability to communicate. Students will also learn important aspects of life and culture of the Wolof. For AFAS majors, this course counts as Area Requirement 4.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H UColl: LA

---

### L90 AFAS 1046 Wolof Language and Culture II

This course continues the introductory study of Wolof language and culture. Wolof is a West African language spoken in Senegal and the Gambia. It is also spoken on a smaller scale in Mauritania, Mali, French Guinea, and in the migrant communities in the US and France. This is the second course of a beginning-level of a Wolof program. Students will practice speaking, reading, writing and listening. Each module will begin with a thematic and practical dialogue from which we can study vocabulary, aspects of grammar as well as a cultural lesson. Interactive

material, including texts, images, videos, films, and audio, will be provided. Its aim is to provide students with knowledge of the more advanced structures of the language and the ability to communicate. Students will learn important aspects of life and culture of the Wolof. Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

#### **L90 AFAS 104D Beginning Swahili II**

Second semester Swahili language course emphasizing conversational competence and knowledge of Swahili-speaking cultures of East Africa. In addition to learning grammar and vocabulary sufficient enough to allow a student to perform basic survival tasks (asking for directions, buying a ticket for travel, checking into a hostel, ordering food) in Swahili, students will also be introduced to authentic Swahili texts including plays, short stories, and newspapers. Students will have an opportunity to practice their acquired language skills by interacting with Swahili-speakers in the St. Louis region. PREREQ, AFAS 103D. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L90 AFAS 1130 Introduction to Race**

This course serves as an introduction to the analytic category race. Students will be exposed to major theories concepts, processes, frameworks, and scholars of race. They will develop the skills and language to critically examine and discuss race, with emphasis on how conceptions of race and collective identity have deep historical roots and have changed over time. This course takes the position that race-like gender, class and sexuality-is socially constructed. That said, while race is socially constructed, this course also emphasizes that racialization and racial categories have social, political, and economic consequences in people's everyday lives. Meaning the socially and historically constructed category of race has real implications for people and communities. Ultimately, the purpose of the course is to teach students to read, think and write critically about one of today's most contentious topics-race-by exposing them to readings and other course materials that consider race and the process of racialization in specific contexts and time periods throughout the world. Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

#### **L90 AFAS 1240 Beats, Rhymes & Life: A Cultural History of Hip-Hop**

There is something cinematic about Hip-Hop. Indeed, the vividness of the genre's greatest lyricist or the evocative tonnage of its greatest producers are often described as "feeling like a movie." Over the past 50 years, this phrasing has proven to be both figurative and literal. From Spike Lee's resonant usage of Public Enemy's rebellious "Fight the Power" in *Do The Right Thing* to Hype William's haunting rendering of Nas's "One Love" in *Belly*, Hip-Hop has functioned as the soundtrack and aesthetic muse for nearly a half-century of Black film making. In the second half of this yearlong Ampersand course, students will build upon the cultural history established in the fall semester to explore how Hip-Hop-inspired, re-imagined, and soundtracked the world of film. Over the course of the semester, students will engage with a wide array of films, including documentaries, independent films, biopics, music videos, live performances, and various feature films. Films will be supplemented with traditional and multimedia sources within Hip-Hop Studies and Film and Media Studies, including articles, books, interviews, magazines, lyrics, and photography. This course is for students in the 50 Years of Hip Hop Ampersand program only. Credit 3 units. A&S: AMP A&S IQ: HUM, SC EN: H

---

#### **L90 AFAS 144 First-Year Seminar: Monumental Anti-Racism**

As sources of national memory and identity, public monuments, place names, historical markers, and other elements of commemorative landscapes are potential sites of cultural violence (e.g., alienation, disrespect, and erasure) contributing to broader conflict and inequality; they are therefore important considerations in movements for equal opportunity and justice. Some contend that memory sites are "the

new lunch counters," where our racial politics are worked out. This course examines the racial politics of commemorative objects and practices as well as commemorative intervention as a strategy of anti-racist activism. We begin with an historical survey of various ways that racism has been inscribed on the commemorative landscape, and readings in history, political theory, cultural studies, and other fields will be used to gain insight into these contested commemorative objects, their development, and social significance. We then turn to a critical assessment of efforts to remove and recontextualize commemorative objects and to erect new objects commemorating neglected figures and issues. We consider how these reparative efforts relate to what political theorists call "remedies of recognition" and specifically how they might aid in advancing equal opportunity and justice. Through our study and engagement with contested commemorative landscapes (including local, national, and global cases), students will become familiar with the burgeoning interdisciplinary field of memory studies, diverse forms and sites of commemoration, local and global efforts to advance what has been termed "commemorative justice," and the challenges being faced.

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

---

#### **L90 AFAS 178 First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change**

The goal of this course is to provide a glimpse into how youth reshape African society. Whether in North Africa with the Arab Spring, in West Africa with university strikes, or in East Africa through a linguistic full bloom, youth have been shaping social responses to societies for a long period. In this course, we will study social structures, including churches, NGOs, developmental agencies as well as learn about examples of Muslim youth movements, and the global civil society. The course will also explore how youth impact cultural movements in Africa and how they influence the world. In particular, we will examine Hip-Hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. By the end of the course, students will have enriched ideas about youth in Africa and ways to provide more realistic comparisons to their counterparts in the United States. Course is for first-year, non-transfer students only. Credit 3 units. A&S: FYS A&S IQ: LCD BU: IS EN: H

---

#### **L90 AFAS 192 First-Year Seminar: Africans Experiences in the Second World War**

Most conventional histories of the Second World War pay scant attention to Africa, thereby creating the misconception that the war had little impact on the peoples of the African continent. This introductory seminar restores the experiences of ordinary African women and men to the larger historical narratives of both Africa and World War II. Combining personal memoirs with official primary sources reveals not only how the global conflict influenced African history but also how Africans helped shape the final outcome and consequences of the war. This course is for first-year, non-transfer students only. Same as L22 History 192

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

---

#### **L90 AFAS 195 First-Year Seminar: Travel Noire: Consumption and the Gaze in the Black Travel Movement**

This course explores the growing industry of leisure tourism that caters to Black people. It takes as its premise that tourism is more than just voluntary, recreational travel; it is an encounter shot through with desire, intimacy, and ideology. We approach the tourism encounter from both sides -- the consumer and the consumed -- as we explore various types of tourism from domestic and international tourism to sex tourism and heritage tourism. If tourism is a desire machine, what desires of self and other are reflected in the discourse about travel noire? Who is being consumed and what is being made consumable in

this growing market space? Students will be required to create a travel itinerary based in Missouri during the course and to propose a narrative revision to a local tourism destination. This course is for first-year, non-transfer students only.

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

---

**L90 AFAS 1951 Becoming Free: A History of Black Womens Ideas in the U.S.**

This course will uncover the ideas that motivated Black women's activism during the ongoing struggle for freedom in the U.S. As producers of knowledge, Black women offered important contributions to critical thought on racism, sexism (and how they work together to make power and inequality), religion, politics, education, and more. All Black women did not think the same; they espoused different ideologies across time, space, and class lines. Some of the ideologies we will explore include racial uplift, racial individualism, Black nationalism, and Black feminism. We will look to the unexpected places Black women documented their ideas - from the novel to the political tract to the public speech - and learn from the Black women scholars who have de-marginalized Black women's historical and contemporary intellectual contributions.

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

---

**L90 AFAS 200I Independent Work**

Independent work must be approved by the faculty sponsor, the academic coordinator, and the department chair.

Credit variable, maximum 3 units.

---

**L90 AFAS 203D Intermediate Swahili III**

Enhanced acquisition of language fundamentals acquired in first year Swahili through performance, reading, and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers, and poems.

Prereq: AFAS 103DQ-104DQ or the equivalent

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L90 AFAS 2045 The Writer as Witness: Mourning and Memory in the African Novel**

This course introduces students to the histories and traditions of the African novel. While paying attention to the anticolonial legacies of the African novel, this course explores questions of memory and mourning in African writing. Through analyses of works by writers such as Chinua Achebe, Wole Soyinka, Chimamanda Ngozi Adichie, Tsitsi Dangarembga, Nuruddin Farah, Nadine Gordimer, Zakes Mda, J.M Coetzee, and others, we will trace how African writers have used their novels to imagine creative ways of bearing witness to their pasts and imagining their futures. In addition to novels, we will also read secondary critical writing on African literature.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L90 AFAS 204D Intermediate Swahili IV**

Fourth semester Swahili language course emphasizes the development of the ability to discuss a wide range of cultural and literary topics with native speakers of the language. These topics are introduced by reading authentic Swahili texts such as plays, novels, poems and newspaper. Students enhance their writing skills and creativity in the language through group-writing projects. PREREQ, Swahili 103D(Q), 104D(Q) and 203 D(Q).

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L90 AFAS 208B African-American Studies: An Introduction**

Lectures, readings, films, and discussions reflect a range of academic approaches to the study of African American people. Course materials drawn from literature, history, archeology, sociology, and the arts to illustrate the development of an African American cultural tradition that is rooted in Africa, but created in the Americas. Required for the major.

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

---

**L90 AFAS 209B African Studies: An Introduction**

This course will introduce students to a variety of approaches to the study of Africa by considering the ways that scholars have understood the African experience. It will expose students to the history, politics, literary, and artistic creativity of the continent. Emphasis will be placed on the diversity of African societies, both historically and in the present, and explore Africa's place in the wider world. Required for the major.

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

---

**L90 AFAS 210 The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective**

This course explores the linguistic consequences of the African slave trade, and in so doing introduces students to basic concepts in linguistic science that are relevant to human language development and controversial educational theories that are based on race. Anthropological, linguistic, and psychological dimensions of African American culture are embedded within complementary evaluations of educational controversies surrounding the teaching of (standard) English to American slave descendants, including the Ebonics controversy and its relevance to larger questions of social efficacy, and the affirmative action debate that has consumed the nation. Students will work individually or in groups to produce a major intellectual artifact (e.g., a term paper, a scholarly web page, or a project pertaining to the linguistic plight of citizens within this African Diaspora). Students will be introduced to foundational African American studies in anthropology, education, English, linguistics, and psychology.

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

---

**L90 AFAS 215I St. Louis Black History, Culture and Civic Engagement**

Discover the stories of Black Saint Louisans and their contributions to the city, the region, and the nation. From Dred and Harriet Scott to J. D. and Ethel Lee Shelley, from Scott Joplin to Chuck Berry, from James Milton Turner to Tishaura Jones, the course will engage first-hand accounts and innovative scholarship to examine St. Louis's deep and rich history of Black life, culture, resistance, and civic engagement that has shaped the city for three centuries. Beyond the classroom, students will experience this history through visits to key sites in the city's African American past, tour local Black museums, and learn directly from area history-makers and custodians of African American history. Students will apply their learning through collaborative work with a community partner that elevates histories of the African American experience in St. Louis.

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

---

**L90 AFAS 2153 Topics in African American Studies: Afro-Latin America on Camera**

In this course, we will see how the camera, in still and moving photography, has served to register blackness in Latin America as a structure, experience, and representation frequently neglected in popular media. Starting with the images of enslavement and freedom in the form of painting, sketches, prints, daguerrotypes, and other early photographs in nineteenth-century Latin America, we will explore how the camera has marked the passing of time and created racial histories-actual and fictional-that educate us, move us, and influence how governments make policy. We will view an array of films, video,

and still photography, across multiple genres, that center the histories and present-day joys and struggles of black people in Latin America while actively considering how our own consumption of media informs our racial perceptions of Latin America. The work that we view and read about will be used to question Latin America's perceived racial exceptionalism narratives, such as *mestizaje*, *mulatismo*, and racial democracy, and how they depend on sugarcoated histories of race mixture during slavery and colonization. This course will also focus heavily on how image-making becomes a persuasive means to make one's blackness known in the framework of the Latin America nation-state, to stake claims to rights, and to document black life in productive, pleasurable ways that do not always center the ongoing gentrification, annihilation, and genocide of black communities.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM, VC BU: BA, ETH EN: H

---

#### **L90 AFAS 2154 Topics in African-American Studies: The Struggle for Black Reparations**

This course will take an interdisciplinary approach to understand reparations. Drawing on histories of injustice, newspaper articles, economic analyses of the cost of reparations, Senate hearings, and H.R. bill 40, we will interrogate the historical and contemporary impact of white supremacy and anti-Blackness on African American life that drive demands for redress. The course readings are divided into three parts: we will examine slavery, the Jim Crow era, and the contemporary moment to understand how the U.S. government, often in partnership with the private sector, has exploited African Americans. This course will also challenge us to evaluate varying reparation models, debates regarding its feasibility, and grapple with what true liberation looks like for Black people today.

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

---

#### **L90 AFAS 2157 Racism, Reform & Rebellion: The Ferguson Uprising & the Rise of Black Lives Matter**

On August 9, 2014, Michael Brown, an 18-year-old African-American teenager, was murdered in the Canfield Green Apartment complex by Officer Darren Wilson, a member of the Saint Louis County Police. Brown's murder and the subsequent disrespect of his lifeless body would punctuate years of frustration among local, Black St. Louisians who continued to suffer abuse at the hands of law enforcement. As they collectively mourned, Black people in the region decried the persistent racism, and called for reforms. Beginning in Ferguson and expanding to all sectors of the greater Saint Louis area, the protest would eventually spread across the country, coalescing into what would eventually be referred to as "the Movement for Black Lives" or #BlackLivesMatter. Eventually, this social movement, hashtag and broader discourse would profoundly shape American discourses about racism, inequality, and social justice. At the height of its popularity #BlackLivesMatter would challenge state governance, universities, corporations, electoral politics, commerce and many other aspects of American life. This course will explore the ways that Saint Louis, as a city and region, came to occupy the center stage of American history at the outset of the 21st Century.

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

---

#### **L90 AFAS 2232 Gender and Sexuality in the African Diaspora**

This course is an interdisciplinary examination of gender and sexuality in the Africa Diaspora. We will study the complexities of gender and sexual experiences, practices, identities, and community formations within select cultural contexts. Through lectures, and discussion and creative activities, films, and reading materials, both fiction and nonfiction, we will examine how genders and sexualities are constructed, experienced, and lived in various socio/cultural geographies throughout the Black world.

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

---

#### **L90 AFAS 242 Afro-Modern Dance (Dunham Technique)**

This course introduces students to Katherine Dunham's dance technique, which combines ballet, modern, and Afro-Caribbean dance. Dunham Technique is one of the most important foundations for jazz dance and also shares characteristics with West African Dance and several modern dance techniques. Some lectures and occasional short readings will supplement this studio-based course so that students can learn more about Katherine Dunham (1909-2006), one of the great pioneers of dance in America. The class is open to all levels, although at least one semester of previous dance experience is required. Repeatable one time for credit in subsequent semester.

Same as L29 Dance 240

Credit 2 units.

---

#### **L90 AFAS 251 Juvenile Justice in the Black Experience**

This course examines the sociolegal past, present, and future of American juvenile justice, with a focus on the Black American experience. The course is organized in three parts. Part I surveys the late 19th- and early 20th-century development of the "parental state," including its institutional centerpiece (the juvenile court), its principle legal subjects ("dependents" and "delinquents"), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond as well as practical strategies for achieving equal protection within and beyond the law. For AFAS majors, this course counts as Area Requirement 2.

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

---

#### **L90 AFAS 255 Introduction to Africana Studies**

The course provides an overview of the field Africana Studies and provides analysis of the lives and thoughts of people of African ancestry on the African continent and throughout the world. In this course we will also examine the contributions of Africana Studies to other disciplines. The course takes an interdisciplinary approach drawing from history, philosophy, sociology, political studies, literature, and performance studies and will draw examples from Africa, the United States, the Caribbean, Europe, and South America. When possible, we will explore Diaspora relationships and explore how the African presence has transformed societies throughout the world. This class will focus on both classic texts and modern works that provide an introduction to the dynamics of African American and African Diaspora thought and practice.

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

---

#### **L90 AFAS 2674 Sophomore Seminar: Slavery and Memory in American Popular Culture**

Sophomores receive priority registration. The history of slavery has long created a sense of unease within the consciousness of many Americans. Recognizing this continued reality, this seminar examines how slavery is both remembered and silenced within contemporary popular culture. Although slavery scholarship continues to expand, how do everyday Americans gain access to the history of bondage? Taking an interdisciplinary approach to these intriguing queries, we will examine a range of sources: literature, public history, art/poetry, visual culture, movies and documentaries, as well as contemporary music including reggae and hip hop. The centerpiece of this course covers North American society, however, in order to offer a critical point of contrast students will be challenged to explore the varied ways slavery is commemorated in others parts of the African Diaspora.

Same as L22 History 2674

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

---

**L90 AFAS 288 Free the Land: Black Lives and Environmental (In)Justice**

Black history is inextricable from the study and discussion of environmental racism and environmental justice in the United States. Environmental racism is defined as "any policy, practice or directive that differentially affects or disadvantages individuals, groups or communities based on race." This course expands and illuminates this definition through examinations of space and spacemaking where Black and indigenous people reside—from Africa to the Caribbean and United States. We will interrogate instances of environmental injustice as expressed through toxic waste, land theft, conservation colonialism, and the slow violence of biological extermination and social erasure. We will also examine environmental justice as a social movement in which local communities, activists, online networks, and at times government actors resist environmental injustice to create cleaner, more sustainable environments for all. Throughout the semester, we will read scholarly texts, engage primary sources, analyze popular and independent media, and study testimony and self-published materials from Black activists across the globe.

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

---

**L90 AFAS 2991 Undergraduate TA**

Credit 3 units.

---

**L90 AFAS 2999 Internship in African & African American Studies**

Students receive credit for a faculty-sponsored and approved internship with a community partner. Preference will be given to AFAS community partners. The internship is intended to give students the opportunity to obtain professional experience and apply AFAS concepts in project with a community partner in their area of interest. Students must have a faculty advisor, and a site or project supervisor at the community partner. Registration requires completion of the Learning Agreement, which must be filled out and signed by their faculty sponsor, the AFAS Director of Community Engagement, and their site supervisor prior to beginning internship work. Students should agree on a set of deliverables with the faculty sponsor, for instance, bi-weekly journals with an end-of-the-semester short reflection paper. Students are encouraged to use their internship experience for their future capstone or senior honors thesis. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic adviser and career placement file. May be taken for 1-3 credit hours, depending on the number of internship hours.

Credit variable, maximum 3 units.

---

**L90 AFAS 3000 Directed Research in African & African American Studies**

Students work on research activities, a project, or specialized training in Black Studies under the supervision or direction of an AFAS professor outside of a classroom for an "approved learning experience." Approval of an instructor and the chair of the department is required. This designation should constitute rigor and knowledge gained consistent with other 300-level courses in the Department. May be taken for 1-3 credit hours, depending on the number of hours committed per week. Credit variable, maximum 3 units.

---

**L90 AFAS 3002 Feminist Fire!: Radical Black Women in the 20th Century**

Black women have been at the forefront of the Black radical tradition since its inception. Often marginalized in both the scholarship and the popular memory, there exists a long unbroken chain of women who have organized around the principles of anti-sexism, anti-racism, and anti-capitalism. Frequently critical of heterosexist projects as well, these women have been the primary force driving the segment

of the Black radical tradition that is commonly referred to as Black Feminism. Remaining cognizant of the fact that Black Feminist thought has also flourished as an academic enterprise -- complete with its own theoretical interventions (e.g., standpoint theory, intersectionality, dissemblance) and competing scholarly agendas -- this course will think through the project of Black Feminism as a social movement driven by activism and vigorous political action for social change. Focusing on grassroots efforts at organizing, movement building, consciousness raising, policy reform, and political mobilization, this course will center Black Feminists who explicitly embraced a critical posture toward capitalism as an untenable social order. We will prioritize the lives and thoughts of 20th-century women like Claudia Jones, Queen Mother Audley Moore, Frances Beal, Barbara Smith, Audre Lorde, and Angela Davis as well as organizations like the Combahee River Collective, the Chicago's Black Women's Committee, and the Third World Women's Alliance. At its core, this course aims to bring the social movement history back into the discourse surrounding Black Feminism.

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

---

**L90 AFAS 301 A History of African-American Theater**

A survey of African American theatre from post-Civil War "coon" shows and reviews to movements for a national black theatre, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early black theatre and minstrels; black theatre movement and other ethnic theatre movements in America. Critical readings of such plays as Amiri Baraka's "Dutchman," Lorraine Hansberry's "A Raisin in the Sun," Langston Hughes and Zora Neale Hurston's "Mulebone." Also works by August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson.

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

---

**L90 AFAS 301F Historical Methods-African History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301F

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

---

**L90 AFAS 3031 Music of the African Diaspora**

This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.

Same as L27 Music 3021

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

---

**L90 AFAS 3071 Caribbean Literature in English**

Rum! Fun! Beaches! Sun! This is the image of the Caribbean in America today. This course will survey literature and culture from these islands, looking both at and beyond this tourists' paradise. It will aim to introduce students to the region's unmistakably vibrant tradition of multicultural mixture, while keeping an eye on the long history of slavery and rebellion out of which the islands' contemporary situation formed. Along the way we will encounter a wide variety of texts, from the earliest writing focused on life in urban slums, to the first novel ever to have a Rastafarian as its hero, to more contemporary considerations of the region's uncertain place in a U.S.-dominated world. Toward the end of the course, we will also look at important films like *The Harder*

They Come as well as discussing the most globally famous cultural product of the contemporary Caribbean: reggae music. The course will involve readings from multiple genres, and will cover authors such as C.L.R. James, Derek Walcott, Jean Rhys, V.S. Naipaul, Jamaica Kincaid, and Caryl Phillips.

Same as L14 E Lit 3071

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

---

### L90 AFAS 311 Modern Dance and the African-American Legacy

This course examines the works of several African-American choreographers and their contributions to the field of modern dance in America. These works are considered modern dance classics and some depict important historical events. Through the medium of dance aided by discussions, video and class reading assignments, the choreographers' works are analyzed for form, content and social relevance. Studio work includes technique to support learning the repertory. Prerequisite: one to two years training in modern, jazz or ballet

Same as L29 Dance 311

Credit 2 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM EN: H

---

### L90 AFAS 3111 African American Images in Film

The course surveys the evolution of African American images in film, which began with the first major feature length silent film, *Birth of a Nation* (circa 1915), which celebrated the Ku Klux Klan and contained racist depictions of African Americans. The first "talking film," *Al Jolson's The Jazz Singer* contained the (in)famous song, "Mammie," which was sung by Mr. Jolson in *Black Face*, a carry-over from White performers who darkened their faces with burned cork during minstrel and vaudeville live performances. Those early films were produced and directed by European Americans who tended to portray African Americans through negative stereotypical depictions. Gradually, with the passage of time, technology, and the emergence of the Civil Rights Movement, a combination of European and African American film makers began to provide a broader array of Black portrayals that included a spectrum of negative to positive depictions of Black people. We will include an examination of Washington University's Eyes on the Prize archives.

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

---

### L90 AFAS 3113 Culture, Politics, and Society in Francophone Africa

France and Africa have a long historical relationship, dating back to the early Euro-Mediterranean empires, the first explorers, long-distance traders, Christian missionaries, colonialists, and today's French West and North African communities. In this course, we delve into this long process of interaction between France and its colonies of Africa. During the first half of the semester, we explore these historical relationships and examine the scientific constructs of race in the 19th and early 20th century. We touch on themes that defined the colonial encounter, including the development of the Four Communes in Senegal, the Negritude movement, and French Islamic policies in Africa. The curriculum for this course includes articles, films, and monographs, to explore these themes and includes writers and social activists living in France and the African diaspora. The second half of the course examines Francophone Africa after independence. Here the course explores the political and cultural (inter) dependence between France and its Francophone African partners. In addition, we examine the challenges of many African states to respond to their citizen's needs, as well as France's changing immigration policies in the 1980s, followed by the devaluation of the West and Central African Franc (CFA).

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

---

### L90 AFAS 3117 Capitalism, Socialism and Labor: The Political Economy of 20th Century Africa

This course surveys the integration of African individuals and communities into the global economy. We will, however, pay equal attention to their efforts to resist integration, or at least have a greater say in how it would take place. This social history of the political economy of sub-Saharan Africa in the "long" 20th century critiques theories of imperialism, capitalism, socialism, development and underdevelopment from the perspective of ordinary people. The essay-based course work is focused on making original arguments using primary historical sources as evidence.

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

---

### L90 AFAS 3120 African Immigration to the United States of America

The United States of America has historically been known as a "nation of immigrants." However, current rhetoric has brought this notion into question. This country has consistently been a magnet for millions of people from all over the world, and this course seeks broadly to understand recent African immigration. In Black studies, most attention has been paid to the forced migration of the enslaved during the Atlantic Slave trade. Studying 20th and 21st African immigration is key to truly understanding the Black experience in America. According to data from the U.S. Census Bureau, 2.1 million Africans live in America as of 2015. The majority of these migrants are from Sub-Saharan Anglophone Africa (Nigeria, Ghana, Kenya, South Africa), but they are also from war-torn countries such as Ethiopia, Eritrea, and Somalia. The primary focus of this course will be on contemporary African labor immigrants, including skilled professionals, children who arrived in the United States for family reunification, refugees, and winners of the Diversity Visa lottery who are now permanent residents. The migratory flux also includes people who were forced to leave their birth countries for political reasons as well as genocide. Through the class, we will examine the "push and pull" factors of immigration. The second part of the course explores the lived experience of Africans in America, whether they are well educated as compared with other migrant communities or whether they are laborers. We will study the role of remittances, language barriers, paths to naturalization, and job opportunities once Africans reach American soil. Increasingly, repatriation (both voluntarily and forced), xenophobia and Islamophobia are challenges that rock African immigrant communities. Today, many Africans live between two countries: Africa and America. This transnationalism allows them to navigate different lives, stories, identities, and cultures. Several activities are organized in the African local community. There is a large group of Ghanaians, Kenyans, Egyptians, Senegalese, Nigerians, Ethiopians, and Somalians in St. Louis. We will invite these individuals to the class as guest speakers so that students can fully understand their multiple lives in the St. Louis metropolitan area.

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

---

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

See course listings for current offering.

Same as L98 AMCS 3190

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

---

### L90 AFAS 3192 Black New Orleans

New Orleans is a location on a map, a collective memory, and a metaphor. But most of all, New Orleans is and has been a site of Black cultural production for centuries. While the name often conjures images of Mardi Gras beads and Bourbon Street revelers, this intermediate level seminar unpacks the complex histories of Black communities beyond stereotypes popularized by mass media and tourism marketing. We will discuss topics such as airboat tours, so-called post-Katrina "resilience," voodoo priestess Marie Laveau, and more. Drawing inspiration from

Dr. Jessica Marie Johnson's statement that "Black New Orleans Is The Center of The World," we will come to understand the Crescent City as a crucible and incubator of Black culture. The materials used in this course are as multifaceted as the city itself and include scholarly texts, primary sources, fiction, spoken word, music, and documentary film.  
Credit 3 units. A&S IQ: HUM, SC EN: H

---

#### **L90 AFAS 321C African Civilization to 1800**

Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 AD. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the western Sudanese states, the trans-Atlantic slave trade, and the historical roots of apartheid. For AFAS majors, this course counts as Area Requirement 4.

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

---

#### **L90 AFAS 322C African Civilization: 1800 to the Present**

Beginning with social and economic changes in 19th Century Africa, this course is an in-depth investigation of the intellectual and material culture of colonialism. It is also concerned with the survival of pre-colonial values and institutions, and examines the process of African resistance and adaptation to social change. The survey concludes with the consequences of decolonization and an exploration of the roots of the major problems facing modern Africa.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: HAF, HSM

---

#### **L90 AFAS 3254 African Americans and Children's Literature**

This course explores two distinct themes: how African descended people have been depicted in American and British children's literature and how African Americans have established a tradition in writing for children and young adults. It will also examine two related questions: How has African American childhood been constructed in children's literature and how have African American writers constructed childhood in children's literature? We will look at such classic white writers for children like Helen Bannerman, Annie Fellows Johnston, and Mark Twain as well as efforts by blacks like the *Brownies Book*, published by the NAACP, and children's works by black writers including Langston Hughes, Ann Petry, Shirley Graham Du Bois, Arna Bontemps, Virginia Hamilton, Walter Dean Myers, Mildred Taylor, Floyd and Patrick McKissack, Julius Lester, Rosa Guy, Sharon Bell Mathis, bell hooks, and others. For AFAS majors, this course counts as Area Requirement 1.

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

---

#### **L90 AFAS 3255 Black Masculinities**

This course will investigate and explore how manhood, or masculinity, interacts with ideas of sexuality in public and private life. Together, we will look closely at writers who offer cultural and theoretical frameworks to challenge our ideas of what black manhood is and should be, particularly those writers who are bold enough to represent same-sex desire among black men and women. Authors will include James Baldwin, Essex Hemphill, Mark Anthony Neal, Mignon Moore, and E. Patrick Johnson.

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

---

#### **L90 AFAS 3282 Sexuality in Africa**

An examination of various themes of African sexuality, including courtship, marriage, circumcision, STDs and AIDS, polygamy, homosexuality, child marriages, and the status of women. Course materials include ethnographic and historical material, African novels

and films, and U.S. mass media productions. Using sexuality as a window of analysis, students are exposed to a broad range of social science perspectives such as functionalist, historical, feminist, social constructionist, Marxist, and postmodern.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

---

#### **L90 AFAS 330S Topics in Gender & Am Culture:Native Sons & Daughters:Gender, Sexuality and African-American Culture**

This topics course introduces students to gender as a category of analysis. Students investigate why and how gender becomes infused with cultural meanings. Through various methodological approaches, they explore how these socially constructed meanings shape Americans' everyday lives and societal dynamics more broadly. The topic varies by semester; common focal points include the intersection of gender with race and ethnicity, social class, health care, education, and politics. This course fulfills the Social Differential requirement. Please see the course listings for a description of the current offering. Same as L98 AMCS 330S

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

---

#### **L90 AFAS 332R Race and Design**

This seminar introduces students to the relationship between race and design in history, theory, and practice. How have racial ideologies shaped the formation of design? How has design mediated the reproduction of racial ideologies across time, space, and social forms? While tracing the tangled history of race and design, we will engage current critical writing and design practices. Topics include: material cultures of slavery and racial capitalism; racism in the design industry; racial politics of modernism; architectures of incarceration and surveillance; and antiracist practices. Students will develop their own perspective on these issues through site visits and a final research project. Prerequisite: None

Same as I50 INTER D 332R

Credit 3 units.

---

#### **L90 AFAS 3430 West African Music and Dance in Context**

A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete Dan, Lobi, Makinke, and Senufo peoples. The course addresses the relationship between music and dance as well as their social and cultural significance. Study of myths, art, costumes and masks as they relate to various dances and music is also included. A studio course with related reading material.

Same as L29 Dance 343

Credit 2 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM EN: H

---

#### **L90 AFAS 3500 Barack Obama and the Idea of an African-American Presidency**

We will start the course reading some scholarly selections about the history and administrative structure of the presidency. We will then look at four instances of African Americans running for president: comedian and activist Dick Gregory in 1968, Congresswoman Shirley Chisholm in 1972, and civil rights activist Jesse Jackson in 1984 and 1988. Of course, a number of black people have run for the presidency as third-party candidates: Frederick Douglass, James Ford, Lenora Fulani, Cynthia McKinney, Angela Davis, and Eldridge Cleaver, among others. In addition, some have sought the Republican Party's nomination as conservatives, such as Alan Keyes, Herman Cain, and Ben Carson. Some of these individuals will be briefly discussed, but time will not permit us to study them. We are fortunate that Dick Gregory and Shirley Chisholm wrote firsthand accounts of their campaigns. We will then move on to the heart of the course: an examination of United States Senator from Illinois Barack Obama's successful campaign for presidency as the first black nominee of a major party. We will consider his career before he became president, and we will examine certain aspects of his

presidency itself. It is hoped that this course will offer students a new understanding of the American presidency and some exposure to how black people have thought about this office as a cultural symbol and a realization of power.

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

---

**L90 AFAS 3550 Undoing Empire: Introduction to Postcolonial Writing and Art**

This course introduces students to the histories and politics of postcolonial writing and art. By tracing the genealogies of writing and art produced in the aftermath of colonialism, this course will explore how writers, artists, and scholars working from the context of formerly colonized nations have responded to the legacies of racial, cultural, and economic oppression. Students will look at novels, poems, art, and theater produced by those working from Africa, the Caribbean, and other formerly colonized nations in order to chart the complex networks of political solidarity these works enable. Writers like Franz Fanon, Aimé Césaire, and Gayatri Spivak will be read alongside literary and artistic pieces by writers such as Chinua Achebe, Tsitsi Dangaremba, Jamaica Kincaid, Derek Walcott, Safiya Sinclair, Arundhati Roy and artists such as Zanele Muholi, Santu Mofokeng, Tessa Mars, William Kentridge, and others. Topics such as racial memory, postcolonial identity, radical aesthetics, and Afro-futurism will be explored.

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

---

**L90 AFAS 3600 Beyond Sea, Sunshine and Soca: A History of the Caribbean**

This course examines major themes in the history of the Caribbean from the fifteenth to the twentieth century. The first half of the course will focus on the fifteenth to the nineteenth century, exploring issues such as indigenous societies, European encounter and conquest, plantation slavery, the resistance of enslaved Africans and emancipation. The remainder of the course focuses on aspects of the cultural, economic, political and social experiences of Caribbean peoples during the twentieth century. Major areas of inquiry include the labor rebellions of the 1930s, decolonization, diasporic alliances, Black Power, identity construction and the politics of tourism. While the English-speaking Caribbean constitutes the main focus, references will be made to other areas such as Cuba and Haiti.

Same as L22 History 3600

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

---

**L90 AFAS 363 Mapping the World of "Black Criminality"**

Ideas concerning the evolution of violence, crime, and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race - more specifically blackness - alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctly criminal population. Taking a dual approach, students will consider the historical roots of the policing of black bodies alongside the social history of black crime while also foregrounding where and how black females fit into these critical conversations of crime and vice. Employing a panoramic approach, students will examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. The prerequisite for the course is L90 3880 (Terror and Violence in the Black Atlantic) and/or permission from the instructor, which will be determined based on a student's past experience in courses that explore factors of race and identity. For AFAS majors, this course counts as Area Requirement 2.

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

---

**L90 AFAS 3644 "Look Here, Karen": The Politics of Black Digital Resistance to White Femininity**

In this course, we will explore the ways in which Black online publics use resistance strategies, such as mimetic imagery and racial humor, to call attention to white femininity and its deployment of the police against African Americans. We will trace the relationship between the police state and white femininity through the historical lens of 'innocence' and protection of the U.S. nation as well as the similarities and differences of Black online publics' responses in relation to past resistance strategies. What does it mean to be a 'typical' Karen in Internet culture? What are the aesthetic boundaries of Karens? And, what do digital platforms afford to Black users who make Karens visible? While paying attention to race, gender and class, this course offers students the skills to be able to collect and analyze online data, such as 'Karen' memes, in order to make critical arguments and observations that are grounded in historical accuracy.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA EN: H

---

**L90 AFAS 3651 Black Women Writers**

When someone says, black woman writer, you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we will survey the range of Anglophone African American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler, and Rita Dove, among others. Be prepared to read, explore, discuss, and debate the specific impact of race and gender on American literature.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L90 AFAS 3655 Black Conservatives and Their Discontent: African Americans and Conservatism in America**

In this course, we will examine the attraction of some African Americans to the ideas and aims of conservatism: limited government, individual freedom, the objectivity of merit, religious tradition, self-reliance, and a free market economy. On the matter of race, African Americans who identify as conservatives tend to be strongly opposed to affirmative action, to distrust race-based public policy solutions and government intervention in race issues generally, to opposed to reparations for slavery, and to believe in character-building and values such as thrift and hard work as important virtues for Blacks to cultivate. Their hostility toward liberalism and leftist ideology is not quite the same as some religious-based Black conservatives, such as the racially militant Nation of Islam and the several black Pentecostal sects, who strenuously believe that white liberalism and white leftist thought are expressions of white decadence. However, their beliefs are not far removed from this. In this way, Black conservatives are seen in a harshly antagonistic way by the national political establishment, which is largely liberal, and by black intellectuals and scholars, who are, for the most part, leftist-leaning. The critics of Black conservatism cannot understand how some Black people can be attracted to ideas that are rooted in racist assumptions, that are justifications for white domination, and that have been used to defend the white-dominated status quo and a white, Eurocentric value system. Race must be used as a weapon for liberation from white thralldom. What does a Black person have to conserve, and why would they want to identify with an ideology that has been used to oppress them? Black liberals and leftists call Black conservatives "Uncle Toms" and "Sellouts." Black conservatives return the antagonism in full measure, arguing that white liberals and leftists use the victimology of Blacks as a cudgel to beat whites with whom they politically disagree in order to effect the social change they desire and that they treat Blacks essentially as injured children who need to be either indulged, romanticized, excused, aided, or pitied. Racial identity is nothing more than a mere weapon of resentment. Black conservatives feel that Black liberals and



leftists play into the hands of white liberals and leftists by making race an overdetermining factor in the lives of Black people. They also argue that the public policy solutions of Black liberals and leftists have not worked and that they in fact mostly benefit the Black middle class. They call civil rights leaders and Black liberal and leftist intellectuals "race hustlers" and "race charlatans." The conflict here is not simply or solely political; it is also deeply psychological and a question of identity. What does being Black mean, and what is it prohibited from meaning? We will look closely at many of the major works of significant Black conservatives to understand the nature of their arguments and their claims to legitimacy. How do Black people see conservatism? What do they hope conservatism will do for the Black community? Have they made much of an inroad among Blacks? Is it true, as some conservatives have claimed, that Blacks have a natural affinity for certain conservative ideas? For AFAS majors, this course counts as Area Requirement 2.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

---

#### **L90 AFAS 367 Maroons and Marronage**

What did it mean to free oneself from enslavement in different parts of the Americas? What constitutes success? How do agency, resistance, and complicity emerge in the transition from unfreedom to freedom? What are the legacies of such actions in the contemporary moment? By focusing on flight from enslavement, we will trace the contours of colonization in the Americas and discuss how maroons challenged the naturalness of the colonial order and shaped larger geopolitical relations among colonial powers. First, we will take a nuanced approach to broad themes such as freedom, independence, and resistance as we examine case studies from Latin America, the Caribbean, and North America. We will then explore how these narratives of freedom and resistance have been used in the present day for a variety of purposes from commemoration to tourism to activism. By following the lives and afterlives of maroons in the Americas, this course asks us to critically engage with the often ignored co-authors of the hemisphere's past, present, and future.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

#### **L90 AFAS 3672 Medicine, Healing and Experimentation in the Contours of Black History**

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus will be extended towards the underpinnings of race and gender in the medical treatment allocated across time and space--the U.S., Caribbean, and Latin America--to give further insight into the roots of contemporary practice of medicine.

Same as L22 History 3672

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

#### **L90 AFAS 368 Emerging Africa: Language, Identity, and Social Change**

Beginning with a review of key issues that shape Africa's linguistic history, the course explores linguistic situations in several African countries, including examining the role language plays in constructing identities, maintaining social cohesion, and empowering marginalized communities. An integral part of the course will be a critical look at the growth and influence of urban slang and pidgins in Kenya, South Africa, Senegal, Zambia, DR Congo, and Cameroon.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: HUM EN: S

---

#### **L90 AFAS 3838 African-American Poetry from 1950 to the Present**

Beginning with the year in which Gwendolyn Brooks became the first African American to win the Pulitzer Prize, we will examine the tradition of African American poetry and the ways in which that tradition is constantly revising itself and being revised from the outside. We will focus in particular on the pressures of expectation -- in terms of such identity markers as race, gender, and sexuality -- and how those pressures uniquely and increasingly affect African American poetry today.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

---

#### **L90 AFAS 3861 Psychology of Black Women**

This course is designed to provide a critical analysis of the distinctive experiences of Black women through a psychological lens. We will explore topics relating to Black women's experiences in home, school, and community contexts, such as identity development, socialization experiences, and misogynoir. The class will also consider how Black women draw on individual strengths and cultural assets to support their personal wellbeing. This course will heavily center the narratives of Black women, and focus on mixed methods and qualitative research approaches. We will draw upon interdisciplinary frameworks (e.g., intersectionality, Black feminist thought, and liberation psychology) to help us understand Black women's experiences. PREREQ: L33 Psych 100B

Same as L33 Psych 386

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

#### **L90 AFAS 386A Topics in African-American Literature: Rebels, Sherioes, and Race Men**

In this seminar-for we are fortunate to be an elite group this term-- we will focus on the first century of African American prose writers. In genre terms that means we will largely, but not exclusively, read autobiographies and novels. Phillis Wheatley, Frederick Douglass, and Harriet Jacobs are now familiar names in U.S. literature surveys, but others are not yet household names, and in fact may never be. We will survey a core group of texts, available at the WUSTL bookstore, but also supplement our readings with materials placed on BlackBoard, via online databases (e.g., materials accessible digitally from the Schomburg Division of the New York Public Library). For AFAS majors, this course counts as Area Requirement 1.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L90 AFAS 387C African-American Literature: Early Writers to the Harlem Renaissance**

Same as L14 E Lit 387

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM

---

**L90 AFAS 388C African American Literature: African American Writers Since the Harlem Renaissance**

African American literature in the 20th and 21st centuries grew from a renaissance in Harlem into a world-shaping institution. Public enemies and Nobel prize winners; card-carrying Communists, rock-ribbed Republicans, and Black Power nationalists; Broadway playwrights, Book-of-the-Month Club novelists, and a duly elected U.S. president are among the authors we will study with special attention to the intimate link between black writing and black music. Aiming at chronological and stylistic breadth, the syllabus will begin with poet Alice Dunbar Nelson (born 1875) and end with novelist Colson Whitehead (born 1969), with an array of better-known names--W. E. B. Du Bois, Langston Hughes, Claude McKay, Nella Larsen, Zora Neale Hurston, Richard Wright, Ann Petry, Ralph Ellison, James Baldwin, Gwendolyn Brooks, Amiri Baraka, Alice Walker, and Toni Morrison--coming in between. Assignments will consist of two papers, one presentation, and one exam. Prereqs: none, but related classes such as E Lit 2151 and E Lit 2152 and/or AFAS 255 are suggested. Satisfies the Twentieth Century requirement in English, and/or one 300-level elective requirement in AFAS.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L90 AFAS 3890 Black Heritage Preservation Seminar and St. Louis Workshop**

What is Black heritage, how is it thoughtfully preserved, and to what ends? These are fundamental questions guiding the seminar and workshop, Black Heritage Preservation, where we combine local, regional, and global exploration of the construct of Black Heritage across the African Diaspora with hands-on, community-based work to preserve the African American heritage of greater St. Louis. The course is motivated by growing recognition of the power of preservation as a form of equity, and commitment to asserting the importance of African American history as a vital force in the American cultural landscape.

Credit 3 units. A&S IQ: HUM, SC EN: H

---

**L90 AFAS 393 Topics in Women, Gender, and Sexuality Studies**

Topic varies. See semester course listings for current offering. Same as L77 WGSS 383

Credit 3 units. A&S IQ: HUM, SC, SD Arch: AH, GFAH BU: BA EN: H

---

**L90 AFAS 394 African Literature in English**

Same as L14 E Lit 394

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

---

**L90 AFAS 395SM Women and Crime in the Evolution of American History**

Crime happens. Property is damaged and stolen, lives are lost, and law, order, and justice evolves. This course taps into that ongoing reality by centering the herstorical evolution of female crime, highlighting women and girls of many kinds across time and spaces of America. It moves across centuries (through to the contemporary period) probing within and far beyond icons to unveil the gendered nature of crime and moreover to empower students to see and trace everyday female criminality that ignited across racial, ethnic, as well as lines of age in the winding path of American history. While men and boys dominate public and even scholarly expectations of crime and carceral conversations for many, students will leave this course with a far more rigorous understanding of the herstories gained by taking serious the types of crimes that women and girls acted out by exploring: robbery, assault, infanticide, larceny, murder, arson, prostitution, serial killers, and drug-related crimes. As well as going further to probe state and federal power through carceral medicine - showing the interior world of female prisoners, physicians, the movement of females into "asylums" and mental state hospitals, incarceration based on "insanity" while going

further to examine births, illnesses, and death of women and teens in jails and prisons. Students will be likewise pushed to engage America's timeline of race, gender, and executions that includes women and girls. Racialized and gendered criminality, law enforcement violence, healthcare and deathcare in prisons are critical public health issues that students can better understand the complicated evolutions by deeply probing the herstorical lives of women, girls, and crime through this course. Students will read, learn, dig up the past, and write to ensure a future of herstory and remembrance.

Same as L22 History 39SM

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L90 AFAS 4008 Slavery and Public History**

Public history, or applied history, encompasses the many and diverse ways in which history is put to work in the world and applied to real-world issues. This course teaches public history practice with particular emphasis on engaging in the public history of slavery through research and interpretation on the regional histories of enslavement within St. Louis and at Washington University. Students will learn by engaging critical scholarship on public history, debates about how public history is practiced, and learning core tenets of public history interpretation, museum best practices, oral history, preservation, and material culture and their particular application to public history interpreting slavery. This includes grappling with the politics of memory and heritage that shape, limit, and empower public history practice on slavery, and how white supremacy has shaped what histories we absorb in the public.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L90 AFAS 401 Senior Seminar**

This capstone seminar is required for students who are majoring in African and African-American Studies.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L90 AFAS 4013 Queer of Color Critique**

That sensation produces surplus, often uncontainable knowledge, is something that is beginning to be explored in various arenas of queer theory as an important component of queer of color critique. This seminar will explore different sensational arenas, the different possible critiques that they produce, and what this means for thinking about sexuality, gender, and queer theory. Throughout the course of the semester, we will explore sensation in multiple ways 1) as a diagnostic tool for understanding some of the different ways that race, gender, and sexuality intersect 2) as a way to trouble the dichotomy between interiority and exteriority to understand the ways in which orders of knowledge become imprinted on the body 3) as a mode of producing alternate forms of knowledge about gender, race, and sexuality. In addition to reading about different sensations and their relationships to politics and sexuality, this course will require students to think creatively as they attempt to write about sensation, sexuality, and politics. Ultimately, the purpose of this class is to examine sexuality and sensation as collections of embodied and politicized experiences. Prerequisite: Introduction to Women, Gender, and Sexuality Studies (L77 100B) or permission of instructor.

Same as L77 WGSS 4013

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

---

**L90 AFAS 403 Advanced Swahili**

This course aims at helping students gain skills in reading and appreciating selected readings in Swahili literature. Although the course will primarily focus on plays, novels, poetry, students will also be introduced to Swahili songs, comic books, and other forms of popular literature in an attempt to understand the growth and development of contemporary Swahili literature. Prereqs: Permission of instructor and successful completion of AFAS 103D, 104D, 203D, 204D or equivalent experience.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

**L90 AFAS 4031 Advanced Readings in Swahili Literature**

To be designed with instructor. Permission of instructor required.  
Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM

---

**L90 AFAS 4041 Beginning Graduate-Level Swahili**

A beginning language course for graduate students emphasizing acquisition of reading, writing, and conversational skills in Swahili language. Through video and other multimedia presentations, students are also introduced to the culture of Swahili-speaking communities living in over a dozen African countries.  
Credit 3 units. A&S IQ: LCD, LS EN: H

---

**L90 AFAS 4042 Beginning Graduate-Level Swahili II**

Second semester graduate level Swahili language course emphasizing conversational competence and knowledge of Swahili-speaking cultures of East Africa. Introduction to elementary level Kenyan and Tanzanian Swahili texts, grade school readers, newspapers, and government educational material. PREREQUISITE, AFAS 4041.  
Credit 3 units. A&S IQ: LCD, LS EN: H

---

**L90 AFAS 4043 Intermediate Graduate-Level Swahili III**

Enhanced acquisition of language fundamentals acquired in first year Graduate Level Swahili through performance, reading, and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers, and poems. Prereq: AFAS 4041, 4042 or permission of instructor.  
Credit 3 units. A&S IQ: LCD, LS EN: H

---

**L90 AFAS 409 Gender, Sexuality, and Change in Africa**

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We will examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance, and meaning. Course materials include ethnographic and historical materials and African novels and films. PREREQUISITE: Graduate students or undergraduates with previous AFAS or upper level anthropology course.  
Credit 3 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

---

**L90 AFAS 4103 Black Decolonial Thought: Conceptualizing Epistemic Violence from Frantz Fanon to Achille Mbembe**

It is a truism that colonization has deeply impacted African societies, but we should also acknowledge the multiple ways of thinking and doing that are deployed on the continent. One of the goals of this course is to depart from the dominant epistemology of European and North American scholarship. We will consider African societies and cultures in the diversity of their practices, beliefs, worldviews, and experiences, by using an Afro-oriented canon of knowledge production. If decolonization is the end of political domination of a territory by European empires, the decolonial turn involves a way of thinking about the self, society, and cultures on their own terms (or their ipseity), instead of being always viewed through Eurocentric lenses of reflection and theory imposed by colonization. We will study prominent Black authors who fed the stream of decolonial thought.  
Credit 3 units. A&S IQ: HUM, LCD, SC EN: H

---

**L90 AFAS 4110 The Black South Atlantic**

Since the transatlantic slave trade and the establishment of European colonial empires, Latin America and the African continent have remained culturally and geopolitically enmeshed. This course will therefore serve as an interdisciplinary expansion southward of the

'Black Atlantic,' a term made popular by black studies scholar Paul Gilroy. Our focus on the South Atlantic will be to reorient the debate toward black intellectual, cultural, and activist exchange between Africa and Latin America across history, politics, and cultural production.  
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

**L90 AFAS 4134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics**

In the year 2000, HIV became the world's leading infectious cause of adult death. In the next 10 years, AIDS killed more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources but rather global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for the cultural analysis of responses to HIV/AIDS. Students will explore the relationships among local communities, wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and "risk" categories, prevention and education strategies, interactions between biomedicine and alternative healing systems, and medical advances and hopes.  
Same as L48 Anthro 4134  
Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S

---

**L90 AFAS 415B Historic Preservation, Memory and Community**

Whose history is significant enough to be worth preserving in physical form? Who gets to decide, and how? Does the choice to preserve buildings, landscapes and places belong to government, experts or ordinary people? How does the condition of the built environment impact community identity, structure and success? This place-based course in historic preservation pursues these questions in St. Louis' historically Black neighborhood The Ville, where deep historic significance meets a built environment conditioned by population loss, disinvestment and demolition. The course explores the practice of historic preservation as something far from neutral, but a creative, productive endeavor that mediates between community values, official policies and expert assertion. Critical readings in preservation and public history will accompany case studies, community engagement and practical understanding. This course is open to both undergraduates and graduates.  
Same as I50 INTER D 415B  
Credit 3 units. EN: H

---

**L90 AFAS 417 Topics in African History: Power and Rebellion in 20th-Century Africa**

What is violence? Are some forms of violence more acceptable than others? How have Africans from different constituencies thought about the role of violence in colonial and postcolonial societies? How has violence been used to establish power or to dismantle it? This course examines the politics of violence in 20th-century Africa. Pulling examples from across the African continent, it will engage the preceding questions through topics such as colonial state violence, the Italian invasion of Ethiopia, African soldiers in colonial East Africa, the Mau Mau of Kenya, the assassination of Patrice Lumumba, armed struggle in Southern Africa, and the Tanzania-Uganda war. Students must have taken Introduction to Africana Studies and/or a course on Africa. For AFAS majors, this course counts as Area Requirement 4.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

**L90 AFAS 4215 Mediated Blackness: A Black Studies Approach to Digital Methods**

Starting from the theoretical foundations of Black Digital Studies, this course offers students a survey of the diverse digital methods needed to understand and solve contemporary social phenomena and problems. Whether partnering with policymakers to create new Internet regulations or reporting on breaking news from Black Tik Tokers and other content creators, humanities students and practitioners are consistently faced with opportunities to solve problems related to race and technology, such as issues related to surveillance, mis/disinformation, and more. Ultimately, students will be able to apply a Black Digital Studies lens to an array of industries, including, but not limited to, the non-profit sector, research, journalism, content creation, and policy making.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L90 AFAS 421A From Mammy to the Welfare Queen: African American Women Theorize Identity**

How do representations of identity affect how we see ourselves and the world sees us? African American women have been particularly concerned with this question, as the stories and pictures circulated about black female identity have had a profound impact on their understandings of themselves and political discourse. In this course we will look at how black feminist theorists from a variety of intellectual traditions have explored the impact of theories of identity on our world. We will look at their discussions of slavery, colonialism, sexuality, motherhood, citizenship, and what it means to be human.

Same as L77 WGSS 421

Credit 3 units. A&S IQ: HUM, SC, SD EN: H

---

**L90 AFAS 4235 Blackness in Brazil**

Brazil is the country with the largest population of people of African descent outside of the African continent. However, with its history of race mixture under colonialism and slavery, many have imagined Brazil as a racial paradise such that race minimally influences one's social, political, or economic quality of life. The main focus of this course will be to understand from an interdisciplinary approach, first, the historical and sociocultural conditions of the African diaspora in Brazil. Second, we will focus on how national ideologies of racial mixture employ a rhetoric of inclusion that incorporates selective aspects of black culture into Brazilian national identity while excluding black people from the protections and pleasures of full citizenship. Beginning with the experiences of enslaved Africans, we will engage how Afro-Brazilians have developed ideas and spaces of freedom and belonging through social movements, religion, the arts, and resistance well into the black consciousness movements of the late twentieth and twenty-first centuries. In the course, we will collaboratively read, view, and listen to a variety of primary and secondary sources in order to analyze and write about blackness and the lives of black people in Brazil across history, intersecting, most predominantly, with the social structures of gender, sexuality, class, and religion.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

**L90 AFAS 423B Topics in American Literature: James Baldwin Now**

Same as L14 E Lit 423

Credit 3 units. A&S IQ: HUM, SD Art: HUM EN: H

---

**L90 AFAS 424A Topics in American Literature: Slavery and its Legacies**

This course offers an advanced introduction to both the literature and the concept of modernism, the "ism" used to mark the experimental verve of early twentieth-century writing and to grasp its ties to modernity, or the modern social world. As the course title suggests, we will devote most of our time to the career of modernism in the

United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts--early modernist experiments, 1920s modernist landmarks, and Great Depression revisions--will illuminate the grand ambitions of eccentric literary forms and sequestered avant-garde movements; the public disputes and buried alliances between "high" expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus will feature fiction, poetry, and drama by old and new literary celebrities: Djuna Barnes, John Dos Passos, T. S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Nella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer, and Richard Wright. A shorter list of critical essays will highlight modernism's tendency to theorize itself while introducing 21st-century perspectives from the "New Modernist Studies." Satisfies the American requirement. For undergraduates, Junior or Senior standing is required.

Same as L14 E Lit 424

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L90 AFAS 426W Memory for the Future**

The year-long Studiolab "Memory for the Future" (M4F) will create spaces and practices of humanities education, practical public history, and collaboration in the spirit of "multidirectional memory." This concept tries to address the interlinked histories and legacies of the Holocaust, slavery, apartheid, and colonialism and create opportunities for dialogue between communities impacted by and implicated in these forms of violence. Our principal aims are to explore, enrich, and sustain the global and local focus of "reparative memorial practices" in St. Louis. Focusing on commemorative efforts through public memorials, monuments and especially museums, M4F will engage survivors, activists, institutional leaders, and scholars (students and faculty) in the development of educational materials, artistic representations, exhibitions, and other approaches to bringing the past into the present. We strive to support the efforts of local and regional initiatives and venues to end racism, antisemitism, and homophobia and their related violence through innovative and inclusive memory work. Alongside classroom-based instruction focusing on discussing scholarship and acquiring practical, curatorial, and pedagogical skills, students will work with area institutions and initiatives to apply their study of multidirectional memory. This practicum is an integral part of the course and requires students to leave campus and regularly work with one of our partners (The Griot Museum of Black History, George B. Vashon Museum, St. Louis Kaplan Feldman Holocaust Museum, The Mildred Lane Kemper Art Museum, Reparative Justice Coalition of St. Louis, St. Louis Community Remembrance Project). Participants of the Studiolab are expected to attend regular weekly meetings and engage in self-directed and collaborative project work. We are also preparing study trips to regional sites of memory and education. The M4F Studiolab will convene at the Lewis Collaborative, a living-learning-commercial space at the west end of the Delmar Loop. All A&S graduate students and advanced undergraduates are invited to participate.

Undergraduate enrollment by permission of the instructors. For History majors, this course fulfills the capstone requirement as an Advanced Seminar. As a year-long course, students are expected to enroll in both the fall and spring sections. For more information, please consult <https://www.m4f.community/>

Same as L56 CFH 426

Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

**L90 AFAS 4311 Black Experimental Music**

Founded on the South Side of Chicago in 1965, the Association for the Advancement of Creative Musicians (AACM) united dozens of African American artists who were interested in experimental approaches to composition and improvisation. Their creative work, often described as black experimental music, would transform black-identified musical

styles like jazz as well as white-identified styles of experimental concert music from which African Americans were often excluded-until the AACM intervened. In this course, we will investigate the Association's history by reading and discussing a wide range of texts about the organization, including books and articles written by AACM members themselves. We will also examine a number of important recordings and musical scores created by AACM artists, including Muhai Richard Abrams, Fred Anderson, Anthony Braxton, Joseph Jarman, George Lewis, Nicole Mitchell, Roscoe Mitchell, and Wadada Leo Smith.

Same as L27 Music 4311

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H

---

**L90 AFAS 435A Practicum in Digital Humanities: Enslavement in St. Louis**

This is a variable topics course, and content will change from semester to semester.

Same as L93 IPH 435

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L90 AFAS 4377 Performing Ghosts: Blackness, Performance, and Archival Erasure**

Taking ghost as apparition, metaphor, an imaginary, and type of possession, this course focuses on the intersections between performance, affect theory, and archival practice to investigate how scholars and artists contend with the psychic and affective terrors against blackness. Part of these terrors, the course asserts, happened and is happening in the realm of the affective, ephemeral, and archival. Moving across theoretical works, literature, and theater, our readings differently query: how can performance enable us to recuperate the lives of those violently erased from the archive? How to imagine embodiment for subjects "tracked" by history, such as black folks whose bodies suggest other forms of pathology, like sexual deviancy, mentally "insanity," and other forms of criminalization? How have attachments to ghosts been used as a methodology to stage and reperform blackness in the past and in the present? And lastly, how can we capture embodiment (or enmeshment) without live bodies? By rethinking "liveness," "absence," "loss," and "remains," the readings and discussions will offer performance as a methodological and analytical infrastructure to conduct historical and/or archival research.

Same as L15 Drama 437

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

---

**L90 AFAS 4601 Historical Racial Violence: Legacies & Reckonings**

There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts.

Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These 'haunting legacies' include heart disease and other health disparity, homicide rates, white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptualize and develop interventions intended to clarify and disrupt legacies of racial violence, facilitating contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L90 AFAS 4602 Topics in Afro-American Studies: Afro-American Poetry from 1920 to the Present**

Themes and major figures associated with the shaping of the modern literary imagination as it relates to Afro-American poets from the 1920s to the present. Prerequisites: AFAS 208B and 209B.

Credit 3 units. Arch: HUM Art: HUM

---

**L90 AFAS 4607 Education of Black Children and Youth**

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Same as L12 Educ 4607

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L90 AFAS 4608 Education of Black Children and Youth in the United States**

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education -- as essential aspects of American and African-American culture and life -- will be placed in the foreground of course inquiries. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Same as L12 Educ 4608

Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM EN: H

---

**L90 AFAS 461B Construction and Experience of Black Adolescence**

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology, and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality, and education.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC

---

**L90 AFAS 470 What is Africanfuturism? 21st Century African Speculative Fiction**

This course examines the genealogies, aesthetics, and politics of Africanfuturism, a sub-genre of speculative fiction and African literature. While the term Africanfuturism is recent, coined by Nnedi Okorafor in 2019, there is nothing new about speculative fiction from Africa. Africanfuturism is the aesthetic practice of producing worlds created by Africans that center (rather than marginalize) Africa and Africans; where Africans are represented as the historical agents who produce their own futures (rather than historical subjects assigned to a "traditional" past); and where technology, science, and philosophy are recognized as indigenous to Africa (rather than imported).

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS

---

**L90 AFAS 474 Black Geographies: Space, Place and Ecologies of Power**

From the gardens of enslaved women in 19th century Louisiana to 21st century racial justice marches in St. Louis, this advanced seminar will explore the emerging field of "Black Geographies." We will explore questions such as: How have Black communities been both enclosed and liberated by spatial arrangements of earth, sea, and sky? How do Black Geographies challenge and re-imagine conventions of social and cultural geography? What interventions are cutting-edge interdisciplinary scholars making, and what methods are they using to articulate original research? We will also spend a significant portion of class critically engaging with "Missouri Cartographies" -how historians, sociologists, and designers have depicted Black resistance and unveiled dark stories within and beyond the boundaries of our city. Suggested for undergraduate students who have taken at least one AFAS course. Graduate students may enroll with instructor permission. Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA EN: H

---

**L90 AFAS 475 Advanced African History Seminar**

This seminar allows students who have completed basic African history course work to explore advanced topics in the field. Selected topics include: African geography and environmental history, the classical kingdoms of the Sahel, the development of Swahili culture, the trans-Atlantic slave trade, the historical roots of Apartheid, the intellectual and material culture of colonialism, African resistance and adaptation to social change during the colonial era, decolonization, and roots of some of the major problems facing modern Africa. Credit 3 units. A&S IQ: LCD BU: ETH EN: H

---

**L90 AFAS 4781 Human Rights and Democracy in African Diaspora Communities**

This course examines how questions of democracy and human rights have been conceptualized in African diaspora communities in the Americas and Europe. Course materials will focus on cultural and political developments during the twentieth and twenty-first centuries and their relationship to critiques of democracy that have been developed by members of African diaspora communities. Course materials will also explore the relevance of human rights to struggles for racial, gender, and economic justice and civil rights in African diaspora communities. Special emphasis will be placed on issues such as incarceration, reproductive rights, genocide, and reparations for slavery and their relevance to African-descendant communities in Haiti, the United States, Germany, Brazil, and Colombia. Credit 3 units. A&S IQ: HUM, LCD, SC EN: H

---

**L90 AFAS 4881 Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean**

This seminar explores the history of mental illness in Africa and the Caribbean during the colonial and post-colonial periods. We will be guided by the following questions: What is mental illness? How do social, cultural and political realities affect how mental illness is defined? Should mental illness always be analyzed within a specific cultural context? How did psychiatry factor into the efforts of European colonizers to maintain social order in their colonies? How have colonized people resisted colonial notions of madness? What is the place of religion in these histories? How did mental institutions change after the end of colonial rule and how was post-colonial Caribbean and African psychiatry harnessed in service of decolonization? The course will pay special attention to how European colonial powers employed similar understandings of blackness across regions as they formulated ideas concerning the black populations they deemed "mad" across Africa and the Caribbean. Same as L22 History 4881. Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L90 AFAS 4890 Catholicism and Slavery**

This course explores the role of Catholicism in the global history of slavery. Beginning with an assessment of how early Church theologians interpreted slavery in the Bible, the course will then grapple with how the Church justified taking a leading role in ending serfdom in Europe but endorsed the Atlantic slave trade, becoming one of its most invested participants. We will compare regional contexts of Catholicism & examining global continuities and regional particularities regarding the questions: What did it mean to be enslaved by the Catholic Church? How did enslavers and the enslaved approach Catholicism, as both institution and religious practice, in a context of unfreedom and oppression? In what ways did enslaved people resist Catholic enslavement, drawing upon or rejecting the teachings of Catholicism in their resistance?

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

**L90 AFAS 495A Advanced Seminar: Slavery in America: The Politics of Knowledge Production**

This course focuses on the long history of chattel slavery in North America, from origins through emancipation, encompassing Black and Indigenous enslavement. The course foregrounds the struggles over power, over life and death, that were at the heart of slavery's traumatic and grotesquely violent two-hundred-fifty-year career in North America, with attention to hemispheric context. At the same time, it highlights the fiercely contested historical battleground where scholars have argued about how to define American slavery--as a system or site of labor, production, and reproduction; law, property, and dispossession; racial and gender domination; sexual violation, rape, and incest; psychological terror and social death; containment and marooning; selfhood and nationality; agency and resistance; anti-colonial and revolutionary liberation and millennial redemption. Finally, it engages the "politics of knowledge production" that have produced the slavery "archive," replete with its annihilating silences, repressions, and erasures, and overdetermined "presences." In the end, the course's overarching question is how the politics of slavery, of its material experiences, interpretations, and archives, have shaped the lives and afterlives of slavery and race, to the present day. Students will conduct original research on topics related to North American slavery in consultation with the instructor that will culminate in a 12-15-page final essay. The course includes attention to the role of slavery in the founding and development of Washington University, and research projects that engage the University's slavery "archive" and questions related to enslavement in the history of the University and/or the history of St. Louis are welcome and will be supported by Olin Library Special Collections and other resources. Modern, U.S. PREREQUISITE: SEE HISTORY HEADNOTE.

Same as L22 History 495A

Credit 3 units. A&S IQ: HUM, SD BU: BA, ETH, HUM EN: H

---

## African and African-American Studies Major Program Requirements

- Total units required: 31

The minimum grade required for course work to count toward the major is a C- or better. Students may apply a maximum of 6 credits toward their major that are earned through study abroad and/or transfer credits.

## Required Courses

Code	Title	Units
AFAS 1002	Foundations in African & African-American Studies	1
AFAS 255	Introduction to Africana Studies	3
AFAS 401	Senior Seminar	3
<b>Total Units</b>		<b>7</b>

## Elective Courses

Students must complete 24 units of electives at the 300 level or above, at least 6 units of which must be at the 400 level.

These elective units must include at least one course from each of four focus areas around which the major is organized: Language, Aesthetics and Expressive Cultures; Social and Historical Formations; Gender, Sexuality and the Body; and Engaging Africa and non-US Diaspora Currents. In addition, students should take at least three courses in one of the focus areas.

Students will also take one semester of a foreign language. Wolof and Swahili are strongly encouraged, but other languages will be considered if taken in consultation with the director of undergraduate studies.

## Additional Information

### Co-Curricular Opportunities for Majors

The program regularly sponsors lectures and events such as plays, film festivals, exhibits, field trips, panels, and speakers that focus on contemporary or perennial topics of interest in all areas of the Black experience. In many cases, guest lecturers and artists visit classes and interact directly with students. These program-sponsored events are designed to foster a vibrant social and intellectual community within the program and to give our students a sense of identity and of what it means to be part of the African and African-American Studies community.

### Senior Honors

If a student maintains an overall grade point average of at least 3.65 and a major GPA of 3.50 by the second semester of their junior year, they may be eligible to complete a Latin honors thesis with a core faculty member in the program in African and African-American Studies. Completed application forms for Latin honors should be submitted to the honors program director as early as possible, preferably before May 1 of the junior year.

Website: <https://afas.wustl.edu/>

## African and African-American Studies Minor Program Requirements

- **Total units required:** 19

The minimum grade required for course work to count towards the minor is a C- or better. Students may apply a maximum of 6 credits to their minor that are earned through study abroad and/or transfer credits.

## Required Courses

Students must complete the following 4 units:

Code	Title	Units
AFAS 1002	Foundations in African & African-American Studies	1
AFAS 255	Introduction to Africana Studies	3
<b>Total Units</b>		<b>4</b>

## Elective Courses

Students select 15 units at the 300 level or above, chosen in consultation with the advisor.

## Additional Information

### Co-Curricular Opportunities for Minors

The program regularly sponsors lectures and events such as plays, film festivals, exhibits, field trips, panels, and speakers that focus on contemporary or perennial topics of interest in all areas of the Black experience. In many cases, guest lecturers and artists visit classes and interact directly with students. These program-sponsored events are designed to foster a vibrant social and intellectual community within the program and to give our students a sense of identity and of what it means to be part of the African and African-American Studies community. We encourage our minors to participate in these activities to complement their classroom experiences.

Website: <https://afas.wustl.edu/>

## American Culture Studies

Teaching and research in the American Culture Studies program fosters an interdisciplinary approach to the study of United States history, material culture, social life, literature, politics, arts, and popular culture in local, national, hemispheric, and global contexts. In keeping with the broader direction of American Studies, we prioritize a hemispheric approach that explores US relations with Latin America, Canada, and indigenous nations. We prioritize experiential and site-based learning, and offer special opportunities to work in and with St. Louis communities and organizations. Students in AMCS are constantly

encouraged to shape their study around questions that matter to them: questions about critical ethnic and indigenous studies, environmental and racial justice, media and politics, education and equity, and many more. Our students have gone on to careers in law, public health, journalism, business, medicine, and creative arts.

We offer one major (American Culture Studies) and two minors (American Culture Studies and Asian American Studies) in our undergraduate program. We also have a dynamic community of graduate certificate students drawn from departments across the humanities and social sciences. We host events — including our Americanist Dinner Forum series — and collaborate with colleagues across campus to generate lively, interdisciplinary dialogue. Come join us!

Contact: Karen Skinner, Academic Coordinator  
Phone: 314-935-6991  
Email: k.skinner@wustl.edu  
Website: <http://amcs.wustl.edu>

## Faculty

### Director

#### Paige McGinley

Associate Professor of Performing Arts  
PhD, Brown University

### Assistant Director

#### Noah Cohan

Lecturer in American Culture Studies  
PhD, Washington University in St. Louis

### Director of Graduate Studies

#### Ila Sheren

Associate Professor of Art History and Archaeology  
PhD, Massachusetts Institute of Technology

### Director of Undergraduate Studies

#### Karen Skinner

Academic Coordinator  
PhD, Saint Louis University

### Program Faculty

#### Elaine Peña

Professor of Performing Arts, American Culture Studies, and Anthropology  
PhD, Northwestern University

#### Sabnam Ghosh

Lecturer in Asian American Studies  
PhD, University of Georgia

#### Zachary Manditch-Prottas

Lecturer in African and African American Studies and American Culture Studies  
PhD, University of California, Berkeley

#### Kristoffer Smemo

Lecturer in History and American Culture Studies  
PhD, University of California at Santa Barbara

#### Dave Walsh

Lecturer in American Culture Studies  
MA, Washington University in St. Louis

## Majors

- American Culture Studies Major (p. 264)

## Minors

- American Culture Studies Minor (p. 266)
- Asian American Studies Minor (p. 266)

## Courses

Visit online course listings to view semester offerings for L98 AMCS.

### L98 AMCS 101 Lewis and Clark and the American Challenge

This central multidisciplinary course in the American Culture Studies program is taught by faculty members from the humanities and social sciences, with guest lecturers from the natural sciences. Its focus is the 1804 to 1806 "Voyage of Discovery" led by Meriwether Lewis and William Clark, which will serve as a basis for examining American cultures, past and present. This expedition of more than 7,000 miles dramatically altered the nation's identity by expanding its perception of America's enormous human and physical diversity and by forcing Americans to confront the issue of how much difference the United States could contain. Starting with selections from the expedition's journals, the course will introduce the varied and often contradictory ways (then and now) that different disciplines examine a problem: history, literature, art, anthropology, economics, political science, and biology, as well as race and gender perspectives. In this way, the course seeks to investigate how peoples of different perspectives and cultures interact: how they explore the unknown and try to explain it; how they gather and develop "knowledge"; and how they accept or reject information. To draw together these varied strands of inquiry and to expose students to the research process, the lectures will be complemented by weekly small-group discussions, with field trips to sites along the expeditionary route, including those of the upper Missouri River in North Dakota. Students will choose specific questions they wish to investigate and, organized into research groups of four or five, will create a website. In addition to this core seminar, students will enroll in a special section E Comp.

Credit 3 units. A&S: FYS BU: HUM

### L98 AMCS 1012 Introduction to Urban Studies

This course provides a survey of the field of Urban Studies, utilizing the city of St. Louis as a field site. The major purpose of the course is to gradually reveal how a city operates internally, and how it operates externally with its sister cities, surrounding metropolitan areas and neighboring states, amidst competing and often contradictory interests. Utilizing historical analysis as a guide, the course will briefly revisit the experiences of previous waves of ethnic groups to the St. Louis metropolitan area, as a lens for understanding the current social,



political and economic dilemmas which many urban dwellers in St. Louis now face. The course will reveal to students the intricacies of social welfare issues and policies among high density populations, in St. Louis, that are homogeneous and heterogeneous, at the same time. Visits and discussions with various governmental and nongovernmental agencies, and how such agencies function or dysfunction for various constituencies allow students to ask crucial questions regarding equality of opportunity in a democratic society. Students will also encounter diverse communities and neighborhoods and the intended and unintended consequences of social welfare policies designed to ameliorate urban dilemmas such as poverty and inequality, homelessness, educational underachievement, gentrification, migration and immigration, development, health care, fiscal issues, the informal economy, and issues concerned with crime and social justice, among others. Readings are reinforced and challenged through visits, interactions and observations with broad constituencies and institutions, ranging from city officials to community residents. As such, this course offers a survey discussion of the rich interdisciplinary field of Urban Studies for those who may be interested in pursuing a stand alone major in the field of Urban Studies. This course is for first-year, non-transfer students only.

Same as L18 URST 101

Credit 3 units. A&S: FYS A&S IQ: SSC, SC, SD Arch: HT, SSC Art: SSC BU: BA EN: S

---

#### L98 AMCS 101B American Politics

In a polarized era of American politics, it is critical to have a working knowledge of the American political process and the analytical skills with which to interpret contemporary events. This course is designed to accomplish these dual objectives. In the first few weeks of the semester, we will explore both the key principles of social scientific thinking and trace the evolution of the fundamental characteristics of American government. We will use this foundation throughout the remainder of the semester to assess the contemporary challenges to American institutions and the context in which they, and the general public, make decisions. At the end of the semester, students should be able to understand and critically engage with information about American politics, as well as actively engage with the American political system (should they choose to do so).

Same as L32 Pol Sci 101B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: PSA

---

#### L98 AMCS 102 First-Year Seminar: Visualizing and Documenting Race, Class and Gender

How do you know someone is a woman or a man, upper or lower class, Hispanic or white? What signals these identities, and what do we associate with them? In this course, we will use photography and narrative accounts to explore intersections of race, class, and gender. Our investigation will cover three broad topics: systems of power, structures of institutions, and performances or displays of identities. Students will be challenged to use their "sociological imagination" and to connect personal problems to public issues, moving beyond commonly held views and using their own lives to advance knowledge. Through photography and weekly reflection pieces, students will learn how to situate their writings within the academic literature, developing skills in articulating arguments, analyzing theory, conducting visual methods, and directing a critical eye upon even the most taken-for-granted social positions: our own, as we discover our place within the Washington University community.

Credit 3 units. A&S IQ: SSC, SD EN: S

---

#### L98 AMCS 1022 Popular Music in American Culture

American popular music from 1800s to the present, with emphasis on technology, social and political contexts, and popular music as a realm of interracial encounter. Musics covered include early jazz, classic blues, swing, classic pop, rock and roll, soul, disco, hip hop and the changing relationship between popular music, film, and television.

Same as L27 Music 1022

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

---

#### L98 AMCS 102C First Year Seminar: Strengths, Weaknesses, Opportunities, and Threats for 21st Century Education

This first-year seminar will highlight various aspects of critical topics in K-12 education to consider the current strengths, weaknesses, opportunities, and threats in contemporary K-12 education. This will be primarily a discussion-based course covering topics such as (but not limited to) trauma-informed care and school-based mental health, advancing technology, restorative practices, design schools, and equity in education. The course will provide students with an opportunity to observe a classroom at the P-12 grade level(s) with varied and diverse student populations for the purpose of introduction to and analysis of the culture of schooling and classrooms. Enrollment limited to first-year students.

Same as L12 Educ 102

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### L98 AMCS 102E First Year Seminar: Black Lives Matter and Educational Justice for Black Youth

In the wake of the global uprising against racial injustice, this introductory course examines how schools in the United States can create opportunities for Black youth to thrive. We will examine the schooling experiences of Black children and youth amid pervasive anti-blackness, analyze the relevance of educational models for racial justice, and imagine radical ways that P-16 schools might dismantle white supremacy.

Same as L12 Educ 102C

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### L98 AMCS 105 History of Jazz

History of jazz to the present, including its African elements.

Same as L27 Music 105

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### L98 AMCS 1101 Ampersand: Examining America: American Dreams: Art, Culture, Performance, and Politics

If an American landscape could tell a story, what would it say? American Stories is an interdisciplinary approach to reading landscapes from the nineteenth century to today, uncovering untold stories of American places and the people, politics, and power that shaped them. The first semester of this Ampersand program introduces ways of seeing and interpreting American histories and cultures, as revealed in the built environment and stories of our cities. We will travel through time and place, touching down in Boston, Charleston, New York, Chicago, Los Angeles, and more. The course encourages students to read landscapes as multilayered records of past and present social relations, and to speculate for themselves about cultural meanings. It also introduces students to the social, economic, and political forces that have profoundly shaped the American urban landscape. This class is for first-year non-transfer students only.

Same as L61 FYP 1100

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 111 Freshman Seminar: Race and Ethnicity on American Television**

This course will present a historical overview of the forms that racial and ethnic representations have taken in American television. The course will chart changes in public perception of racial and ethnic difference in the context of sweeping cultural and social transformations. The course examines how notions of medium and ponders the implications for these identities of the contemporary practice of "narrowcasting." Required Screening.

Same as L53 Film 110

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

---

**L98 AMCS 111A First-Year Seminar: The Vietnam Wars**

US-centric historical treatments of the Vietnam War tend to obscure the perspectives and lived experiences of Vietnamese and Southeast Asians. Equally problematic they tend to foster a historical interpretation that ignores the diversity of anti-colonial and anti-imperialist struggles and glosses over the wider regional dimensions of the war(s). To address these weaknesses, this course adopts a Vietnamese and Southeast Asian Studies approach. It highlights the belief systems, values, agency, and experiences of northern and southern Vietnamese, rural and urban Cambodians and Laotians, and Thais. It analyzes anti-colonial regional networks, the rise of Indochinese nationalist and communist movements, wars for national liberation, processes of decolonization, the rise and fall of the Khmer Rouge, and memories and meanings of the Vietnam Wars for Southeast Asians. Course is for first-year, non-transfer students only.

Same as L97 GS 111

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L98 AMCS 112 First Year Seminar: Race and Ethnicity in American Cinema**

From the early documentary roots of cinema through the Civil Rights movement and to the recent democratization of the means of media production, questions of race and ethnicity have proved crucial both to the content of American films and also to the perspective from which they are made. This class will look at the representation of historical moments from the Civil War to Hurricane Katrina, the production of cinematic stereotypes as well as their appropriation for subversive purposes, and the gradual evolution of multi-culturalism as a central factor in the stories told and the telling of stories on the American screen. Students will use film texts to develop a critical understanding of one of the most important issues in American history. REQUIRED SCREENING: [day, time].

Same as L53 Film 112

Credit 3 units. A&S: FYS A&S IQ: HUM, SD Art: HUM BU: BA EN: H

---

**L98 AMCS 1130 Introduction to Race**

This course serves as an introduction to the analytic category race. Students will be exposed to major theories concepts, processes, frameworks, and scholars of race. They will develop the skills and language to critically examine and discuss race, with emphasis on how conceptions of race and collective identity have deep historical roots and have changed over time. This course takes the position that race-like gender, class and sexuality-is socially constructed. That said, while race is socially constructed, this course also emphasizes that racialization and racial categories have social, political, and economic consequences in people's everyday lives. Meaning the socially and historically constructed category of race has real implications for people and communities. Ultimately, the purpose of the course is to teach students to read, think and write critically about one of today's most contentious topics-race-by exposing them to readings and other course materials that consider race and the process of racialization in specific contexts and time periods throughout the world.

Same as L90 AFAS 1130

---

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L98 AMCS 1165 First-Year Seminar: On Broadway - Musicals, Race, Place**

The Broadway theatres are closed, but pressure to make these stages more racially and ethnically diverse when they re-open is strong. This course looks at the history of the Broadway theatres and the ways this coveted theatrical real estate in midtown Manhattan has played host to white and non-white performers in the signature American theatrical genre: the musical. Using digital and archival research tools, including an abundance of maps, our study stretches from the creation of the Theatre District at the turn of the 20th century to the present. We will examine groundbreaking and all-too-typical shows -- from "Show Boat" to "Hamilton" -- and look closely for how systemic racism has played out on Broadway stages for Broadway's mostly white audience. We will produce original research and explore digital humanities methods related to questions of racial inequality in commercial popular culture. This course is for first-year, non-transfer students only.

Same as L27 Music 1165

Credit 3 units. A&S: FYS A&S IQ: HUM, SC BU: BA, HUM EN: H

---

**L98 AMCS 118A Geology of National Parks**

Survey of geologic processes occurring at the Earth's surface and its interior using national parks and monuments as the prime venue for presentation. Volcanism and mountain-building; the work of streams, glaciers, and wind; lake and coastline development; stratigraphy and sedimentation; and Earth history. Material presented in a geographic context, with emphasis on landforms and landscape evolution, relating geology to the development and settlement of the U.S.

Same as L19 EEPS 118A

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L98 AMCS 1201 Freshman Seminar: Race and Performance**

What does it mean to "act Black"? What about "acting Jewish"? This course looks at performances of racial and ethnic identity, mostly in the United States and mostly in the 20th century. We will examine novels (e.g., Nella Larsen's "Passing"), plays (e.g., Anna Deavere Smith's "Fires in the Mirror"), and performances of everyday life (e.g., "Cowboys and Indians") to investigate the performance of race in public. Once we begin to explore the social and cultural performance of race, will it all turn out to be "only" an act?

Same as L15 Drama 120

Credit 3 units. A&S: FYS A&S IQ: HUM, SD BU: BA EN: H

---

**L98 AMCS 120B Beyond Boundaries: Religious Freedom in America**

The intersection of religion and law in American society has sparked some of the fiercest cultural engagements in recent memory: Should a for-profit religious corporation have a right not to fund birth control for its employees? Can a public college expel campus religious groups whose membership is not open to all students? May a Muslim in prison grow a beard for religious reasons? Should a cake baker or a florist be permitted to refuse services for a gay wedding? Can a church hire and fire its ministers for any reason? These current debates and the issues that frame them are interwoven in the American story. This course introduces students to the major texts and historical arguments underlying that story. Drawing from the respective expertise of the instructors, the course will expose students to a variety of scholarly methods related to the issue: legal history and case law, intellectual history and canonical texts, social history and narrative accounts, and political philosophy and contemporary analyses. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 120

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

---

**L98 AMCS 1212 Ampersand: Pathfinder - A Sense of Place:**

**Discovering Missouri's Natural Heritage**

This is the first course in the Pathfinder program, and it will introduce students to their new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megafauna. We will explore many of the habitats found in Missouri (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals). This will provide a foundation that will inform the study of ecology, policy and management in other courses. In addition to weekly lectures and discussions, students in this course will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.

Same as L61 FYP 121

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L98 AMCS 122 Ampersand: Pathfinder - A Sense of Place:**

**Discovering the Environment of St. Louis**

Go exploring in and around St. Louis. You'll learn about the St. Louis backyard, and your "home" for the next four years. Through field trips, readings, and discussion, you'll see first-hand what challenges face the environment and the people who live here. You will learn how to examine multiple perspectives, how to think critically and how to approach problems from an interdisciplinary and holistic approach. You'll also learn why it is important to know a community at the local level if you're going to affect change on any level-state, national, or international. In addition to weekly readings and discussion, this class includes several field trips.

Same as L61 FYP 122

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L98 AMCS 125 St. Louis and the Documentary Image**

From magazines to maps to documentary movies and TV, we look to pictures to tell us the truth. But no image is ever completely objective; every visual reflection of the real world is mediated by technology, culture, politics, and memory. How do we-as viewers, as creators, as people-sort out the complicated claims pictures make on the world around us? Drawing on collaborations between four areas in two schools-Visual Arts, English, American Culture Studies, Film and Media Studies-this class will introduce students to theories and practices of visual nonfiction within the city of Saint Louis. Through immersive, site-specific course units focused on a variety of approaches to visual nonfiction in different media, students will engage with the tumultuous history, material culture, and landscapes of St. Louis. The course will introduce first-year students both to their city and their university, preparing them to explore existing coursework in Arts & Sciences and the Sam Fox School. This course is for first-year (non-transfer) students only. Students who are not first year students will be unenrolled from this course.

Same as I60 BEYOND 125

Credit 3 units. A&S IQ: HUM, SC Art: FAAM

---

**L98 AMCS 130 First Sem: The Ritual Landscape of Cahokia:**

**Perspectives on the Politics of Religion & Chiefly Power**

The purpose of this class is to engage and challenge freshman students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is two-fold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia can also be achieved through the traditions and literature of Native Americans. In the end we want to understand

the basis for Cahokia's organization as a prehistoric Native American community, and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region.

Same as L48 Anthro 130

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM

EN: S

---

**L98 AMCS 135 First-Year Seminar - Chinatown: Migration, Identity, and Space**

"Chinatown," as a cultural symbol and a spatial entity, links various topics and studies in this course. Our survey starts with a historical and geographical glimpse of Chinatowns and ethnoburbs in the U.S. through real-life stories of their residents. We then expand our horizon to global Chinatowns with selected case studies of Chinatowns in Japan, Southeast Asia, Europe, and Australia. Our historical and ethnographic inquiries also investigate the ways in which Chinese food has been adapted to each local culture and society. Through the lens of Chinatown, this seminar looks into migration and settlement while tackling questions about representations of identity and culture as well as spatial constructions by immigrant communities. In doing so, we reconsider popular narratives about Chinatowns or ethnic enclaves in general. The assignments include ethnographic surveys of Chinese businesses.

Same as L97 GS 135

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS

EN: H

---

**L98 AMCS 136A First-Year Seminar: 20,000 Years on Turtle Island: A Deep History of North America**

The twin premises of this course are that humans are the subject of history and that history should begin at the beginning. American history courses normally begin with the colonization of the New World by Europeans beginning in the 15th century, sometimes with a cursory chapter dedicated to the 20,000 years of history that came before. This course will invert this structure and place what we normally think of as American history in the context of a much longer story by drawing on sources from many disciplines, including archaeology, ethnography, ecology, geology, linguistics, and oral history. We will focus on contested events or issues, where our sources tell different stories, and we will consider what is at stake for defenders of different narratives. Throughout the course, we will ask how the lack of written records limits our understanding of North American history, but we will also consider how other sources of evidence about the past can be used to include populations and themes normally underrepresented by textual histories. The goals of this course are as follows: (1) to put recent American history in its proper context; (2) to show how historical narratives are constructed and contested; and (3) to give students tools other than written records with which to construct history. Course is for first-year, non-transfer students only.

Same as L48 Anthro 136

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS

EN: S

---

**L98 AMCS 144 First-Year Seminar: Monumental Anti-Racism**

As sources of national memory and identity, public monuments, place names, historical markers, and other elements of commemorative landscapes are potential sites of cultural violence (e.g., alienation, disrespect, and erasure) contributing to broader conflict and inequality; they are therefore important considerations in movements for equal opportunity and justice. Some contend that memory sites are "the new lunch counters," where our racial politics are worked out. This course examines the racial politics of commemorative objects and practices as well as commemorative intervention as a strategy of anti-racist activism. We begin with an historical survey of various ways that racism has been inscribed on the commemorative landscape, and

readings in history, political theory, cultural studies, and other fields will be used to gain insight into these contested commemorative objects, their development, and social significance. We then turn to a critical assessment of efforts to remove and recontextualize commemorative objects and to erect new objects commemorating neglected figures and issues. We consider how these reparative efforts relate to what political theorists call "remedies of recognition" and specifically how they might aid in advancing equal opportunity and justice. Through our study and engagement with contested commemorative landscapes (including local, national, and global cases), students will become familiar with the burgeoning interdisciplinary field of memory studies, diverse forms and sites of commemoration, local and global efforts to advance what has been termed "commemorative justice," and the challenges being faced.

Same as L90 AFAS 144

Credit 3 units. A&S: FYS A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: BA EN: H

---

### **L98 AMCS 160 First-Year Seminar: Immigrants and Exiles**

Literature has traditionally been a welcoming space for people who, by choice or history, do not fit easily in the mainstream of community life. The widespread changes and upheavals of the last century have vastly expanded the ranks of such people, accelerating the processes of immigration and exile while fundamentally altering traditional notions of home and belonging. This course will examine fiction by writers such as Jhumpa Lahiri, Albert Camus, Jean Rhys, Franz Kafka, and Teju Cole, who write from and about the position of "outsider," exploring what such texts have to say about living in an unsettled, diasporic modern world - a world in which real belonging seems an increasingly elusive goal. In reading these texts, we will investigate how their authors have portrayed the journeys, hopes, and hardships of dislocation and alienation, as well as the role literature might play in creating a sense of community for immigrants, refugees, and people living in various forms of exile. Course is for first-year, non-transfer students only.

Same as L14 E Lit 160

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L98 AMCS 163 Freedom, Citizenship, and the Making of American Life**

This course offers a broad survey of American history from the era before European settlement of North America to the late twentieth century. The course explores the emergence and geographic expansion of the United States and addresses changes in what it meant to be an American during the nation's history. Tracing major changes in the nation's economic structures, politics, social order and culture, the course chronicles, among other issues, changes in the meanings of freedom, citizenship, and American identity. Introductory course to the major and minor.

Same as L22 History 163

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

### **L98 AMCS 165D Latin America: Nation, Ethnicity and Social Conflict**

This class is an interdisciplinary introduction to the academic study of modern and contemporary Latin America. The course focuses on main issues in Latin American politics, history and culture, both in the continent at large and in the specific regions and sub-regions within it. The class will particularly explore topics such as nation creation, national identity, modes of citizenry, the role of race, ethnicity, gender and class in the region's historical development, as well as social and political conflicts, which have defined the region over the centuries. This course is suggested before taking any other upper-level courses on Latin America or going abroad to other countries, and required for

all Latin American Studies majors and minors. Through the course, students gain basic bibliographic knowledge and experience with research tools for a comparative study of Latin American politics society and culture. Prereq. None.

Same as L45 LatAm 165D

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: IS EN: H

---

### **L98 AMCS 180 First Year Seminar: Jewcy: Jewish Culture in the 21st Century**

This course will examine cultural expressions of American Jewish identity within an ethnographic context. We will analyze processes of assimilation, Americanization, and innovation, as well as Jewish contributions to popular American culture and entertainment, from Irving Berlin to Madonna, and the 'The Joys of Yiddish' to 'jewlicious.com.' Moving from tradition to modernity, pluralism and transdenominationalism and back to tradition (sometimes with a vengeance) we explore challenges to Jewish identity and creative responses through the cultural lens. Course is for first-year, non-transfer students only.

Same as L75 JIMES 180

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

### **L98 AMCS 2002 Doctors and Terrorists: The Fictions of South Asian America**

South Asians have always played an integral role in the culture, history and politics of the United States. However, for complex reasons, their presence has either been concealed, or dismissed through dangerous stereotypes, or just as inaccurately, excessively celebrated for proving the generosity of American liberalism and multiculturalism. Racially misrecognized, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have reached to fiction, music and popular culture to craft deeply intimate and original assessments of mainstream desires. In doing so they have sought to resist the dictates of whiteness, to question US imperialism, to garner acceptance and mobility, to build solidarity with other US minorities. In this course we learn about the complex history and cultural productions of South Asians in America. How did "South Asia" become a category of identification, and who benefitted from that designation? What role have South Asians played in the economic, cultural and global ascendancy of the United States? How do South Asians connect with, and control, their countries of origin? Why do discourses of sex and intimacy rise to the surface in this history, and what is the significance of story-telling in building the archive and questioning the fiction of South Asian America? Course enrollment is limited to first-year and sophomore students.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

### **L98 AMCS 2010 Religion and American Society**

This course explores religious life in the United States in the twentieth and twenty-first centuries. Comprehensive coverage of such a diverse landscape is not our goal. Rather, we will focus on some of the basic social categories that organize our society and that make religion a social phenomenon. How do religious belief and practice relate to race, class, or gender? How do we understand the role of religion in relation to region and space? How can we understand the many different stories that Americans tell about their own country as a special-even sacred-place? Major themes include religion and race; nation, land, and migration; religion, class, and money; evangelicalism and the religious right; business, class, and prosperity; religion and gender; religious nationalism; and the enduring challenges of religious multiplicity in the U.S.

Same as L57 RelPol 201

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

---

**L98 AMCS 2011 The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.**

This course provides an overview of sociological understandings of race, with a particular focus on race relations in the contemporary United States. The course begins by inquiring how sociologists understand racial distinctions, asking: What comprises a racial group? What constitutes a "group" in the social sense? The course then shifts to explore patterns of racial inequality in the U.S., particularly through investigating the intersections of economic, political, and racial stratification. After analyzing national trends in racial stratification, the course narrows its focus to particular regions and metropolitan areas, including St. Louis, to shed light on pressing public concerns such as the interrelationships between race and the criminal justice system. The course ends by looking beyond U.S. borders to compare the way that race is understood in other countries. Are there common patterns of racial classification shared by many societies? What makes the U.S. system of racial stratification distinctive? No prerequisite.

Same as L40 SOC 2010

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 202 The Immigrant Experience**

This course explores the history and politics of immigrant groups in the 19th and 20th century United States. Topics include legislation, patterns of migration, comparisons of different waves of immigration, and changing social attitudes.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

---

**L98 AMCS 2022 The Essay: From Montaigne to The New Yorker**

The essay has a storied past and present as well as a variety of purposes. In this course, we trace the history of this form, beginning with those long forgotten and not necessarily identified as essays and moving swiftly to present-day essays. We read works by such authors as Michel de Montaigne, Jonathan Swift, W. E. B. Du Bois, and Virginia Woolf, plus articles in 2020 issues of *The New Yorker*. We practice brief reflective and long formal essays, including a profile, a reportage, and a film review. By the end of the semester, students will have a good understanding of the essay's history and form and a good sensibility for writing it.

Same as L59 CWP 202

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 2033 Introduction to Education Topics: Contradictions and Controversies in School Choice**

Drawing from social scientific perspectives, this course surveys educational research and policy in contemporary U.S. society. It considers the relationship among controversial policy issues (e.g., school choice, public school closure, urban redevelopment) and education. Finally, it examines the implications of recent changes in education for social inequality, mobility, and group relations.

Same as L12 Educ 203A

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 203B Introduction to Education: Myths and Mysteries of Memory**

In this course, we will learn about the science of memory and how it relates to education, broadly construed, by taking a tour through the many ways in which memory influences everyday life. We will cover topics like how to learn effectively, individual differences in memory ability, the effect of trauma on memory, why people are susceptible to misinformation, and how collective memories shape the way we remember history. In the process of learning about these topics and others, we will critically evaluate widely believed myths about memory, try to explain mysteries of memory, and explore the implications

for education in formal and informal contexts. By gaining a better understanding of memory and how it works, you will acquire skills and knowledge that you can apply to your education and life more generally.

Same as L12 Educ 203E

Credit 3 units. Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 203C Introduction to Education: Social Inequality, Development, & Early Childhood Education**

Education begins long before children are introduced to formal schooling, and factors both internal and external to schools influence children's education. An understanding of the social, political, and economic contexts of families and schools is essential to understanding how social factors impact individuals. Race, class, health, and place exert influence on individual achievement and opportunity throughout the life course. This course will examine such factors as they relate to early developmental outcomes, school readiness skills, later academic achievement, and success in schooling. Course readings and activities will examine the influence of families, neighborhoods, the built environment and health on early childhood development and education and will offer corresponding implications for education policy. This course will examine the complex ecosystem of neighborhoods and schooling and will offer students a broad overview of these themes as we critically examine inequality and education in the United States.

Same as L12 Educ 203C

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 203D Introduction to Education: Immigrants, Refugees, and English Learners in U.S. Schools**

What is the distinction between immigrant, refugee, migrant, and newcomer students in schools? How are their needs similar, and how are they different? Although U.S. schools have historically served multilingual children, many have seen an increase in the racial, ethnic, and language backgrounds of the students they designate as English learners (ELs). As such, educators are still coming to understand how to best support this highly diverse group. In addition to clarifying distinctions between EL and student background classifications, this course will examine: federal, state, and local policies impacting immigrant and refugee student integration into schools, how school practices for several kinds of multilingual students vary, and how existing educational structures can better support designated EL students and their families.

Same as L12 Educ 203D

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 203E Introduction to Education: Disability Law, Policy, and Institutional Implications**

This seminar is designed to provide students with a working knowledge of the laws and policies governing disabilities and how they impact governmental, social, economic, political, and educational institutions. This introduction to disabilities is provided from a legal perspective and will appeal to self-motivated students interested in learning more about how disability awareness might impact their everyday lives. Topics for discussion include IDEA, ADA, and Section 504 accommodations and how these laws apply to K-12 schools, higher education, immigration, housing, substance abuse, courts, employment, and access to public transit and public accommodations.

Same as L12 Educ 203B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

---

**L98 AMCS 204F Food Writing Workshop: From Identity to Social Justice**

From Proust's "madeleine moment" to rap songs about truffle butter and milkshakes, food is an enormous part of identity, status, and culture. As an object for analysis, food rests at the center of the intersection of race, class, gender, and more. This course will explore food from a variety of angles and, most importantly, as a mode of social justice. Based heavily on scholarly readings and weekly writing workshops, the course asks students to think and write critically about the role eating plays in their personal identity, the culture with which they or others identify, and as a way to enact equitable social change. Students will rely on analytical and research skills, with an emphasis on the idea that all writing is creative and can enact a meaningful paradigm shift, even if the subject is as seemingly innocuous as food. Same as L59 CWP 204

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 2052 Conspiracy Theories and Online Hoaxes: The Rhetoric of Disinformation**

Why do people believe in conspiracies, and what can we do to quell disinformation? This course will build on foundational information literacy skills by studying conspiracy theories and hoaxes that originate and are circulated online and that are then used for political advantage. Taking a multidisciplinary approach, we will read texts in composition and rhetoric, media studies, philosophy, history, sociology, political science, and psychology to understand how conspiracy theories, hoaxes, and other forms of disinformation are amplified through social media networks and come to be believed by millions. Working with case studies such as QAnon, climate change denial, the anti-vaccination movement, and the Flat Earth Society, this course will explore the rhetoric that convinces people to believe in disinformation and the networks that contribute to its proliferation while also studying ways to combat disinformation, from methods for debunking conspiracy theories and hoaxes to the actions that journalists, educators, and others can take to resist the spread of disinformation. Same as L59 CWP 205

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 206 "Reading" Culture**

See Section Description. Topic changes semester to semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM, VC BU: HUM EN: H

---

**L98 AMCS 2062 Visualizing the American City**

Mound City. Gateway to the West. A "city of neighborhoods." One of the most segregated places in America. A sports town with "the best fans in the world." The heart of the Silicon Prairie. Flyover country. St. Louis has been called all of these things and many more over the past 200 years. Like all cities, its evolving identity has been shaped by stories, ideas, place memories, and local branding efforts that are deeply rooted in the visual imagination -- those "pictures of the mind" that define a distinct sense of place. Such pictures are at once personal and shared. And some -- like aerial photos of the Arch -- become definitive elements of the visual imaginary and are reproduced endlessly, from art galleries to tourist maps to baseball caps. This introductory course explores the visual culture of the American city, seeking to understand its powerful political and social significance at key moments in urban history. We will engage the rich archives of urban life, culture, and economic development associated with Chicago, New York, St. Louis, Detroit, and other cities, working with maps, engravings, photographs, travel guides, souvenirs, billboards, posters, and many other visual technologies, including digital representations and experimental formats. In so doing, we will attend to various historical phenomena, from world's fairs and urban renewal projects to catastrophic violence and slum clearance to gentrification and social reform -- and their

visual representations -- that have shaped these cities' public lives and identities and contributed to broader urban imaginaries that are still powerfully present today. Students will develop their analysis and writing skills through short artifact readings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: BA EN: H

---

**L98 AMCS 2072 The Scholar and Social Change: Writing between Research and Political Urgency**

While scholarship has a fraught relationship with timely action, some scholars understand and position their intellectual activities as promoting real-world change to bring about a more equitable and just future. By better understanding a seemingly intractable problem, we should be better able to empower others with actionable knowledge. And by better reflecting on the socio-political role of scholarship, we should be able to bridge the gap between knowledge and action. To that end, this course is devoted to scholarship that reflects on the state and the university as institutions beset by powerful interests working against the people's interests and the pursuit of knowledge. In mainly seminar-style class discussion, we will connect urgent affairs of the day to academic literature on institutional racism, settler colonialism, capitalism, and the coalitions that resist them. Readings will include works by canonical and contemporary scholars who reflect on political action, the university, and the state. Research will include Supreme Court cases, government reports, United Nations resolutions, and national, local and campus newspapers. Case studies are drawn from anti-pipeline protest, liberation movements, divestment campaigns, and historical and contemporary activism at WashU. Graded assignments will include scholarly essays, workshops, a bi-weekly notebook, and a group panel discussion. NOTE: THIS COURSE DOES NOT SATISFY THE FIRST-YEAR WRITING REQUIREMENT. Same as L59 CWP 207

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 208B African American Studies: An Introduction**

Lectures, readings, films, and discussions reflect a range of academic approaches to the study of African American people. Course materials drawn from literature, history, archeology, sociology, and the arts to illustrate the development of an African American cultural tradition that is rooted in Africa, but created in the Americas. Required for the major. Same as L90 AFAS 208B

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 2110 Social Inequality in America**

Americans face different challenges and opportunities that depend on a variety of characteristics, including race, class, gender, and sexual orientation. This class examines these intersecting categories from a sociological perspective - not simply as ways to classify people, but as social constructions that help to explain social inequality. Students will examine these systems in a variety of institutional contexts, such as popular culture, family life, education, the criminal justice system, and the labor force. No prerequisite.

Same as L40 SOC 2110

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 2118 First-Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History**

Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation building process through the lens of Latin American women. Students will examine the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social

revolutions and dictatorial regimes of the twentieth century. Besides looking at their political and economic lives, students will explore the changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores.

Same as L22 History 2118

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L98 AMCS 212 The American Dream: Work, Class, and Culture

Race and gender are widely discussed and their ramifications well studied, but a great silence still surrounds the issue of class in America, which is often called a "classless society" in which those who work hard enough can attain the American dream. With the 20th-century worker and workplace as the focus, students study texts (among them "Rivethhead," "China Men," and "Mules and Men"), films ("Modern Times," "Salt of the Earth," and "Saturday Night Fever"), and music (blues, folk, and rock) as a way to consider the changing concepts and valuations of class, the history and culture of working-class America, its portrayal in popular media, and where class-related matters stand today.

Credit variable, maximum 3 units. BU: BA, HUM

---

### L98 AMCS 214B American Art and Material Culture of the Gilded Age

This sophomore seminar explores American art and material culture from the aftermath of the Civil War to the dawn of the 20th century. Readings and classroom discussions consider the interplay between artworks and complex cultural and historical developments of the period, including the rise of international travel and trade, rapid industrialization and urbanization, mass consumerism, growing income inequality, immigration, the crisis of faith, the closing of the West, and the changing status of women and African Americans. Key artists to be considered include James McNeill Whistler, John Singer Sargent, William Merritt Chase, Thomas Eakins, Mary Cassatt, and Henry Ossawa Tanner. We will end the semester with a sustained consideration of the work of Winslow Homer, in which major concerns of the Gilded Age -- about truth and falsehood, the boundaries of citizenship, and the power of art -- converge.

Same as L01 Art-Arch 214

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

---

### L98 AMCS 220 Topics in AMCS

This course introduces students to the different approaches and methodologies within the American Culture Studies field, including those represented by literature, history, sociology, and political science; at the same time, will learn key concepts within the field that will inform their future work. These are presented in a semester-specific topic of focus; please see Course Listings for a description of the current offering. The course is ideal for AMCS majors and minors, but others are welcome. This course fulfills the "Introductory Course" requirement for AMCS majors and minors.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L98 AMCS 225 Topics in AMCS

The topic of this course varies from semester to semester. Please see the Course Listings for a description of the current offering.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

### L98 AMCS 225A Religion and Politics in American Society

In a famous 2004 article, historian Jon Butler once remarked that US history textbooks and survey courses tend to pay significant attention to religion during the Colonial Era and early Republic, yet after the Civil War "religion more often appears as a jack-in-the-box" that pops up in historical accounts somewhat randomly and without much elaboration or analysis. To address the gaps in historical understandings that these

absences may create, this course will provide a survey of the ways theological ideas and religiously-motivated social movements have shaped US politics and civic life from the Civil War to the present. With a particular emphasis placed on how religion intersects with other social categories such as race, gender, and class, it will examine the complex role that religious beliefs, practices, and identities have played in major political events and debates from the 1860s to today. In doing so, it will also inquire into what it means to study religion as a historical phenomenon, the theoretical and methodological tools that best assist in this work, and the historiographic implications of better attending to religion in historical analyses. No prior coursework in US history or religious studies is required.

Same as L57 RelPol 225

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

### L98 AMCS 227 Topics in Native American Culture

The topic of this course varies from semester to semester. Please see Course Listings for a description of the current offering.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

### L98 AMCS 2280 Introduction to Aural Culture: Silence, Noise, Music

In-depth study in areas of special interest. Prerequisite: permission of instructor.

Same as L27 Music 228

Credit 3 units. A&S IQ: HUM EN: H

---

### L98 AMCS 229 Introduction to AMCS: #AmericanCultureStudies: Exploring the Field!

What does it mean to do American culture studies? This course teaches students how to critically analyze U.S. culture and society and introduces them to the history, methodologies, frameworks, and key questions that have shaped and continue to inform this interdisciplinary field. American culture studies is a broad and vast discipline that defies simple summary; it asks probing questions to uplift marginalized voices and experiences as part of an expansive definition of American identity. This course exposes students to practices that constitute American culture studies rather than demarcate a terrain for what it is: historically crossing disciplinary boundaries (arts, humanities, social sciences) and engaging diverse texts (film, literature, historical documents, popular culture, performance, material culture, etc.) American culture studies resists strict definition! In this course students study how knowledge and understandings about society and culture are produced and learn approaches to analyzing, curating and interpreting cultural objects and theorizing cultural phenomena. We examine the concept and idea of "America" in local, regional, national, and international contexts and continuums; we explore the lived experiences of diverse American communities within and across cultural and literal borders. Through a case study approach, the course engages questions related to the construction of ethnic and racial identities in the U.S.; visual, material, and digital cultures; social thought and social issues; mass media and popular culture; gender and sexuality; citizenship and nationhood; art, literature, and performance; and American imperialism.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

### L98 AMCS 230 Topics in Urban America

This course foregrounds the interpretive and analytical approaches used in the study of American cities. The city is a crucial frame for understanding the nation's cultural, economic, social, political and ecological concerns and evolution. Employing multiple perspectives, we interpret urban space as a product of culture, explore the city's importance in shaping American society, and investigate the ongoing evolution of the built environment. This course lays the basis for interdisciplinary thinking and research in American culture studies. The

topic varies by semester. Please see Course Listings for a description of the current offering. The course is ideal for AMCS majors and minors, but others are welcome. This course fulfills the introductory course requirement for AMCS students.

Credit 3 units. BU: BA, HUM

---

### **L98 AMCS 236 Cultural History of the American Teenager**

This course explores the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past 60 years? In our consideration of teen culture, we take a multidisciplinary approach when tackling a variety of materials -- including historical readings, literary fiction, young adult fiction, comic books, popular films, and popular music -- in an attempt to come to a better understanding of how the notion of the American teenager has evolved over the past sixty years. We begin with J.D. Salinger's classic novel of adolescence alienation, "The Catcher in the Rye," a book that in many ways helped initiate the rise of the youth movement in the 1950s and 1960s. Our readings focus on the middle decades of the 20th century, when teen culture moved to the forefront of American life, but we end the semester by considering how teen life has recently been imagined in such novels as "The Hunger Games." This course also discusses a few films, such as "Rebel Without a Cause" and "American Graffiti," which have helped shape our conception of the American teenager. Ultimately, we question what these depictions of teen culture can tell us about larger trends and concerns in American life. As this course serves as an introduction to American Culture Studies, we will focus on the different methods that we can employ when attempting to interpret and analyze American culture.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### **L98 AMCS 244 War, Rebellion and the Formation of American Identity, 1754-1865**

This course surveys the United States' experiences with rebellion and organized armed conflict from the origins of the American Revolution until the Civil War. Though the class will deal with war, its focus is not on military tactics or the outcome of battles - indeed several of the conflicts it considers were entirely bloodless. Rather, the course utilizes war and rebellion as a prism through which to view the ways in which Americans conceived of themselves. Students address a number of questions such as how and why did people in North America conceive of themselves as distinct from Europeans? Did war lead to more inclusive or exclusive views of who was considered "American?" How did people of different backgrounds view violent conflict? Why did some wars become central to American myth and others largely forgotten? Did war and rebellion promote a newly formed nationalism or did they help lead to sectionalism and the Civil War? Readings consist of secondary materials from a range of disciplines and primary documents that include novels, speeches, newspaper articles, letters, memoirs, editorial cartoons, and paintings.

Credit 3 units. A&S IQ: HUM EN: H

---

### **L98 AMCS 244B Religion and Music in American Culture**

In this course, students will examine public discourse on popular music as a way of understanding questions of religious identity and community formation. Through case studies ranging from the Pueblo Indian dance controversy of the 1920s to post-9/11 disputes about the Islamic call to prayer, students will consider how debates over what "counts" as sacred or secular music reveal disputes over notions of religious authority and authenticity in American culture.

Same as L57 RelPol 244

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

---

### **L98 AMCS 246 Introduction to Film Studies**

How do film images create meaning? What are the tools the film artist uses to create images? This course will introduce students to basic techniques of film production and formal methodologies for analyzing film art. Students will learn the essential components of film language -- staging, camera placement, camera movement, editing, lighting, special effects, film stock, lenses -- to heighten perceptual skills in viewing films and increase critical understanding of the ways films function as visual discourse. The course is foundational for the major in Film and Media Studies. Required Screening

Same as L53 Film 220

Credit 3 units. A&S IQ: HUM Arch: ETH, NS, HUM Art: HUM BU: HUM EN: H

---

### **L98 AMCS 248 Rodriguez Scholars Seminar: Latinx Experiences in the United States**

Identity is a term that begins to give humans a sense of understanding who we are. In terms of the Latino/a diaspora in the United States issues of ethnicity, gender, nation, class, sexuality and race are key theoretical categories that aid us in theoretical and practical understandings of identity. In this course we analyze and discuss the concept of order to understand the constructions and varied meanings of the term. There is a special emphasis placed on anthropological, historical, and social science literatures of the Caribbean, Latin America, and the United States as they pertain to deeper understandings of identity. Prerequisite is membership in the Annika Rodriguez Program.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

---

### **L98 AMCS 248B Religion, Health, and Wellness in Modern America**

Religion, Health, and Wellness in Modern America will examine changing conceptions of health and wellness in America from the late nineteenth-century to the present. With media, artifacts, and literature drawn from the histories of medicine, religion, and capitalism, this class will cover the proliferation of alternative health regimens, the rise of the medical establishment, claims of divine healing, and the impact of market forces on wellness cultures. Course topics include the raced and gendered dynamics of care, socioeconomic status, technological innovation and media, the role of nature, health activism and radical self-care, and New Age spirituality and mental health. Special attention will be paid to how the politics of the body and its regulation intersect with religious and consumer practices in the modern wellness industry

Same as L57 RelPol 248

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

### **L98 AMCS 250 Topics in Asian American Studies: Introduction to Asian American & Pacific Islander Studies**

An introductory survey covering United States immigrant populations from throughout Eastern and Southern Asia.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

---

### **L98 AMCS 250A Sophomore Seminar: Stranger Than Fiction: True Crime from In Cold Blood to I'll Be Gone in the Dark**

Topic will vary by semester.

Same as L14 E Lit 250

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L98 AMCS 252C Catholicism Confronts Modernity: A Global History from the French Revolution to Pope Francis**

This course explores how the Catholic Church confronted the challenges of modernity--from liberal democracy and human rights; to capitalism and modern science; to fascism and communism. We will examine also how Catholicism itself has shaped modern politics and culture. The course will draw from the experience of Catholics in different countries (with no pretense of being exhaustive) over



the past two centuries. We will begin with the French Revolution and the first "culture wars" between Catholics and liberals and end with the ambivalent legacies of Vatican II. We will appreciate how US Catholicism cannot be fully understood without reference to this global context.

Same as L57 RelPol 252

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L98 AMCS 253 Sports & Society: Histories of American Sports

Commercialized spectator sports are a hugely influential part of American culture, politics, and economics. However, the story of how they got that way is too often assumed to be straightforward and self-evident. In this course, we will complicate such assumptions by examining the complex cultural web of American sports history and exploring the people, power structures, and social contexts in which our athletic games have developed, from the Civil War to the present. We will pay particular attention to matters of gender and race in traversing these histories, and students will be asked to consider the ramifications of sociocultural development in sports for American culture at large (and vice versa). Among the topics in sport that we will consider in detail are amateurism, commercialization, masculinity, mass mediation, and violence. We will analyze particular athletes of significance from the last 150 years, including Jack Johnson, Althea Gibson, Muhammad Ali, Serena Williams, Michael Jordan, and others. At the same time, we will examine the forms of media that shape our narratives and understandings of the competitions we consume. In addition, we will consider transnational competitions like the Olympics, which bring American conflicts over race and gender into a global context. No prior sports knowledge is necessary to enroll in the class. Students put themselves on the waitlist and will be enrolled manually by the registrar. Five seats are reserved for each class year for a total of 20 students. This course is affiliated with "Sports & Society: Culture, Power, and Identity," an American Culture Studies program initiative focused on the intersections of athletics, identity, and social power.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA EN: H

---

### L98 AMCS 254 Topics in AMCS: A Year in Review: Hindsight is 2020: Piety, Pandemic, and Politics

What was 2020? This course examines a year that will be remembered alongside 2001, 1968, 1945, 1929, 1865, 1800, and 1776 as one of the most consequential in American history and culture. We will consider how the COVID-19 global pandemic, the bitterly contested 2020 Presidential election, and a summer of renewed protest for social justice reverberated through spheres of American arts, culture, education, energy, health care, labor, religion, sports, the university, technology and more. A series of guest experts from Washington University and around the country will provide instruction via lecture once per week, with students sharing their own experiences and analysis in discussion sections during the other weekly course meeting. The course is open to all, but it is geared toward first-year students and sophomores. It fulfills the Intro course requirement in the AMCS major. This is a variable topics course for courses best suited to the reviewing of a significant year in American Culture Studies. Topics vary by semester, so please see the current course listing.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

### L98 AMCS 255 Religion, Environmentalism, and Politics

This course explores the intersections of anthropology, theology, economic interests, and activism. We will draw on a range of sources including social-scientific theories about religion and ritual, discussions of disenchantment and re-enchantment, and indigenous claims to land. These theoretical frameworks will provide context for discussing contemporary religious responses to ecological disaster, including both environmentalist and anti-environmentalist movements.

Same as L57 RelPol 255

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

### L98 AMCS 256 Imagining Interdisciplinary: The Interdisciplinary Workshop in American Culture Studies

Why study American culture? In this workshop we explore some of the many answers to this provocative question, as well as some of the objects of study available to us as students of American culture. Intended as a foundation for the American Culture Studies (AMCS) major and minor, the course is practical, exploratory and discussion-oriented. It helps students to get acquainted with AMCS as a community while imagining the types of projects that get done there. Sessions feature guest speakers, field trips to sites of cultural interest, and short readings that introduce different approaches to American culture studies. Students also examine the methods and questions that define their other field(s), and identify topics and fieldwork projects that especially engage them. Along the way, they are mentored by one of the program's Undergraduate Harvey Scholars, and helped to locate themselves in an inter-departmental program that supports a wide range of intellectual pursuits. The final assignment is a contribution to the "anthology project," a student-generated compilation of resources and readings that will be shared with future AMCS students.

Credit variable, maximum 1 units.

---

### L98 AMCS 258 Law, Politics, and Society

This course is an introduction to the functions of law and the legal system in American society. The course material will stress the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce you to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law. Not open to students who have previously taken L32 358.

Same as L32 Pol Sci 258

Credit 3 units. A&S IQ: SSC Arch: SEM EN: S

---

### L98 AMCS 2580 Families and Social Inequality

Families have changed dramatically in recent decades in the United States. Dual-earner families, single parents, cohabiting families, and blended families are now common in the contemporary family landscape. The prevalence of increasingly diverse and complex family configurations varies substantially by social class, race and ethnicity, and gender. Men's and women's work and family lives have also become more similar over time, but gender inequalities in child care remain significant. Drawing on insights from sociology, demography, and economics, this course aims to understand the causes and consequences of social inequalities in family life. The course focuses primarily on the contemporary U.S. context, but also explores historical and cross-national variation in families. The course also considers the role of social policy in affecting inequalities. No prerequisite.

Same as L40 SOC 2580

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

### L98 AMCS 261 The Cultural Lives of Things: An Introduction to American Material Culture

American culture is so often defined by its obsessive attachment to material things - the iPhones, coffee cups, favorite t-shirts and Harley-Davidson motorcycles that fill our everyday lives. This course will explore our contradictory relationship to such objects - the possessions that serve practical functions and give us a sense of identity, meaning and power, but just as often come to possess or control us. How do things take hold of us? What gives them potency, value, and cultural significance? What psychological, social, economic and political purposes do they serve? Do Americans have a distinct relationship (or a dysfunctional attachment) to their possessions? In answering such

questions, we will consider objects of all kinds, from the mundane and utilitarian to the strange, rare and often-fetishized. We will explore their histories, their participation in regimes of commodification and power, their everyday and symbolic functions - in short, the twists and turns of their rich cultural lives. The course will introduce different strategies for interpreting objects as cultural evidence, drawing upon work in anthropology, art history, sociology, literature and museum studies, as well as theorists (Marx, Freud, Baudrillard, and others) who have influenced modern conceptions of material life. Students should also look forward to some in-the-field analysis of different historic, museum, and personal objects around St. Louis (field trips!).

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

#### **L98 AMCS 2651 Urban America**

The city is a crucial frame for understanding the nation's cultural, economic, social, political and ecological concerns. This course discusses its importance in shaping American society and consider urban environments as living, breathing, contracting and expanding regions in the landscape. Questions of race, class and gender will be explored in an attempt to understand the current configuration of American cities, and to allow students to engage meaningfully with the continual transformation of urban space. Attention will be paid to the role played by popular imagination in the formation of public policy, civic spatial arrangement, suburban development and urban historical geography.

Same as L22 History 2561

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

#### **L98 AMCS 2674 Sophomore Seminar: Slavery and Memory in American Popular Culture**

Sophomores receive priority registration. The history of slavery has long created a sense of unease within the consciousness of many Americans. Recognizing this continued reality, this seminar examines how slavery is both remembered and silenced within contemporary popular culture. Although slavery scholarship continues to expand, how do everyday Americans gain access to the history of bondage? Taking an interdisciplinary approach to these intriguing queries, we will examine a range of sources: literature, public history, art/poetry, visual culture, movies and documentaries, as well as contemporary music including reggae and hip hop. The centerpiece of this course covers North American society, however, in order to offer a critical point of contrast students will be challenged to explore the varied ways slavery is commemorated in others parts of the African Diaspora.

Same as L22 History 2674

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

#### **L98 AMCS 270B Sophomore Seminar: U.S.-China Relations: Perceptions and Realities**

The United States and China are the two most important global powers today, and the bilateral relationship is one of the most comprehensive, complex, consequential, and competitive major-power relations in the world. The course aims to examine the attitudes, ideas, and values that have shaped the relationship, from the era of colonial expansion in the 1800s to the rise of China as a major political and economic power in the 21st century. Drawing upon visual images, literature, films, policy statements, and other materials, the course will analyze the patterns of perceptions that have informed and shaped the understanding of realities. This course, which uses an interdisciplinary approach, will include discussions and debates from both American and Chinese perspectives. Prerequisite: sophomore level only.

Same as L04 Chinese 270

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L98 AMCS 271 The American Musical Theater Songbook**

From its birth in vaudeville and musical reviews to current future classics such as "Hamilton," American musical theater has produced a voluminous catalogue of material referred to herein as the "American Musical Theater Songbook." Part survey and part performance, this course will focus on the composers, lyricists, performers and subject matter that have been instrumental in defining musical theater and its role in describing a continually evolving human psychology and sociology. The performance aspect of the course will develop students' existing vocal skills and knowledge of style. As both singing and non-singing students are welcome to participate in the course, adjustments for non-singing students will be accommodated so that they may participate fully in the class. The format of the course will be a seminar of student-generated presentations, discussions, and workshop performances. A sampling of shows from which repertoire will be sourced includes the following: early song-and-dance shows ("Girl Crazy," "Anything Goes," "Kiss Me Kate"); Rodgers and Hammerstein ("Oklahoma!," "Carousel," "South Pacific"); Stephen Sondheim ("Gypsy," "Sweeney Todd," "Sunday in the Park With George"); modern era ("West Side Story," "A Chorus Line," "Cabaret," "Hair," "Pippin"); and contemporary ("In the Heights," "Caroline, or Change," "Kinky Boots," "Dear Evan Hansen," "Hamilton"). This course serves as a prerequisite for L15 372.

Same as L15 Drama 271

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L98 AMCS 2710 First-Year Seminar: Beyond the Melting Pot: Life in Immigrant America**

This course uses a sociological lens to explore contemporary immigration to the United States. The more than 43 million immigrants living in the United States today come from across the globe. Their reasons for migrating to the United States are complex, as are the laws, policies, and social structures they must navigate before and after their arrival. In the first half of the course, students will get to know Mexican immigrants who split their lives between Brooklyn and their small hometown in Mexico, fourth-generation Chinese Americans who are still asked, "Where are you from?", and West Indian immigrants forced to confront a U.S. racial order where they are defined by their Blackness. In the second half of the course, students will learn about Iranian-American youth navigating life in post-9/11 America and the challenges of becoming a young adult when one learns that they lack any legal status. Who are these immigrants? Why and how did they come here? How well are they and their children integrating into American society? Readings will be drawn from sociological research that opens windows into the lives of immigrants in America. Students will also conduct their own hands-on research to better understand life in immigrant America. This course is open to first-year students only. No prerequisite.

Same as L40 SOC 2710

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC, SC BU: BA, IS EN: S

---

#### **L98 AMCS 280A African-American Religions**

This course is an introduction to African-American religions. This course attends to change wrought in indigenous African religions by enslavement, the adoption of Christianity (and severe critiques of it) by slaves themselves, the building of African-American denominations, the rise of new black religious movements, and the role of religion in contemporary African-American life. At every stage of the course, religion is discussed with reference to key political developments in broader African-American history African diasporic history. The course proceeds in three parts. The course begins with a brief introduction to key themes and problems in the study of African-American religions. For example, is there such thing as a "black church," and how does the study of African-American religion differ from the study of other religious groups or traditions? The second part, the bulk of the course, moves chronologically and situates African and African-American religions in their shifting cultural and political contexts from the beginning of the European slave trade to the present. We will discuss

African-Americans' practice of several religious traditions: creole African religions, Islam, Protestant and Catholic Christianity, and new religious movements. The final part of the course focuses on several key issues and debates that are informed by the study of African-American religions and that have important connections with contemporary American life.

Same as L57 RelPol 280

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

### L98 AMCS 288 Muslims in the Media and Popular Culture

In the post 9/11 context of the United States, Muslims have been a constant presence in news media, typically cast in a negative light as political others who are backwards, threatening, and inherently prone to violence. This pattern has long been replicated in films in which Muslims serve as static and dehumanized perpetrators of violence and/or as symbols of a backwards, threatening, and inherently antithetical to U.S. values and interests. In recent years, however, Muslims have become increasingly visible in the entertainment industry as protagonists and producers of their own media, including G. Willow Wilson's "Ms. Marvel," Hulu's "Ramy," and Netflix's "Man Like Mobeen." This course explores a selection of recent media projects created by Muslim writers, actors, musicians, and comedians. We will be pairing films, television shows, music, and comics with scholarship on Islam and religion in the media to analyze Muslim representation and storytelling in contemporary popular culture. We will evaluate these works on their own terms, noting the ways in which gender and racial hierarchies dictate who gets to represent American Muslims while also assessing how these new media both disrupt and further reify Muslims' construction as religious and political outsiders.

Same as L57 RelPol 288

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH

---

### L98 AMCS 2881 Free the Land: Black Histories of Environmental Racism

Black history is inextricable from the study and discussion of environmental racism and environmental justice in the United States. Environmental racism is defined as "any policy, practice or directive that differentially affects or disadvantages individuals, groups or communities based on race." This course expands and illuminates this definition through examinations of space and spacemaking where Black and indigenous people reside—from Africa to the Caribbean and United States. We will interrogate instances of environmental injustice as expressed through toxic waste, land theft, conservation colonialism, and the slow violence of biological extermination and social erasure. We will also examine environmental justice as a social movement in which local communities, activists, online networks, and at times government actors resist environmental injustice to create cleaner, more sustainable environments for all. Throughout the semester, we will read scholarly texts, engage primary sources, analyze popular and independent media, and study testimony and self-published materials from Black activists across the globe.

Same as L90 AFAS 288

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

### L98 AMCS 290 Islamophobia & U.S. Politics

The presence of Muslim minorities in the West is increasingly divisive as political leaders appeal to voters' fear of the 'Other' to promote Islamophobic agendas that reshape immigration and asylum policies and redefine Western identity as Christian. Politicians further exploit the rise of extremist groups like ISIS to justify anti-Muslim rhetoric and critique multiculturalism, claiming that Islam and the West are inherently antithetical. In this course we examine the phenomenon of Islamophobia as a form of anti-Muslim racism that parallels hostility towards other religious and racial minorities in the US. We explore how while the post-9/11 context gave way to an increase in incidents of anti-

Muslim violence, contemporary manifestations of Islamophobia are deeply rooted in state level anti-black racism from the early twentieth century, as well as in anti-Muslim attitudes that date back to the colonial period. By examining academic literature, political speeches, and news media sources, we situate Islamophobia within its historical context and also analyze how US anxieties about Islam and Muslims are not only gendered and racialized, but also exist across the political spectrum.

Same as L57 RelPol 290

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L98 AMCS 290A Latinx Art

What is Latinx art? This seemingly simple question holds a number of complicated, contradictory answers. Latinx art is art created by (and often for) Latinx communities in the United States, but who determines the scope of representation? Is Jean-Michel Basquiat, the famed Haitian-Puerto Rican-American of 1980s NYC, a Latino artist? How about the Cuban-born Ana Mendieta, who lived and worked primarily in the United States? This course will consider who gets counted as Latinx in the art world and why. Topics covered include the Chicano/a movement in the 1970s, the Border Art movement in the 1980s and 1990s, the rise of "multiculturalist" rhetoric in the United States, and the contemporary global art market and its relationship to the category "Latinx." We will also consider issues of gender, sexuality and race, as they pertain to Latinx artists. This is an introductory course, and requires no prior knowledge of Art History or Latinx Studies.

Prerequisites: none

Same as L01 Art-Arch 290

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: AH, HUM EN: H

---

### L98 AMCS 2910 Alternative Facts: An Introduction to the Social Construction of Reality

This course acts as an introduction to the concept of social construction - the idea that an 'objective' reality is shaped by one's social positions and through social interactions. Recent political events and social conflicts highlight deep divisions in American society, raising critical questions about the media and objectivity (e.g., alternative facts and 'fake' news), networks and segregation (e.g., who talks to whom), who gets to decide what is viewed as 'truth,' and the role of researchers and academia in combating (or contributing to) misinformation. This course explores these questions through a sociological lens. Students will use foundational sociological theories to learn how to recognize the existence of multiple realities, and consider the implications of social constructionism for key domains of everyday life, American politics, and the production of knowledge. Students will also evaluate the ways that cutting-edge technological innovations and academic research can - or cannot - help people distinguish facts from 'alternative' facts. No prerequisite.

Same as L40 SOC 2910

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L98 AMCS 297 Undergraduate Internship in American Culture Studies

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement, which the student obtains from the College Office and which must be filled out and signed by the faculty sponsor and the program prior to beginning internship work. Credit should correspond to actual time spent in work activities; for example, eight to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours per week. Students are encouraged to obtain written evaluations about their work for the student's academic adviser and career placement file. Permission of department required before enrollment. Only AMCS majors and minors may enroll.

Credit variable, maximum 3 units.

---

**L98 AMCS 298 Directed Fieldwork in American Culture Studies**

Fieldwork under the direction of an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS advisor. See the AMCS website for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

---

**L98 AMCS 3006 Local Archives: Directed Study in St. Louis**

Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS advisor. See the AMCS Academic Coordinator for more information. By permission of instructor.

Credit variable, maximum 3 units.

---

**L98 AMCS 3014 American Popular Music and Media**

This course considers the history of American popular music as delivered by successive mass media platforms in the industrial and post-industrial eras: from mass-produced sheet music in the mid nineteenth century to digital music and video on the internet. Historical contextualization and in depth analysis of musical scores and various kinds of audio recordings and audiovisual texts will be at the center of the course. Topics to be considered include: the history of sound recording technologies and formats; the role of electronic mass media structures (radio, film, television, the internet); urbanization, national commercial music centers (New York, Hollywood, Nashville), and the importance of regional sounds in a national context; the formation and transformation of select genres (rock, country, various black musics); legal frameworks relating to music as a commodity (copyright, sampling); the impact of visual media on music dissemination, performance, and meanings; and how recorded media of all kinds have transformed the act of listening. Issues of race, gender, sexuality, personal, and national identity will be considered across the course. Same as L27 Music 3015

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3015 Topics in Popular Culture: End of the Century: American Culture During the 1990s**

Starting with Allan Bloom's *The Closing of the American Mind*, a book that helped re-ignite the Culture Wars, this course considers the debates and problems that pervaded American culture during the 1990s. From the end of the Cold War to the sexual scandals that rocked Bill Clinton's presidency, from the emergence of the internet to the rise of grunge and rap, the 1990s were a time of vast change in American culture. It was period when we, as a nation, reconsidered the legacy of the 1960s, the Reagan revolution, and the end of the Cold War, a time of economic expansion and cultural tension. In our consideration of the 1990s, we consider a variety of materials-ranging from news reports and political essays, literary fiction (Philip Roth's *The Human Stain* and Jonathan Franzen's *The Corrections*) and popular films (Spike Lee's *Do the Right Thing* and *The Cohen brothers' The Big Lebowski*), to the music of Nirvana and Public Enemy-in an attempt to come to a better understanding of our recent history. By examining a wide variety of texts, we not only explore the cultural and political questions that Americans faced in the years between the fall of the Berlin Wall and the terrorist attacks of September 11th, 2001, but also come to a better understanding of how cultural studies can be performed.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L98 AMCS 3018 Race, Ethnicity, and Immigrants' Experiences in Present Day United States**

Issues surrounding race, ethnicity, and immigration have become increasingly intertwined politically and publicly in the United States during the first 20 years of the 21st century. This course examines current social and political environments and the circumstances that

surround these issues. We begin with a blunt examination of political and social conditions that surround these experiences, continue by considering existing theories that attempt to explain the social and political dynamics that account for current relations, and finish out the course by reading recent studies that address specific facets of race, ethnic, and immigrant circumstances and experiences, including variations in access to equitable education, economic opportunities, political representation, and technological resources.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

**L98 AMCS 301B Individual and Community**

What social, political, and cultural forces shape the individuality of people and yet make them part of not just one community but many, each of which is greater than the sum of the individuals that comprise it? What role do families and friends fill in this process? Students explore answers to these questions by reading theories and case studies that try to explain the foundations of individuals' sense of self and the interdependence and responsibilities of individuals, families, and communities to one another. Cases students read highlight (1) how family and communal experiences (like school) influence individuals and (2) how virtual (online) and non-virtual communities are structured and sustained as social entities. In addition to readings, the class will rely on guests from the "real world" as well as field trips into virtual and non-virtual communities. AMCS Majors may count this course for Fieldwork credit with permission of instructor; a supplemental assignment might be required.

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA, ETH, IS EN: S

---

**L98 AMCS 301C The American School**

In this course we analyze the development of American schooling within the context of American social history. Our focus is on three general themes: the differing conceptions of schooling held by some American political, social, and cultural thinkers; the changing relationships among schools and other educational institutions such as the church and the family; and the policy issues and arguments that have shaped the development of schooling in America. We spend considerable time studying the history of schooling in relation to the enduring challenges and dilemmas of marginalized groups including but not limited to systemic racial inequalities, access to schooling and inequitable schooling experiences. Undergraduate students must enroll in Educ. 301C, while graduate students must enroll in Educ. 5001. Same as L12 Educ 301C

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

**L98 AMCS 301D A History of African-American Theater**

A survey of African American theatre from post-Civil War "coon" shows and reviews to movements for a national black theatre, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early black theatre and minstrels; black theatre movement and other ethnic theatre movements in America. Critical readings of such plays as Amiri Baraka's "Dutchman," Lorraine Hansberry's "A Raisin in the Sun," Langston Hughes and Zora Neale Hurston's "Mulebone." Also works by August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson.

Same as L90 AFAS 301

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H  
UColl: CD

---

**L98 AMCS 301T Topics in AMCS**

Course varies by semester, see semester listing for description.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L98 AMCS 3020 Native American Musical Traditions of the Western United States**

Exploration of music and its historical and contemporary contexts among Native American cultures of the southwest and the northern plains, chiefly Navajo and Lakota, but with some considerations of Pueblo, Shoshone, and other nations. Examinations of inter-tribal pow-wow movements, crossover musics, European appropriation and refashioning of Native American culture in Hollywood and elsewhere. Same as L27 Music 3022

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

---

**L98 AMCS 3023 Jazz in American Culture**

This course will address the role of jazz within the context of twentieth-century African American and American cultural history, with particular emphasis on the ways in which jazz has shaped, and has been shaped by, ideas about race, gender, economics, and politics. We will make use of recordings and primary sources from the 1910s to the present in order to address the relationship between jazz performances and critical and historical thinking about jazz. This course is not a survey, and students should already be familiar with basic jazz history. Same as L27 Music 3023

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3024 Music of the African Diaspora**

This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences. Same as L27 Music 3021

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L98 AMCS 3025 Topics in AMCS: Sports and Culture**

Topics course focusing on instances of identity and culture within the American scope. Varies by semester. See Course Listings for description of current semester's offering.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L98 AMCS 3028 Music of the 1960's**

The music of the 1960s played a significant and widely noted role in an era of global political and social upheaval. This course surveys a broad range of music produced during the decade, spanning the world but with emphasis on Anglo-American popular music. While a music course traditionally deals with a single genre such as "world music," classical, or jazz, this course will analyze several genres together to show how each influenced the others and how all were informed by broader social and cultural concerns. The course thus will both familiarize students with diverse musical traditions and introduce them to a new way of thinking about music and culture. Topics to be discussed include the transnational music industry; the contested concept of "folk" and "traditional" music; music and political protest; music and migration; and music's relation to ethnic and class identity. Same as L27 Music 3028

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 302A The Great American Novel**

Same as L14 E Lit 302

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3031 Gender and Education**

An examination of educational experiences, practices, and institutions across multiple levels (PK-university) using gender as a critical lens. Key topics include common beliefs, practices, and expectations related to gender in educational spaces, as well as the intersections between gender and other identities that may influence educational experiences and outcomes. Readings are drawn from multiple disciplines, including sociology, history, psychology, and philosophy. Students should be prepared to analyze their own gendered educational experiences in the context of the scholarship explored in the course, while also listening respectfully and reflecting on the experiences shared by classmates. Enrollment Note: Undergraduate students must enroll in Educ. 303, and graduate students must enroll in Educ. 5003.

Same as L12 Educ 303

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 3034 Race and Ethnicity in American Politics**

This seminar will discuss the continuing importance of race and ethnicity in American politics and the politics of racial minority groups in America. It will examine the disadvantage minorities have in the American political structure including problems with political participation. It will examine how the structure and functions of the branches of government and its bureaucracy affect the aspirations of minorities. The roll of pressure groups on political structure will be discussed. Additional discussion will focus on urban politics and tensions.

Same as L32 Pol Sci 3031

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 3035 Roots of Lofi Hip Hop: Amateur Music Making, Recording Technology, and Globalization**

Lofi hip hop is a style of music made by amateur beatmakers that mixes Japanese and African American aesthetics. It relies on anime visuals, scratchy jazz samples, and repetitive drum loops. It serves primarily as background music. This course is about the sounds and popularity of lofi hip hop in the twenty-first century. But to understand this genre, students will also focus on the genre's roots. We learn about French composers' early attempts to create background music at the turn of the twentieth century. We learn about American teenagers who took over their suburban garages to create an energetic style of rock and roll during the 1960s. We learn about how anthropologists during the 1930s thought that low fidelity recordings of blues and country musicians was evidence of their musical authenticity. And we will learn about how jazz harmonies and samples influenced the music of groups like A Tribe Called Quest and De La Soul. Lofi gives us a jumping off point for exploring a wide range of genres and histories. The final assignment will be a collaborative effort. As a class, students will make and publish a podcast about lofi hip hop and its antecedents. This podcast will feature original lofi hip hop made by the class. The original music will also serve as background music to a study-session event organized by the class towards the end of the semester.

Same as L27 Music 3034

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L98 AMCS 304 Research in American Culture Studies**

This course is an introduction to research for second-year students. Students work under the supervision of a sponsor.

Credit 3 units.

---

**L98 AMCS 3044 Foundations of American Democracy**

Since its founding, the United States of America has been strongly identified with principles of democratic rule. This course provides an introduction to some philosophical and historical foundations of American democracy. Over the course of the semester, we will ask what democracy means, and what it requires. We will examine thinking about political rights and liberty at the American founding. We will ask

what democratic inclusion and political equality entail. We will ask what democracy means, and what it should mean, in the American context, and whether and to what extent American institutions embody democratic ideals.

Same as L32 Pol Sci 3044

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

### **L98 AMCS 304B Survey of Brazilian Cultures: Race, Nation and Society**

This course will introduce students to Brazilian culture from the colonial period to the present through literature, art, music, film and other cultural forms. The course gives a historical overview of Brazilian culture and society, exploring major sociohistorical and artistic moments from the colonial, imperial, and republican periods, and their "legacies" or influences on Brazilian society. Students will learn about the Amerindian, European, and African influences of Brazilian culture through the study of representative texts and cultural practices. The course also illustrates Brazil's place within Latin America and the world. The course will seek to deconstruct and expand preconceived notions of Brazil, such as Lusotropicalism and racial democracy. Classes will combine lectures by the instructor, student presentations, collective debates and cooperative learning, and will entail the use of required bibliography and audiovisual materials. Prereq. None.

Same as L45 LatAm 304

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: IS EN: H

---

### **L98 AMCS 305A Between Malcolm X and Martin Luther King, Jr.: Race, Religion, and the Politics of Freedom**

This course focuses on the political and spiritual lives of Martin and Malcolm. We will examine their personal biographies, speeches, writings, representations, FBI files, and legacies as a way to better understand how the intersections of religion, race, and politics came to bear upon the freedom struggles of people of color in the United States and abroad. The course also takes seriously the evolutions in both Martin and Malcolm's political approaches and intellectual development, focusing especially on the last years of their respective lives. We will also examine the critical literature that takes on the leadership styles and political philosophies of these communal leaders, as well as the very real opposition and surveillance they faced from state forces like the police and the FBI. Students will gain an understanding of what social conditions, religious structures and institutions, and personal experiences led to first the emergence and then the assassinations of these two figures. We will discuss the subtleties of their political analyses, pinpointing the key differences and similarities of their philosophies, approaches, and legacies; we will then apply these debates of the mid-20th century to contemporary events and social movements in terms of how their legacies are articulated and what we can learn from them in struggles for justice and recognition in 21st-century America and beyond.

Same as L57 RelPol 305

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

### **L98 AMCS 3060 Current Affairs and Critical Issues in American Culture**

What's in your newsfeed? Media outlets drive critical conversations and public discourse, and in this course students have the chance to keep up and weigh in. Students read the news and examine current affairs as they unfold week by week, critically analyzing and exploring modes of understanding, historicizing, and contextualizing contemporary issues in American society. The course introduces students to theoretical and conceptual frameworks for this engagement and asks questions such as the following: How are these issues related to the past?

How have Americans experienced this issue before, and how is the contemporary context different? We will follow trends in pop culture, technology, politics, and society. Students learn to layer current issues

with historical documents, the commentary of public intellectuals and cultural critics, and political, economic, and social policies. The course stresses research analysis, group process, critical thinking, multidisciplinary inquiry, and professional writing and speaking skills. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

### **L98 AMCS 3066 American City in the 19th and 20th Centuries**

This course will explore the cultural, political, and economic history of U.S. cities in the 19th and 20th centuries. The course will focus on New York, Chicago, St. Louis, Los Angeles, and Atlanta, although other cities may be included. Students will conduct significant primary research on sections of St. Louis, developing a detailed history of one of the city's neighborhoods. Much of the course readings address broad themes such as immigration, industrialization, deindustrialization, and race and gender relations in American cities.

Same as L22 History 3066

Credit 3 units. A&S IQ: HUM, SD Art: HUM BU: HUM

---

### **L98 AMCS 3070 Politics and Policymaking in the American States**

The American federal system is often overlooked in discussions about politics in the United States; however, state governments unquestionably touch the lives of Americans everyday. As such, an education in American politics is not complete without serious examination of state governments and their political institutions. This course illuminates the importance of the American states in US politics and policymaking by critically examining topics such as : intergovernmental relations, the historical evolution of American federalism, the organization and processes associated with state legislative, executive, and judicial branches, state elections, political parties, interest groups and specific state policy areas such as - budgeting, welfare, education, and the environment. Prerequisites: Political Science L32 101B.

Same as L32 Pol Sci 3070

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### **L98 AMCS 3073 The Global War on Terrorism**

This course presents a historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L98 AMCS 3075 The American Radical Novel: Literature Versus Inequality**

Intended to help students reckon knowledgeably, imaginatively, and articulately with our era of escalating social inequality, this course is a writing-intensive study of representative American radical novels stretching from the 19th-century abolitionism of Harriet Beecher Stowe's "Uncle Tom's Cabin" to the 21st-century dystopianism of Gary Shteyngart's "Super Sad True Love Story." Its main goals are (1) to introduce students to the long history and current significance of efforts to pit American literature against American inequality; and (2) to improve the quality of advanced student writing in the related fields of American Culture Studies and English literature. The first goal is pursued through close analysis of both radical novels and the contemporary political documents that inform them, juxtaposing such texts as Upton Sinclair's "The Jungle" and Karl Marx's "Communist Manifesto," Alice Walker's "Meridian" and Martin Luther King Jr.'s "Nonviolence and Racial Justice." The second goal is pursued through the hands-on analysis of successful rhetorical strategies sampled from The Hodges Harbrace Handbook, and, more importantly, from the scholarly writings of students themselves.

Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: HUM EN: H

---

**L98 AMCS 3081 City on a Hill: The Concept and Culture of American Exceptionalism**

This course examines the concept, history, and culture of American exceptionalism—the idea that America has been specially chosen, or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a “city on a hill.” This sermon has been called the “ur-text” of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we will re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture—a thesis our class will reassess with the help of modern critics. In the second part of this class, we will broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day, ending with an analysis of Donald Trump and the rise of “America First.” In the end, students will gain a firm grasp of the long history and continuing significance—the pervasive impact—of this concept in American culture.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L98 AMCS 3085 Topics in VMD**

Topics vary by semester; see semester listing for course description.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM, VC BU: HUM EN: H

---

**L98 AMCS 3086 Living in a Material World**

In the months after 9/11, President Bush urged Americans to buy cars and take vacations to show their patriotism and unity and also to send a message to terrorists that “our way of life” could not be stolen. Such calls to consume have often been made in times of crisis, and consumption has long been something of a national pastime (some would say a national pathology!). But frugality, simple living, and ethical consumerism have also at times been declared American values, and they are now just as likely to be advanced by celebrities, entrepreneurs, or corporations as by political activists. This multidisciplinary course explores our complex and evolving relationship to materialism and materiality, focusing on moments in U.S. history when consumption has been especially consoling or haunting or when it has been aligned with ideas of the public good or social and political change. Along the way, we will study material goods that have been declared symbols of American values (e.g., soap, Tupperware, Harley-Davidson motorcycles, #MAGA hats); influential advertising campaigns and models of “good” and “bad” consumer behavior (e.g., shoplifting, hoarding, “good housekeeping,” thrifting); and anti-materialist positions, from Thoreau’s “Walden” to the Occupy Movement to today’s “off-the-grid” cooperative-living communities. Students will write short analytical response papers, conduct a study of their own consumer practices, and do a final project on a recent “ethical consumption” campaign in historical perspective. This course counts as “Multidisciplinary” for AMCS students and as “Visual Culture” for Sam Fox students.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: BA, HUM EN: H

---

**L98 AMCS 308S The Racialized Sporting Landscape of St. Louis: Athletics, Aesthetics, Bias, and Opportunity**

This interdisciplinary course considers the racialized landscape of St. Louis through the lenses of sporting cultures and creative practices. Co-taught by John Early (Sam Fox) and Noah Cohan (American Culture Studies), this seminar will examine the history of sports and race in St. Louis, illuminate the realities of access and inequity in the sporting landscape of the city, and imagine more equitable futures. In addition to writing bi-weekly reading responses and one historical paper,

students will maintain a research sketchbook, design and print a zine, and create a public-facing creative project. Students in the College of Art and in the AMCS program will be given enrollment priority.

Prerequisites: None

Same as I50 INTER D 308C

Credit 3 units. A&S IQ: HUM, SC Art: FAAM, VC EN: H

---

**L98 AMCS 3091 Poverty and Social Reform in American History**

This course explores the history of dominant ideas about the causes of and solutions to poverty in American society. We will investigate changing economic, cultural, and political conditions that gave rise to new populations of impoverished Americans and to the expansion or contraction of poverty rates at various times in American history. However, we will focus primarily on how various social commentators, political activists, and reformers defined poverty, explained its causes, and struggled to ameliorate its effects. The course aims to highlight changes in theories and ideas about the relationship between dependence and independence, personal responsibility and social obligation, and the state and the citizen.

Same as L22 History 3091

Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

---

**L98 AMCS 3095 The Incas and Their Ancestors: Archaeology of the Ancient Andes**

From the hyper-arid desert of the Pacific Coast to the high-mountain plateaus of the Andes more than 12,000 feet above sea level to the lush forested Amazonian lowlands, Western South America presents one of the most diverse natural and cultural environments in the world and one of the few places where social complexity first developed. Beginning with the earliest human occupations in the region more than 12,000 years ago, this course examines how domestication, urbanization, the rise of early states, and major technological inventions changed life in the Andes from small village societies to the largest territorial polity of the Americas - the Inca Empire. Students will become familiar with the major debates in the field of Andean archaeology. Together, we will examine archaeological evidence (architecture, art, ceramics, metals, textiles, plant and animal remains, etc.) from context of everyday life (households, food production, craft production) to the rituals and ceremonies (offerings, tombs) that took place in domestic and public spaces. We will also touch on the role of Andean archaeology in the context of national politics and heritage sustainability.

Same as L48 Anthro 3095

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L98 AMCS 310 Topics in Asian American Literature**

Topics in Asian American literature which will vary from semester to semester.

Same as L14 E Lit 308

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM

---

**L98 AMCS 310A From Hysteria to Hysterectomy: Women's Health Care in America**

This course examines issues surrounding women's health care in America. While the scope is broad, the major emphasis will be on the nineteenth and twentieth centuries. Through an examination of popular writing, scientific/medical writing, letters, diaries, and fiction, we will look at the changing perceptions and conceptions of women's bodies and health in America.

Same as L77 WGSS 310

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 3120 African Immigration to the United States of America**

The United States of America has historically been known as a "nation of immigrants." However, current rhetoric has brought this notion into question. This country has consistently been a magnet for millions of people from all over the world, and this course seeks broadly to understand recent African immigration. In Black studies, most attention has been paid to the forced migration of the enslaved during the Atlantic Slave trade. Studying 20th and 21st African immigration is key to truly understanding the Black experience in America. According to data from the U.S. Census Bureau, 2.1 million Africans live in America as of 2015. The majority of these migrants are from Sub-Saharan Anglophone Africa (Nigeria, Ghana, Kenya, South Africa), but they are also from war-torn countries such as Ethiopia, Eritrea, and Somalia. The primary focus of this course will be on contemporary African labor immigrants, including skilled professionals, children who arrived in the United States for family reunification, refugees, and winners of the Diversity Visa lottery who are now permanent residents. The migratory flux also includes people who were forced to leave their birth countries for political reasons as well as genocide. Through the class, we will examine the "push and pull" factors of immigration. The second part of the course explores the lived experience of Africans in America, whether they are well educated as compared with other migrant communities or whether they are laborers. We will study the role of remittances, language barriers, paths to naturalization, and job opportunities once Africans reach American soil. Increasingly, repatriation (both voluntarily and forced), xenophobia and Islamophobia are challenges that rock African immigrant communities. Today, many Africans live between two countries: Africa and America. This transnationalism allows them to navigate different lives, stories, identities, and cultures. Several activities are organized in the African local community. There is a large group of Ghanaians, Kenyans, Egyptians, Senegalese, Nigerians, Ethiopians, and Somalians in St. Louis. We will invite these individuals to the class as guest speakers so that students can fully understand their multiple lives in the St. Louis metropolitan area.

Same as L90 AFAS 3120

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L98 AMCS 3121 Topics in American Literature: Girls' Fiction**

Topic varies. Writing intensive.

Same as L14 E Lit 316W

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H  
UColl: ENL

---

**L98 AMCS 3123 Introduction to Digital Humanities**

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 3123

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 312A Introduction to Digital Humanities**

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in

which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 312

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3130 Education, Childhood, Adolescence and Society**

This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical, sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the "safety nets" that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process. Undergraduates must enroll in Educ. 313B, while graduate students must enroll in 513B.

Same as L12 Educ 313B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 3131 Topics in Literature: Asian American Writings: Contesting American Constructions of the Alien Other**

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, over simply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem. It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we will consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We will follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also to be assigned will include Mary Shelley's *Frankenstein* and Byron's *Don Juan*.

Same as L14 E Lit 313

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3140 Topics in Literature: The 1960s: Literature, Culture, Politics, and the Beginnings of Now**

Same as L14 E Lit 314

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L98 AMCS 3142 Native Americans at Westward Expansion**

Issues precipitated by Euro-American contact, colonization, and expansion between 1492 and 1810 across Eastern North America, the Plains, and the Rocky Mountains. Impacts of exploration and settlement and responses by native peoples: epidemics; population



loss; breakdown of Southeastern chiefdoms; resistance; relocation; and shifts in economic strategies. Perspectives and policies of Native Americans as well as Europeans and non-Indian Americans, including Lewis and Clark.

Same as L48 Anthro 3461

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: HUM

---

#### **L98 AMCS 314B Global Circuits: Religion, Race, Empire**

This seminar explores how American entanglements of race and religion shape and are part of larger global processes. Over the course of the semester, we will investigate these entanglements through conceptual, historical, and ethnographic questions and insights on the remapping of religious traditions and communal experiences onto imperial terrain. We will examine this through a range of problem spaces including: colonial rule, missions, and racial hierarchies; migration and its relationship to religion; the racialization of religion; diaspora and empire; and persecution and power.

Same as L57 RelPol 314

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

#### **L98 AMCS 314M Topics in St. Louis**

Topics vary by semester; see semester listing for course description.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L98 AMCS 314S Sociolinguistics, Literacies, Schools, and Communities**

Literacy learning and development within a thriving community require attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English language learners and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and that acknowledges the influences of social institutions and conditions. We will incorporate strategies for individual student needs based on students' backgrounds and prior experiences to deliver differentiated instruction and to teach students to set learning goals. Offered in fall semester only. Undergraduate students must enroll in Educ. 314, while graduate students must enroll in Educ. 5114.

Same as L12 Educ 314

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

---

#### **L98 AMCS 315B Virtues, Vices, Values: Regulating Morality in Modern America**

This course takes morality and the question of "what's right" seriously as a lens through which to understand and assess modern American history. "Morality" is, of course, a devilishly flexible rhetoric, a language invoked to tell people how to act and how to be good, or, conversely, to criticize and to shame. When the state or a community wants its citizens or members to be "good," it crafts laws and creates customs to encourage or inhibit behaviors. Yet "good" is a contested concept, especially in a diverse, multiracial society. Thus this class examines a) how state and non-state actors, including religious leaders, have attempted to regulate the lived experiences of Americans and b) the conflicts that emerge over what, exactly, is correct, or right, or good for individuals, society, and the state. To what degree does calling something moral or immoral articulate or obstruct policy solutions? What do political coalitions oriented around "values" accomplish? Is it possible to hew to moral frames and remain inclusive and tolerant? Topics may include marriage, abortion, immigration, alcohol, incarceration, disease, money, and medical care.

Same as L57 RelPol 315

Credit 3 units. A&S IQ: HUM, SD BU: ETH EN: H

---

#### **L98 AMCS 3173 Queer Histories**

Queer history is a profoundly political project. Scholars and activists use queer histories to assert theories of identity formation, build communities, and advance a vision of the meanings of sexuality in modern life and the place of queer people in national communities. This history of alternative sexual identities is narrated in a variety of settings—the internet as well as the academy, art and film as well as the streets—and draws upon numerous disciplines, including anthropology, geography, sociology, oral history, fiction and memoir, as well as history. This discussion-based course will examine the sites and genres of queer history, with particular attention to moments of contestation and debate about its contours and meanings.

Same as L77 WGSS 3172

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HT, HUM Art: HUM BU: BA EN: H

---

#### **L98 AMCS 317S Community Engaged Learning: Documenting the Queer Past in St. Louis**

Around the United States and the world, grassroots LGBTQ history projects investigate the queer past as a means of honoring the courage of those who have come before, creating a sense of community today as well as building an understanding of the exclusions and divisions that shaped these communities and that continue to limit them. In this course, we participate in this national project of history-making by helping to excavate the queer past in the greater St. Louis region. Course readings will focus on the ways that sexual identities and communities in the United States have been shaped by urban settings since the late 19th century, with particular attention to the ways that race, class, and gender have structured queer spaces and communities. In their community service project, students will work with local LGBTQ groups, including the St. Louis LGBT History Project, to research St. Louis's queer past. Each student will also conduct an oral history interview with an LGBTQ community member. Note: This is a community-engaged learning class, which means that it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement, which necessitates an additional three to five hours per week. Before beginning the community service component, students must complete required training. Prerequisite: Introduction to Women, Gender, and Sexuality Studies; Introduction to Queer Studies; or permission of instructor.

Same as L77 WGSS 3173

Credit 4 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

#### **L98 AMCS 3180 The Abuse Crisis in Modern Christianity**

For over a quarter-century, journalists have broken story after story about sexually abusive clergy in the U.S., many of them serial abusers of children and adolescents. While most accounts have focused on Catholic priests, many have also emerged of abusive evangelical and other Protestant ministers. The stories have illuminated how church bureaucrats have consistently protected abusers and subverted the efforts of victims and their families to seek recompense, accountability, and justice. These protections have often succeeded because of churches' political connections to law enforcement and legislators who have helped hide perpetrators and stymie survivors. Together we will analyze this cautionary tale about religion and politics by contextualizing it within the broader history of Christianity in the United States and beyond. Is this a case simply of a few bad apples or of institutional corruption? How has the church's response been shaped by fear of scandal, antipathy toward secularism, and theological teachings on gender and homosexuality? How does sexual abuse fit into the history of the church as a hierarchical institution? What challenges has the crisis posed to people of faith who are committed to the church, and can trust be repaired? Readings include legal case

studies, internal church correspondence, victims' statements and criminal justice reports, documentary films and memoirs, and both journalistic and scholarly analysis of the clergy sex abuse crisis in the U.S. church. **WARNING:** Many of our readings contain difficult accounts of abuse as well as the subsequent trauma most victims suffer. If this subject matter is triggering for you and you'd like to speak with me about whether or not to take it, I'll be glad to help you think through it. Same as L57 RelPol 3180

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### **L98 AMCS 3190 Engaging the City: The Material World of Modern Segregation**

See course listings for current offering.

Credit 3 units. A&S IQ: SSC, SC, SD Art: CPSC BU: HUM EN: S

---

### **L98 AMCS 3191 Contemporary American Women Poets**

An introduction to the work of contemporary American poets who are women; extensive reading of both poetry and prose. Readings include the work of poets such as Bishop, Rich, Plath, Sexton, Clampitt, Gluck, Moss, Graham, Howe, Dove, Oliver, Forché, Lauterbach.

Same as L14 E Lit 3191

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

---

### **L98 AMCS 3192 Surveillance & the City**

In 2014, the urban street artist Banksy painted a mural of three government agents flanking a public telephone booth, each using spy gadgets to listen, record, and transmit a copy of the conversation had within. His work reflects the emergent concerns of citizen surveillance in Western democracies and the techno-logics of 21st-century political reality, where persistent monitoring, invisible identification, and data collection are features of both government control and data-driven capitalism. The rise in technological sophistication in both the capture and assessment of data makes adoption at scale by city governments affordable and relatively noncontroversial. But as the surveillance of bodies, habits, associations, and identities becomes more naturalized in the governing and policing institutions of urban areas, legal safeguards lag behind, concepts like privacy and security become fuzzier, and existing inequalities of race and class become hardcoded in the techno-systems supposedly designed as neutral tools. This fieldwork class will explore St. Louis as a landscape of the always observed, from community-level realities to online experiences. Readings and class discussions will be complemented by field trips to sites in the St. Louis region to interrogate the practice of observation in situ among different zip codes and communities where the blanketing presence of surveillance practices and surveillance technology warps a relationship to place; amplifies racial, cultural, and class inequalities and disenfranchisements; consolidates social and political control; and replaces human accountability with the veneer of the objective and rational machine.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

### **L98 AMCS 3203 Civic Scholars Program Semester Two: Civic Engagement in Action**

This is the second-semester foundation course for students in the Civic Scholars Program of the Gephardt Institute for Civic and Community Engagement. This course provides students with a context for developing their civic projects. Students engage in a semester-long research and project planning process tied to their civic projects. Through research, lectures, workshops, and presentations, students develop a project proposal for their civic projects. Students will meet in class to discuss concepts, engage in critical reflection, and develop skills. Prerequisite: L98 3202.

Credit 2 units. A&S IQ: SSC Art: SSC EN: S

---

### **L98 AMCS 3205 The Intellectual History of Race and Ethnicity**

This course is designed to introduce students to a wide range of historical ideas, contexts, and texts that have shaped our understandings of race and ethnicity. We will examine the ways in which our definitions and categories of race and ethnicity have helped us to construct (and continuously reinvent) our sense of who counts as human, what counts as human behavior, the possibilities of artistic expression, the terms of political engagement, and our critical and analytical frameworks. Students should be prepared to do quite a bit of reading of some very challenging yet rewarding texts.

Same as L93 IPH 320

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

### **L98 AMCS 320V Civic Action Lab: Strategies for Engagement in U.S. Elections**

Credit 1.5 units.

---

### **L98 AMCS 3211 Topics in 19th-Century American Writing**

Same as L14 E Lit 339

Credit 3 units. A&S IQ: HUM Art: HUM

---

### **L98 AMCS 321B American Religion, Law, and Sexual Politics**

Following philosopher Michel Foucault's vital insight that "sexuality is a major transfer point in the relations of power," this course will explore the complex ways in which theological ideas and religious movements have shaped legal doctrines relating to sex, gender, and sexuality in the United States from roughly the turn of the twentieth century to the present. It will examine how and why religious groups have mobilized within the legal arena at various points in US history, the devotional commitments that influence their activism, the constitutional claims and counterclaims that have emerged over time as a result of legal contestation, and the lived impact of various judicial decisions. To do so, the course will be structured thematically around three overlapping constitutional domains: (1) equal protection rights for women and sexual minorities, (2) substantive due process commitments to privacy and bodily autonomy, and (3) free speech principles related to sexual self-expression. The impact of religious advocacy on contemporary controversies such as drag show bans, restrictions on reproductive healthcare, religious exemptions to LGBT non-discrimination laws, pornography regulation, gender-affirming care access, and more will all be covered. By applying the theories and methods of critical religious studies, this course also takes questions of American religion and sexual politics as a starting point for introducing undergraduate students to legal studies more generally. Through classroom conversations and course texts, students will become familiar with the structure of the American legal system, different methods of constitutional interpretation, theoretical concerns that shape legal thinking, and critical reading skills that may be used to approach legal texts such as judicial opinions. Students from all academic backgrounds interested in gaining increased literacy in American law are encouraged to enroll—no prior exposure is required. Same as L57 RelPol 321

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

---

### **L98 AMCS 321C Introduction to Colonial Latin America Until 1825**

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400-1815). Stressing the experiences and cultural contributions of Americans, Europeans, and Africans, we consider the following topics through primary written documents, first-hand accounts, and excellent secondary scholarship, as well as through art, music, and architecture: Aztec, Maya, Inca, and Iberian civilizations; models of conquest in

comparative perspective (Spanish, Portuguese, and Amerindian); environmental histories; consolidation of colonialism in labor, tributary, and judicial systems; race, ethnicity, slavery, caste, and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade, and global economies; urban and rural life; the roles of women, gender, and sexuality in the colonies. Geographically, we will cover Mexico, the Andes, and to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Pre-modern, Latin America.

Same as L22 History 321C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 321D Debating Cultures: Inclusion & Expulsion, Memory, and Erasure in the Hispanic World**

In this course, we will analyze and discuss the ways in which the Hispanic world has lived, regulated and represented its great religious and cultural diversity. As we progress in our understanding of these multifaceted and varied responses, we will examine the two most important ethical choices that the Hispanic peoples of both sides of the Atlantic Ocean have had in front of them at different points in time: (1) the choice between inclusion and exclusion; and (2) the concerted decision to either memorialize or forget history and the consequences of having chosen to exclude or include certain individuals, ideas, religions or cultural aspects of society. The consideration of these two choices -- as they appear represented in laws, texts and images -- will help us acquire the ability to better understand the challenges and dilemmas that the various Hispanic peoples have encountered in the past and the decisions they continue to make in the present moment when confronted with diversity. Each module of this course will be anchored by an official document or policy that rubber stamped the decision to include, exclude, remember, or forget those who were different because of their origins, their religion, their language, their way of living, or their political choices. Examples of these laws or decrees are the Capitulations of Granada, the Edict of Expulsion of 1492, the New Laws of the Indies, the laws of land confiscation of the 19th century, the persecutions and censorship of the dictatorial regimes in both Spain and Latin America, and the recent Spanish law for the recovery of historical memory. Also, each module will begin in the past and end in the present, with an exploration of the contemporary consequences of those laws and policies. These diachronic studies will contribute to inform the analysis of both social issues and cultural artifacts, and they will enrich the class presentations and discussions. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Same as L38 Span 3211

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L98 AMCS 321E Debating Cultures: Unveiling the Secrets of Fantasy, Magic, Mystery in Latin America**

In this course we will explore a variety of Spanish American discourses (short fiction, essays, films, artwork) built around the unveiling of secrets, mystery, fantasy, and magic through the art of detection, whereby the reader or a viewer becomes engaged in the process of sleuthing, either alone or alongside the fictional figure of a detective. We will explore the creative and versatile ways in which Spanish American writers and artists make use of existing aesthetic paradigms-- such as magical realism, literary gothic, fairy tales, science fiction, surrealism, film noir, and detective fiction, among others--as they adapt them to the diverse political, economic and socio-cultural realities of their countries. In many of these discourses, overarching themes of imagination, dreams, madness, criminality, and metaphysical search become intertwined with gendered sensibilities and heterogeneous

perspectives profoundly embedded in socio-political realities. Some of the mysteries and crimes that often elude detection and punishment have to do with corruption and state-sanctioned violence, as it happens in the cases of systemic violence in Colombia, of the plight of the "disappeared" persons under the dictatorial regimes of the Southern Cone (Argentina, Chile), or the systemic corruption surrounding narco-trafficking. Authors to be studied include Borges, Ocampo, Cardenal, Casey, Quiroga, Valenzuela, Cortázar, Rulfo, Paz Soldán, Téllez, García Márquez, Schweblin, Dávila, Vega Serova, Benítez Rojo, Bahr, and Enríquez, among others. This course is conducted in Spanish and has a strong, mandatory and graded oral component. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Same as L38 Span 3217

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA EN: H

---

**L98 AMCS 3221 Debating Cultures: Media, Materiality and Cultural Production in Greater Mexico and the U.S.-Mexico**

This course is an invitation to explore the complex mediatic landscape of Greater Mexico and the U.S.-Mexico borderlands throughout the nineteenth and twentieth century. What did an early Spanish-language press look like in the United States? What are the connections it holds with the United Farm Workers publications later in the twentieth century? How did these publications interact with other platforms, such as Spanish-language radio? What are the political and cultural implications of hearing or seeing in the present-day militarized border zone? These are just some of the questions that we will collectively attempt to answer as we approach the cultural and artistic practices of the region. The course will deal with print, visual and aural culture, and you will have the chance to explore material such as Spanish-language newspapers, border ballads, radio, performance art, digital art and activism, among many others. We will discuss issues like ethnic identity, language, race, citizenship and gender, as they intersect with cultural production and its mediaticity. Moreover, you will become familiar with transnational frameworks for the study of culture, critically engaging with the work of border studies exponents such as Gloria Anzaldú and Américo Paredes. This overarching approximation of the nineteenth and twentieth centuries is meant to encourage a comprehensive understanding of the cultural processes of the borderlands: its fluctuations, as well as the continuities it maintains with present-day border culture. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Same as L38 Span 3221

Credit 3 units. A&S IQ: HUM, LCD, LS, SC BU: IS EN: H

---

**L98 AMCS 3222 Major American Writers: The Contemporary American Novel**

Same as L14 E Lit 3222

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3231 Sex, Drugs, and Rock 'n' Roll: American Culture in Revolt: 1960-1970**

A rotating topics course on various subjects relating to the history and theatrical practice of modern American drama.

Same as L15 Drama 323

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L98 AMCS 3232 Selected American Writers**

Intensive study of one or more American writers. Consult Course Listings for offerings in any given semester.  
Same as L14 E Lit 323  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3237 The Art of Popular Song: From Folk and Musical Theatre to Rock and Contemporary A Capella**

This course explores the art of songwriting through the lens of American popular music. Students examine landmark songs from multiple eras and create their own original songs in a variety of styles from the precursors of American music to folk, rock, pop, rhythm and blues, Broadway, and a cappella. The course materials include applied popular music theory while examining the musical languages of each genre. Through composing and arranging, listening and analysis, students gain insight into the sonic structure and cultural significance of popular music. The course also responds to students' individual interests and performance backgrounds, offering opportunities to write music for vocal ensembles, singer-songwriter formats, bands and electronic media. Traditional composition and contemporary production practices are examined in detail as students learn to critically listen and find their personal musical styles.  
Same as L27 Music 3237  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3255 Development of the American Constitution**

The U.S. Constitution has been so long maintained because it has adapted to new circumstances. Contrary to common mythology, this adaptation goes far beyond formal amendment and court interpretation. But past performance is no guarantee of future results. The course examines the processes through which American constitutional democracy has developed, considers its successes and failures, and assesses some of its most pressing challenges. In doing so the course treats topics such as: the Electoral College; the justice system; executive powers in war and peace; Congress versus the president; regulation and taxation; civil rights and Reconstructions; amendment politics; and constitutional rhetoric and beliefs.  
Same as L32 Pol Sci 3255  
Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

**L98 AMCS 325A Black Masculinities: From Slavery to Hip-Hop Dreams**

This course will investigate and explore how manhood, or masculinity, interacts with ideas of sexuality in public and private life. Together, we will look closely at writers who offer cultural and theoretical frameworks to challenge our ideas of what black manhood is and should be, particularly those writers who are bold enough to represent same-sex desire among black men and women. Authors will include James Baldwin, Essex Hemphill, Mark Anthony Neal, Mignon Moore, and E. Patrick Johnson.  
Same as L90 AFAS 3255  
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L98 AMCS 325B Cultures of Health in Latin America**

This course is a survey of the cultural and political-economic aspects of health, illness, and embodied difference in Latin America. We will approach these themes from an interdisciplinary perspective with an emphasis on anthropology and history, exploring how local, national, regional, and global factors affect health and healthcare and how people experience and respond to them. Topics will include interactions between traditional healing practices and biomedicine; the lasting impacts of eugenic sciences on contemporary ideas about race and disability; the unequal impacts of epidemic disease; Indigenous cosmologies and healing systems; the politics of access to healthcare; the cultural and political specificities of reproductive health; and the

intersections of race, gender, ethnicity, class, and bodily capacities in the pursuit of well-being. This course is designed for students of all levels interested in health and/or Latin American cultures. It will be taught in English.

Same as L45 LatAm 325

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, IS EN: H

---

**L98 AMCS 326 American Economic History**

Basic theoretical concepts applied to analyze the changing structure and performance of the American economy from colonial times to the present. Prerequisites: Econ 1011 & 1021.  
Same as L11 Econ 326  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 327 Public Opinion and American Democracy**

This course is about the salience of public opinion and its influence on American Politics. Topics to be covered include many of the theories developed to explain how public opinion is formed, if and why it changes, and the relationship between public opinion and the political behavior of citizens and elites. Therefore, the course will describe and analyze many of the factors that influence the formation, structure and variation in public opinion: information processing, education, core values, racial attitudes, political orientation (ideology and party identification), political elites, social groups, the media and religion. Additional topics include presidential approval, congressional approval, and the relationship between public opinion and public policy. The course will also train students in several concepts of statistical analysis (assuming no prior knowledge) so that students can use these tools as part of their own research projects. Prerequisites: Previous coursework in American politics or communications.  
Same as L32 Pol Sci 3211  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 3270 Comics, Graphic Novels, and Sequential Art**

This course traces the evolution of comics in the America from the "comic cuts" of the newspapers, through the development of the daily and Sunday strips, into the comic book format, and the emergence of literary graphic novels. While not a uniquely American medium, comics have a specifically American context that intersects with issues of race, class, gender, nationalism, popular culture, consumerism, and American identity. Comics have repeatedly been a site of struggle in American culture; examining these struggles illuminates the way Americans have constructed and expressed their view of themselves. The way comics have developed as a medium and art form in this country has specific characteristics that can be studied profitably through the lens of American Culture Studies.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3272 The Superhero in American Culture**

The superhero is an American cultural figure that enjoys great metaphorical resonance in contemporary America and about contemporary America, much as the Western did during the Cold War. But this metaphoric resonance has existed since the genre came into being with Superman in 1938 as part of the nation's response to modernity, and predates the creation of the genre through the hero figures that contributed tropes to the superhero genre. Through a cultural historical and transmedia approach, this course examines the superhero and the superhero genre as a myth medium and contested site for portraying and shaping ideas about American identity, masculinity, modernism, race, class, gender, and humanity. The prehistory of the superhero is examined in 19th and early 20th century frontier stories, science fiction, and pulp fiction. The definition

of the superhero and the genre's evolution in comics, film, television, and fan-produced works are examined, with a focus on how the genre has served and mediated the conflicting needs of creators and audiences.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3273 American Graphic Storytelling and Identity**

From editorial cartoons presenting African Americans in racist caricature during the Civil War and Reconstruction, to the appearance of the "Yellow Kid" in the comic strip Hogan's Alley, to graphic narratives that reinforce (or challenge) racial and gender stereotypes in the late 21st, comics in the United States have long been preoccupied with identity. In this course students trace the development of identity as a major preoccupation in the comics medium.

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

---

**L98 AMCS 3283 Introduction to Global Health**

This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.

Same as L48 Anthro 3283

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L98 AMCS 3296 Race & Ethnic Relations in the United States**

This course is designed to explore relations within and between the racial and ethnic groups of the United States. Students examine the social, economic, and political similarities and differences of African Americans, Asian-Americans, Latinos, and New Immigrants that distinguish their American experience. Of particular interest are their respective experiences in relation to one another and the majority population for understanding the origins of conflict and unanimity within and between the different groups. Students will pay specific attention to events in Ferguson, Missouri and the tensions between political leaders, policing and minorities more generally, the disproportionate levels of poverty experienced by African Americans and Mexican-Americans, and the vilifying of certain minorities by the majority population.

Credit 3 units. A&S IQ: HUM, SD BU: BA, HUM EN: H

---

**L98 AMCS 330 Topics in AMCS: TBD**

This topic varies by semester. See course listings for current offering.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3301 History of American Cinema**

This course traces the history of the American cinema from the earliest screenings in vaudeville theaters through the birth of the feature film to movies in the age of video. The course will examine both the contributions of individual filmmakers as well as the determining contexts of modes of production, distribution, and exhibition. The course aims to provide an understanding of the continuing evolution of the American cinema, in its internal development, in its incorporation of new technologies, and in its responses to other national cinemas. Required screenings.

Same as L53 Film 330

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

**L98 AMCS 3303 Politics and Policies of Immigration in the United States**

This class examines the history and politics of American immigration from colonial times to the present. It begins with an overview of the colonial period, then discusses the immigration waves of the 19th and early 20th centuries, and concludes with an examination of current topics and debates about immigration. Issues include racial, ethnic and class relations among groups; changes in immigration policies over time; comparative group experiences; transnational issues in immigration; and the impact of immigration on other American social and political processes and events. This class is a WI and modified version of L32-226/AMCS L98-202. If you have taken this course, then students should \*not\* take this course. Because this is a WI class, we also will spend time studying research paper design and writing.

Same as L32 Pol Sci 3302

Credit 3 units. A&S IQ: SSC, WI EN: S

---

**L98 AMCS 3304 The Politics of Black Criminality and Popular Protest**

This course will explore the meanings and perceptions of Black criminality in modern American culture. It will consider issues of rioting and racial violence; movements ranging from hip-hop to Black power; the crucial matter of police brutality; and cultural associations between criminality and Black masculinity. Our work will be informed by an awareness of the historical interactions between African Americans and legal and other systems of authority: in particular, the ambiguous boundaries of legality under slavery, post-emancipation convict leasing, Jim Crow laws, Black gangs, and the functions of illegal acts in the lives of Black citizens. The course will give special attention to the ways that popular thought, imagination, and culture -- and particularly Black thought and culture -- have addressed crime. How does criminality connect to popular forms of protest, resistance, and discussions about inequality and identity?

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

---

**L98 AMCS 330A Native American/Euro-American Encounters: Confrontation of Bodies and Beliefs**

This course surveys the history and historiography of how Native Americans, Europeans, and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter-through sexual contact, through the policing of gendered social and economic behaviors, and through religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.

Same as L57 RelPol 330

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

---

**L98 AMCS 330C Topics in AMCS: TBD**

This course topic changes; see semester listing for current course offering.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

---

**L98 AMCS 330D Culture and Identity:**

Topics vary by semester; see semester listing for course description.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

---

**L98 AMCS 330S Topics in Gender and American Culture**

This topics course introduces students to gender as a category of analysis. Students investigate why and how gender becomes infused with cultural meanings. Through various methodological approaches, they explore how these socially constructed meanings shape Americans' everyday lives and societal dynamics more broadly. The topic varies by semester; common focal points include the intersection of gender with race and ethnicity, social class, health care, education, and politics. This course fulfills the Social Differential requirement. Please see the course listings for a description of the current offering. Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L98 AMCS 3312 Gender and American Politics**

This course examines the ways in which issues pertaining to gender are salient in U.S. politics. The course is divided into four parts. First, we will examine theoretical approaches to the study of gender and politics, including the use of gender as an analytical category, and the relationship between gender, race, ethnicity and power. Second, we will study gender-based social movements, including the suffrage and woman's rights movements, women's participation in the civil rights movement, the contemporary feminist and anti-feminist movements, the gay rights/queer movement and the women's peace movement. Third, we will examine the role of gender in the electoral arena, in terms of how it affects voting, running for office and being in office. Finally, we will examine contemporary debates about public policy issues, including the integration of women and gays in the military, sexual harassment, pornography and equal rights. Same as L32 Pol Sci 331B  
Credit 3 units. BU: BA, ETH

---

**L98 AMCS 3332 Topics in Politics: American Elections and Voting Behavior**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Same as L32 Pol Sci 336  
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 3340 A History of the Golden Age of Children's Literature**

A comprehensive survey of the major works for children written during this period. Same as L14 E Lit 334  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3345 The Politics of Play and Protest: Religion and Sports in America**

Play is an essential component of human life. Yet, while the word play evokes leisure and frivolity, it can be serious work. Cultural values, spiritual truths, and social politics arise from play, particularly when they are codified in sports. From raucous games of Chunkey in pre-Columbian North America to Tim Tebow's gameday prayers, sports have long been used as instruments of social cohesion and as a way to connect a people to their gods. This course will examine the close relationship between religion and sport in modern American history and will push students beyond the sports-as-religion paradigm to consider sport as a medium of exchange between the overlapping influences of celebrity, national politics, religion, and the economy. We will cover how sports and religion intersect with topics like nationalism, gender, race, sexuality, identity formation, commercialism, mass-media, recreation, and labor. Concepts like ritual, collective effervescence, and sacred space will be used to analyze key historical movements and organizations, such as muscular Christianity, the YMCA, Fellowship of Christian Athletes, the Olympics, amateurism and the NCAA, and Black Lives Matter. Key figures for examining sport as

a site of piety and protest include Muhammad Ali, Serena Williams, Tim Tebow, Jackie Robinson, Colin Kaepernick, and Abe Saperstein. Throughout the course we will ask: How, where, and when do sports act religiously? What do sports and religion accomplish together that they cannot accomplish alone?  
Same as L57 RelPol 3345  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 334R Religion, Race, and Migration: Borders of Difference?**

This seminar is an experiment in studying the intersections of religion, race, and migration through the idea of difference. We discuss how particular understandings of religion, race, and migration inform contemporary scholarship and shape national and international legal and governmental practices. Specifically, this course explores how difference-of community, body, and place-produces conditions of possibility. Over the semester, we will investigate various borders of difference, using binaries to guide our analysis. We will examine this through a range of problem spaces including: religion/secularism; race/ethnicity/sect; terrorist/citizen; and refugee/migrant. Ultimately, this course aims to critically unpack the relations of power by which people, places, and ideas are differentially constructed, maintained, and transformed. Same as L57 RelPol 334  
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH

---

**L98 AMCS 3350 Poverty and the New American City**

This course explores structural changes that are transforming the American urban landscape, especially for low-income populations. The course begins with a review of classic theories of urban poverty and consider their relevance in the modern context. Students will then analyze key political, economic, demographic, and geographic shifts in how urban poverty is organized and reproduced, including gentrification, immigration, social policy reform, and the credit crisis. Special attention will be devoted to exploring the social and political implications of changing urban policy approaches, as well as the "suburbanization" of poverty. The course will conclude by discussing how urban poverty interfaces with broader social structures, including law, markets, and the state. Prerequisite: successful completion of an introductory sociology course or consent of the instructor. Same as L40 SOC 3350  
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 3351 The Ancient Maya: Archaeology and History**

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico will be considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion, and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art, and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization. Same as L48 Anthro 3351  
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L98 AMCS 336 Topics in American Culture Studies:**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L98 AMCS 3360 Topics in AMCS**

The topic of this course varies from semester to semester. Please refer to the Course Listings for a description of the current offering. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L98 AMCS 336C The Cultural History of the American Teenager**

This course will explore the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past fifty years? We will begin with J.D. Salinger's classic novel of adolescence alienation, *The Catcher in the Rye*, a book that in many ways helped initiate the rise of the youth movement in the 1950s and 60s. From there, we will read a series of novels and historical studies that will trace the changes in teen culture that have occurred over the past half century. Our class will also consider a few films, such as *Rebel Without a Cause* and *Dazed and Confused*, which have helped shape our conception of the American teenager. Ultimately, we will question what these depictions of teen culture can tell us about larger trends and concerns in American life. Readings will include Judy Blume's *Forever*, Stephanie Meyer's *Twilight*, and Colson Whitehead's *Sag Harbor*.

Same as L66 ChSt 336

Credit 3 units.

---

**L98 AMCS 3400 Topics in 20th Century American Writing: American Literature 1914-1945**

An introduction to major American works and writers from the later 19th century through the mid-20th century. Writers studied include Twain, James, Crane, Fitzgerald, Hemingway, Faulkner, Frost, Eliot and Stevens. The course assumes no previous acquaintance with the material and is directed toward a broad range of majors and non-majors with a serious but not scholarly interest in the subject. Students with little or no background in literature might be advised to take E Lit 213C (Chief American Writers), while English majors looking to do advanced work should consider the 400-level American literature sequence. Students who have taken E Lit 213C should not enroll in this course.

Same as L14 E Lit 340

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

---

**L98 AMCS 341 Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction**

Contemporary topics of women's health and reproduction are used as vehicles to introduce the student to the world of evidence-based data acquisition. Selected topics span and cross a multitude of contemporary boundaries. Issues evoke moral, ethical, religious, cultural, political and medical foundations of thought. The student is provided introductory detail to each topic and subsequently embark on an independent critical review of current data and opinion to formulate their own said notions. Examples of targeted topics for the upcoming semester include, but are not limited to: Abortion, Human Cloning, Genetics, Elective Cesarean Section, Fetal Surgery, Hormone Replacement, Refusal of Medical Care, Medical Reimbursement, Liability Crisis and Gender Bias of Medical Care.

Same as L77 WGSS 343

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

---

**L98 AMCS 3410 The Jewish People in America**

History of the Jews in North America from the colonial era to the present. Close reading of primary sources, with an emphasis on the central issues and tensions in American Jewish life; political, social, and economic transformations; and religious trends.

Same as L75 JIMES 341

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 341A Gender in Society**

This course acts as an introduction to the sociological study of gender. The primary focus of the course will be on U.S. society, but the course will also discuss gender in an international context. From the moment of birth, boys and girls are treated differently. Gender structures the experiences of people in all major social institutions, including the family, the workplace, and schools. Students will explore how gender impacts lives and life chances. The central themes of the course are historical changes in gender beliefs and practices; socialization practices that reproduce gender identities; how race/ethnicity, class, and sexuality shape the experience of gender; and the relationship between gender, power, and social inequality. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Same as L40 SOC 3410

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 342 The American Presidency**

Consideration of part played by the president in American politics and public policy. The powers of the president; the staffing and organization of the executive office; the relations of the president with Congress, the bureaucracy, and other participants in American politics; presidential elections. Recommended: Pol Sci 101B.

Same as L32 Pol Sci 342

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 3422 Americans and Their Presidents**

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through Barack Obama. In addition to a consideration of the President's political and policymaking roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.

Same as L22 History 3420

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L98 AMCS 343 Constitutional Law**

Introduction to constitutional law and practice in the United States. Emphasis on the role of the U.S. Supreme Court as an interpreter of the Constitution.

Same as L32 Pol Sci 3431

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 344 Courts and Civil Liberties**

This course focuses on constitutional law principles in the Bill of Rights, and examines how Supreme Court decisions influence these principles in everyday life. We explore how the courts, and particularly the Supreme Court, have interpreted these rights in light of changing times and emerging issues. Topics include the First Amendment; free exercise of religion and the establishment clause; freedom of speech, assembly and association; freedom of the press; the Fourth Amendment and the rights of those accused and convicted of crimes; the right to privacy, including reproductive freedom and the right to die; equal protection and civil rights, including race, gender, sexual orientation; immigrants' rights and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate.

Same as L32 Pol Sci 344

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, HUM

---

**L98 AMCS 3450 Sexual Politics in Film Noir and Hardboiled**

**Literature**

Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we will explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We will explore how and why sexual paranoia and perversion seem to animate this genre and why these movies continue to influence "neo-noir" filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called "hard-boiled" school of writing. We will read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We will also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films to be screened in complete prints or in excerpts will likely include many of the following: *The Maltese Falcon*, *Double Indemnity*, *Murder My Sweet*, *Phantom Lady*, *Strangers on a Train*, *The Big Sleep*, *The Killers*, *Mildred Pierce*, *The High Wall*, *Sudden Fear*, *The Big Combo*, *Laura*, *The Glass Key*, *The Big Heat*, *Kiss Me Deadly*, *The Crimson Kimono*, *Touch of Evil*, *Alphaville*, *Chinatown*, *Taxi Driver*, *Devil in a Blue Dress*, *The Bad Lieutenant*, and *Memento*. Required Screenings.

Same as L53 Film 345

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L98 AMCS 345A Histories of Intelligence: Topics in Science and Society**

The use of data, computing, and quantitative methods has become central to politics, economics, and daily life. This course uses the concept of "intelligence" to survey the history of technoscientific efforts to understand and represent the intersections of minds, machines, and society. The course title has a deliberate double meaning; it is about both the people who seek to study and measure humans and their knowledge capacities as well as the knowledge or information that is increasingly collected, measured, and automated by machines. Organized topically and chronologically, this discussion-based seminar will examine the changing meanings and significance of intelligence, their impact on politics and social organization, and the questions raised about the relationship between specific technologies and specific models of human reasoning. We will consider these questions from diverse perspectives, including race, gender, class, ability, and materiality from the 19th century to the present. Topics covered include histories of artificial intelligence, racial dynamics, meritocracy, informational labor, state secrecy, and the self as data.

Same as L93 IPH 3451

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

---

**L98 AMCS 3463 From Golden Age to Wasteland: US Television in the 1950s and 1960s**

How did television become the dominant news and entertainment medium of the second half of the 20th Century? How did the medium come to define itself and American identities in the post-WWII era? In an era where various social movements began to lay claim to the cultural center, why did "mad men" eventually give way to magical women and fantastic families? This course examines the cultural, industrial, and aesthetic changes in U.S. television broadcasting during a time that was crucial to defining its relationship to the public as well as to Hollywood, the government, critics, and American commerce. The class explores the relationships and shifts that made television the U.S.'s most popular consensus medium but one that also would profit by the expression of alternative tastes, politics and identities. Required screenings.

Same as L53 Film 346

Credit 3 units. A&S IQ: HUM EN: H

---

**L98 AMCS 3464 Contested Histories and Landscapes: Western and Indigenous Perceptions of Time and Place**

How we conceive of time and place influences the stories we tell about the past, how we form identities in the present, and how we plan for the future in the face of environmental threats like global climate change. The archaeological study of North American Indigenous history has been dominated by Western philosophical thought that takes for granted a particular view of the world, and of being, espoused by the likes of Socrates, Hobbes, Descartes, and Rousseau. Indigenous scholars have critiqued these biases and asked that we recognize ways of perceiving the world that are often fundamentally different than the Euro-American frame of reference. Using archaeological case studies in addition to reading Native American philosophers and intellectuals, we will explore how different ways of understanding the world, and your place in it, influence how we explain the past. We will also consider how these differences play out today regarding issues such as environmental justice, land treaties, tribal sovereignty, and climate change.

Same as L48 Anthro 3462

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

**L98 AMCS 346A The Politics of Privacy in the Digital Age**

This course explores the changing nature of privacy in contemporary society.

Same as L32 Pol Sci 3462

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S UColl: PSA, PSC

---

**L98 AMCS 3470 Gender and Citizenship**

In this writing-intensive course we examine how ideas about gender have shaped the ways Americans understand what it means to be a citizen. We focus on a variety of cases in the past and present to explore the means by which women and men have claimed the rights and responsibilities of citizenship. The types of questions that we will ask include: What rights or duties devolve from the status of citizen? Who qualifies for citizenship and what qualifies them? What distinct models of citizenship have been available to Americans? How have individuals used notions of gender identity to make claims to political subjectivity? And finally, how do gendered claims to citizenship intersect or conflict with claims based on race, class, ethnicity, or humanity? PREQ: Previous coursework in Women, Gender, and Sexuality Studies or permission of the instructor. Not open to students who have taken L77 210

Same as L77 WGSS 347

Credit 3 units. BU: BA EN: H

---

**L98 AMCS 347A Global Energy and the American Dream**

This lecture course explores the historical, cultural, and political relationship between America and global energy, focusing on oil, coal, natural gas, biofuels, and alternatives. Through case studies at home and abroad, we examine how cultural, environmental, economic, and geopolitical processes are entangled with changing patterns of energy-related resource extraction, production, distribution, and use. America's changing position as global consumer and dreamer is linked to increasingly violent contests over energy abroad while our fuel-dependent dreams of boundless (oil) power give way to uncertainties and new possibilities of nation, nature, and the future. Assuming that technology and markets alone will not save us, what might a culturally, politically, and socially-minded inquiry contribute to understanding the past and future of global energy and the American dream?

Same as L48 Anthro 3472



Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: CPSC, SSC BU: ETH, IS EN: S

---

**L98 AMCS 348A Economic Realities of the American Dream**

Exploration of the realities of economic life in the U.S. and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology, and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: An introductory course in economics or sociology, or consent of the instructors. All students who pre-register will be put on the wait list. Students will receive an email immediately after pre-registration requesting more information.

Same as L11 Econ 348

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 349 Ancient Mound Builders of the Mississippi Valley**

Study of the peoples in North America who built mounds and other earthen structures beginning more than 4000 years ago; why they erected earthworks; what the structures were used for; how they varied through time and across space; and what significance they had to members of society.

Same as L48 Anthro 347B

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

---

**L98 AMCS 3490 Media Cultures**

This course is an introduction to methods in media and cultural studies. We will analyze intersections of media with race, gender, and sexuality by focusing on television and digital media examples. The course begins by exploring questions of representation in media then continues by interrogating how media are implicated in existing structures of inequality and differences of social and cultural power. We will end by discussing some ways that scholars have theorized media consumers as actively engaging with media texts, including scholarship on fan cultures and social media. Required screenings.

Same as L53 Film 349

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: BA EN: H

---

**L98 AMCS 3500 On Location: Exploring America**

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3507 Legal Conflict in Modern American Society**

Thousands of lawsuits are filed daily in the state and federal courts of the United States. The disputes underlying those lawsuits are as messy and complex as the human, commercial, cultural and political dynamics that trigger them, and the legal processes for resolving those disputes are expensive, time-consuming and, for most citizens, seemingly impenetrable. At the same time law and legal conflict permeate public discourse in the United States to a degree that is unique in the world, even among the community of long-established democracies. The overarching objective of the course is to prepare our undergraduate students to participate constructively in that discourse by providing them with a conceptual framework for understanding both the conduct and resolution of legal conflict by American legal institutions, and the evolution of -- and values underlying -- the substantive law American courts apply to those conflicts. This is, at core, a course in the kind of legal or litigation "literacy" that should be expected of the graduates of first-tier American universities. Some of the legal controversies that will be used to help develop that "literacy" include those surrounding the permissible use of lethal force in self-defense, the constitutionality of affirmative action in university admissions, contracts that are unconscionably one-sided, sexual

harassment in the workplace, the duty of landlords to prevent criminal assaults on their tenants, groundwater pollution alleged to cause pediatric cancers, and warrantless searches of cellphone locator data by police.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L98 AMCS 351 History of Electronic Media**

This course traces the history of electronic media as they have become the dominant source for entertainment and information in contemporary culture, starting with over-the-air broadcasting of radio and television through to cable and the "narrowcasting" achieved by digital technologies. While some attention will be paid to other national industries, the chief focus of the course will be on electronic media in the United States to determine, in part, the transformative role they have played in the cultural life of the nation. The course will explore the relationship of the electronic media industries to the American film industry, determining how their interactions with the film industry helped mutually shape the productions of both film and electronic media. Required screenings.

Same as L53 Film 350

Credit 3 units. A&S IQ: HUM Arch: ETH, NS, HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 3512 "Model Minority": The Asian American Experience**

Through multidisciplinary inquiries, this course provides a lens into the complexity and heterogeneity among Asian Americans. It situates Asian American experiences in the broader American ethno-racial and social-political contexts as well as considering transnational dimensions. From a brief historical survey of Asian immigration and exclusion to analysis of the contemporary landscape of Asian America, this course explores Asian American cultures and identities, intermarriage and religious practices, and Asian Americans in popular culture, higher education, and professional fields while facilitating discussion of new forms of invisibility and marginalization in the contemporary era.

Same as L97 GS 3512

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: IS EN: H

---

**L98 AMCS 3514 Race, Ethnicity, and Migration: A Transatlantic History**

This course interrogates the making and re-making of racial and ethnic categories in the long history of transatlantic migration from the 1850s to the present. We will examine how the steady movement of people and ideas between Europe and the United States have shaped the discourses and policies of immigration, social reform, and globalization on both sides of the mighty Atlantic. Students will be exposed to historical processes and discourses which not only affected the racialization of different groups in various nations but also the ways in which those processes and discourses were influenced by events unfolding across vast spaces. Rather than simply working in a comparative modality, students will think relationally and transnationally to explore the material and representational consequences of racial and ethnic politics.

Same as L22 History 3514

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L98 AMCS 3520 Topics in American Culture Studies**

Topics vary by semester; see semester listing for course description.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 352A The Black Athlete in American Literature:**

**Frederick Douglass to LeBron James**

The black athlete is a central figure in American entertainment, and has been since Frederick Douglass decried Christmastime slave games in his Narrative. This course will examine literary depictions of black athletes-in novels, memoirs, essays, and poems-in order to better understand the cultural significance of sportsmen and women in the African American struggle for equality, from abolitionism to the "Black Lives Matter" movement. Students will read works by Douglass, Ralph Ellison, Maya Angelou, and John Edgar Wideman, among others, and examine the lives and athletic pursuits of prominent athletes such as Jackie Robinson, Muhammad Ali, Wilma Rudolph, Michael Jordan, and LeBron James. Popular perceptions of gender and sexuality, in addition to race and racism, will factor into readings, especially as students incorporate secondary sources into their own research.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 353A Sports & Society: Contemporary Issues in American Sports**

Athletes like Colin Kaepernick, Ally Raisman, LeBron James, and Megan Rapinoe leave no doubt: sporting spaces are powerful platforms for political and social activism. In this era of division and social unrest, sports cannot be stuck to. But what to make of the various messages these athletes espouse, and how can we understand the intersectional influence of sporting cultures on American politics, economics, and culture? In this class students will examine major contemporary issues in American sports by examining scholarship, fan behavior, and narratives provided by athletes themselves. Among the topics students will consider are: racism and sexism in coaching, LGBTQ and Trans athlete identity, amateurism and athletic labor, mascots, traumatic brain injuries, and social media.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L98 AMCS 354A Christian Thought and Politics in the Modern World**

This course introduces students to Christian thought in the modern period and its relation to notions of social justice and political action. It takes these issues chronologically, beginning with the Protestant Reformation and challenges to Catholic monarchies, through Puritanism and revolution, evangelicalism and anti-slavery, nineteenth-century liberalism and social reform, twentieth century issues of the Cold War and civil rights, to twentieth century concerns with race and environmentalism. Throughout the course, we will read texts that relate theological claims (about, for example, the nature of God, Christ, and redemption) to social and political matters. The course will end with attention to Christian belief and contemporary political crises.

Same as L57 RelPol 354

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L98 AMCS 3550 Sociology of Work**

This course acts as an overview of the sociological understandings of work, and in particular, how work reduces or replicates inequality. This course will cover classic and contemporary sociological theories of work; how work in the U.S. has changed over time; and how workers are matched to "good" and "bad" jobs. Threaded through the course is the exploration of barriers to racial, gender, and class to inclusion and advancement at work. Students will explore how organizational structures, policies, and practices can increase or decrease those barriers. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Same as L40 SOC 3550

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 3551 The Welfare State and Social Policy in America**

How can we understand the recent debate about fundamental health care reform? Should social security be partially or wholly privatized? Was the 1996 welfare reform a success? Contemporary political questions frequently focus on the American welfare state and the social policies that comprise it. The first half of this course describes the American welfare state broadly construed, places it in a comparative context, and elucidates major political science explanations for the size and scope of American social policy. We touch on several areas of social policy while constructing the generalized lenses through which particular political outcomes can be understood. The second part of the course then focuses on three major aspects of the American welfare state: health care, old age pensions, and policies related to work, poverty, and inequality.

Same as L32 Pol Sci 3551

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

**L98 AMCS 355B The FBI and Religion**

This seminar examines the relationship between the Federal Bureau of Investigation (FBI) and religion (i.e., faith communities, clerics, and religious professionals) as a way to study and understand 20th-century religion and politics. The course will investigate the history of the FBI as well as the various ways in which the FBI and religious groups have interacted. The course will pay particular attention to what the professor calls the four interrelated "modes" of FBI-religious engagement: counter-intelligence and surveillance, coordination and cooperation, censorship and publicity, and consultation.

Same as L57 RelPol 355

Credit 3 units. A&S IQ: HUM BU: BA, ETH EN: H

---

**L98 AMCS 3561 Law, Gender, & Justice**

This course explores how social constructions of gender, race, class, and sexuality have shaped traditional legal reasoning and American legal concepts, including women's legal rights. We will begin by placing our current legal framework, and its gender, race, sexuality, and other societal assumptions, in an historical and Constitutional context. We will then examine many of the questions raised by feminist theory, feminist jurisprudence, and other critical perspectives. For example, is the legal subject gendered male, and, if so, how can advocates (for women and men) use the law to gain greater equality? What paradoxes have emerged in areas such as employment discrimination, family law, or reproductive rights, as women and others have sought liberal equality? What is the equality/difference debate about and why is it important for feminists? How do intersectionality and various schools of feminist thought affect our concepts of discrimination, equality, and justice? The course is thematic, but we will spend time on key cases that have influenced law and policy, examining how they affect the everyday lives of women. Over the years, this course has attracted WGSS students and pre-law students. This course is taught by law students under the supervision of a member of the School of Law faculty.

Same as L77 WGSS 3561

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S UColl: SSC

---

**L98 AMCS 3563 Television Culture and Cult TV: Critical Approaches to Fandom**

Why do television series inspire passionate involvement on the part of some viewers? What are the differences among being a viewer, an audience member, and a fan? How can we make scholarly sense of cultural practices such as learning to speak Klingon or building a repli-car of the General Lee? Studies of fandom have attempted to answer such questions and continue to explore issues that are crucial to understanding contemporary television culture. The phenomenon of "Cult TV" offers fertile ground for examining the complex dynamics at play among fans, popular culture, the institutions of American media,

and individual programs. In its exploration of cult television and fans, this course will engage with key issues in contemporary media such as the proliferation of new media technologies and the repurposing of existing media forms, the permeable boundaries between high and low or mass and oppositional culture, and the fragmentation and concentration of media markets. The class will combine close textual analysis with studies of fan practices to examine a variety of television programs, from canonical cult texts such as *Star Trek* and *Doctor Who* to "quality" fan favorites such as *Designing Women* and *Cagney & Lacey* to contemporary cult/quality hybrids such as *Lost* and *Heroes*. In mapping out this cultural territory, we will develop a set of critical perspectives on audience identities and activities and examine the continuing and conflicted imagination of fans by media producers, distributors, regulators, and critics. Required Screening. Prerequisite: Film Studies 220 or Film Studies 350 or consent of instructor.

Same as L53 Film 356

Credit 3 units. A&S IQ: HUM Art: HUM BU: BA EN: H

---

#### **L98 AMCS 3570 Quality Television and the "Primetime Novel"**

Over the past four decades, the cultural status of television in the United States has been reconfigured and complicated with changes in industrial structures, audience formations, regulatory presumptions, and production techniques and strategies. This course examines these interrelated forces, particularly as they have fostered a set of programs and practices often hailed as Quality Television. The class will survey the institutional paradigms that gave rise to particular generations of programming celebrated as "quality" and analyze the systems of distinction and cultural value that make the label socially and industrially salient. We will critically investigate the role of audiences and the conceptions of viewer choice at play in these developments. In addition, the course will analyze the textual features that have come to signify narrative complexity and aesthetic sophistication. We will examine foundational historical examples of this phenomenon from *The Mary Tyler Moore Show* to *Hill Street Blues* and *Cagney & Lacey* to *Northern Exposure* as well as more contemporary broadcast and cable fiction such as *LOST*, *The Wire*, and *Mad Men*. In addition, students will be expected to watch a complete series, chosen in consultation with the instructor, as part of their final research project. REQUIRED SCREENING. Prerequisite: Film Studies 220 or Film Studies 350 or consent of instructor.

Same as L53 Film 357

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

#### **L98 AMCS 357A God in the Courtroom**

The U.S. Constitution holds a promise to secure freedom of religion through its First Amendment. Its two religion clauses declare unconstitutional any prohibition on the free exercise of religion and laws respecting the establishment of religion. The consequence is that, whenever a group demands to be recognized as religious and to be granted the right to exercise its religion, a court, a legislature, or an administrative official must determine whether the religious practice in question is legally religious. This means that law plays a uniquely important role in defining religion in the United States. In this seminar, we will explore the relation between law and religion in America. We will study the religion clauses in the First Amendment to the United States Constitution, the histories of their interpretations by American courts in landmark cases, and the ways that religious studies scholars have understood and critiqued these cases.

Same as L57 RelPol 357

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

#### **L98 AMCS 3580 Combat Movie Music and Sound after Vietnam**

This course considers the Hollywood combat movie genre after the Vietnam War (post 1975) by listening closely to how these always noisy films use music and sound effects to tell stories of American manhood and militarism. Centering on an elite group of prestige films--actions movies with a message for adult audiences--the course

examines thirty-five years of Hollywood representations of World War II, the Vietnam War, the Gulf War, and post-9/11 wars against terrorism. Close analysis of how combat film directors and composers have used music and sound in conjunction with the cinematic image will be set within a larger context of ancillary texts (source materials, soundtrack recordings, published and unpublished scripts), media folios (press kits, reviews, editorials, newspaper and magazine stories and interviews), and scholarly writing from across the disciplines. Films to be screened include *Apocalypse Now*, *Platoon*, *Hamburger Hill*, *Courage Under Fire*, *Saving Private Ryan*, *The Thin Red Line*, *We Were Soldiers*, *Flags of our Fathers*, *The Hurt Locker*, and *Act of Valor*, as well as pre-1975 combat films starring John Wayne. The ability to read music is not required. Required Screenings. Prerequisites: None

Same as L53 Film 358

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

#### **L98 AMCS 3581 Scribbling Women: 19th-Century American Women Writers**

In 1855, Nathaniel Hawthorne wrote to his publisher, William Tichnor, that "America is now wholly given over to a damned mob of scribbling women and I should have no chance of success while the public taste is occupied with their trash." In this class, we examine works of those scribbling women of the nineteenth century. We read one of the best selling novels of the century, one that created a scandal and ruined the author's literary reputation, along with others that have garnered more attention in our time than their own. In addition to focusing on these women writers, we also explore questions about the canon and American literature: What makes literature "good"? What constitutes American literature? How does an author get in the canon and stay there? Finally, in this writing intensive course, there are frequent writing assignments and a strong emphasis on the essential writing process of drafting and revising.

Same as L77 WGSS 358

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L98 AMCS 358A Conscience & Religion in American Politics**

Conscience is as American as apple pie and baseball, but its meaning and implications are deeply contested in American religion and politics. What is conscience? To what extent is conscience laden with theological -- and, more specifically, Christian -- commitments? What role should conscience, whether religious or ethical, play in political life? By considering what conscience means and what vision of politics it implies, we will reflect on what it means to be American: how religion should relate to politics, how individuals should engage with democratic laws and norms, and how religious and political dissenters might oppose American politics. We will focus on key moments in the history of American religion and politics through the lens of conscience, from the Interwar Period, the perceived threat of communism during the Cold War, the Civil Rights Movement, and the Vietnam War to the "culture wars" on abortion, marriage equality, LGBTQ rights, and the death penalty. This course draws on interdisciplinary sources from religious studies, political theory, law, and history in 20th- and 21st-century American politics.

Same as L57 RelPol 358

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

#### **L98 AMCS 359 Topics in American Culture Studies: Protest and Power in Modern America**

The topic of this course varies from semester to semester. Please see Course Listings for a description of the current offering.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

### L98 AMCS 359H Hot Takes: Cultural Criticism in the Digital Age

The twenty-first century has seen a new and exciting wave of cultural criticism, and along with it a new wave of public intellectuals. Ta-Nehisi Coates, Roxane Gay, Jia Tolentino, Anne Helen Petersen, Jo Livingstone, Hanif Abdurraqib—at their best, writers like these aspire to the sort of indispensability on political, social, and artistic matters that their forebears like Susan Sontag, Norman Mailer, and James Baldwin had at midcentury. But these voices are unique because they emerged through and alongside a specifically online critical sphere, a space betwixt and between the comments section and the little magazine. This is the space of viral tweets and threads, "hot takes" and "think-pieces." It's a space of potentially greater democratization and diversity even as it is an opportunity for bigots and trolls. These writers are beholden to their networks, but those networks are far wider, more idiosyncratic and inclusive and incendiary—more unstable—than anything buttressing the vaunted public intellectuals of the past. This course examines the cultural critics of the contemporary moment in context of the critical space they opened and now occupy. We'll begin with a quick history of the "public intellectual" from the eighteenth century to the present before we log on. The rise and fall of Gawker, Grantland, and The Awl; The New Republic's controversial digital pivot; the feminist communities of The Hairpin and The Toast; the conservative "intellectual dark web"; the message boards of the early 2000s; the emergence of semi-academic sites like the Los Angeles Review of Books; the blogs and tumblrs and livejournals that nurtured the talents and provocateurs that we now find indispensable or unavoidable. We will dissect their style, understand their theory and practice, engage with their subjects, and investigate the way their writing has intersected with and propelled social media movements like Black Lives Matter, #MeToo, and #OscarsSoWhite. And we will consider the way these critics have influenced the way scholars and students approach the texts and topics we always have.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L98 AMCS 360 History of the Film Score

This course looks at the role of music in Hollywood films from the beginning of the sound era to the present. Larger themes include the importance of technology, industry structures shaping the nature of scores, notable film music composers, the relationship between music, gender and genre, music's role in the adaptation of literary texts to film, the power of directors to shape the content of film scores, and the importance of popular music as a driving economic and aesthetic force in film music history. Films to be screened include *From Here to Eternity*, *Stagecoach*, *High Noon*, *The Night of the Hunter*, *Butch Cassidy and the Sundance Kid*, *Born on the Fourth of July*, *Casino*, *Jarhead* and *The Social Network*. Required Screenings

Same as L53 Film 360

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

### L98 AMCS 3601 Trans Studies

This course surveys the interdisciplinary field of trans studies by emphasizing how trans identities, activism, and scholarship are intertwined with broader histories of gender, sexuality, race, disability, and class. Students will explore the vibrant intellectual, political, and cultural productions of trans people. The primary geographic focus for the course is the United States, but we will situate U.S. trans studies within broader conversations about gender variance transnationally. While attention will be paid to understanding how transphobia operates, the course emphasizes thinking through the possibilities afforded by trans histories of resistance and refusal.

Same as L77 WGSS 360

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

### L98 AMCS 3604 Researching Cultures: Making Latin America Popular

"Despacito," futbol, telenovelas: All of these are forms of Latin American popular culture that are increasingly part of our everyday reality here in the United States. All are also inseparable from stories of inequality, ethnic tensions and celebrations, understandings of gender relations, and notions of hope that blend ideas of nation with cultural consumption. While popular culture in Latin America is often considered a contemporary phenomenon linked to the 20th century and the mass production of cultural goods -- film, books, and music -- it has deeper roots. We can trace these back to the 19th century, where people, cultural processes, and phenomena literally began making Latin America popular. This course will survey the emergence and variety of modern popular culture in Latin America, from the 1800s to the present. Readings may include best sellers, gaucho poetry, stories of urban life and folk heroes, and materials engaging themes from dictatorship to contemporary Latinx experiences. We will learn about the intersections between race, nation, and music; explore the emotional and political power of futbol, along with the intense gender divisions it reveals; and delve into the appeal of telenovelas across socioeconomic divides. Historical and anthropological essays will also guide us throughout the semester. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisite: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Same as L38 Span 3604

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### L98 AMCS 360A Religion and the Modern Civil Rights Movement, 1954-1968

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural, and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents, and observers believing that the net result of the marches, demonstrations, and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures, and communities that were indifferent, combative, instrumental, and/or supportive of Civil Rights legislation throughout the mid-twentieth century.

Same as L57 RelPol 360

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

---

### L98 AMCS 3613 Researching Cultures: The Paradoxes of Contemporary Cuba: The Good, the Bad, and the In-Between

In the wake of such momentous events as president Obama's visit to Cuba (March 2016), Fidel Castro's death (November 2017) and the end of Raul Castro's presidency (April 2018), for many Americans the island has advanced from the category of a forbidden and exotic fruit to a full-fledged reality. Now is a good time to ask not only "What is next for Cuba?" but also "What can we learn from Castro's revolutionary experiments?" This course explores from interdisciplinary perspectives the paradoxes of Cuban lives on the island and in the diaspora—the good, the bad and the in-between—along with the intertwined histories of the United States and Cuba. Using a combination of literary texts (Carpentier, Cabrera Infante, Ponte, Bobes, Obejas, Morejón, Padura), films ("Strawberry and Chocolate," "Guantanamo," "The Promise," "The New Art of Making Ruins"), artwork (Mendieta, Bruguera,

Garaicoa), political speeches, and unique visual materials compiled by the instructor throughout her many research trips to Cuba, we will look at the island's contemporary reality through the lens of its colonial and postcolonial past. Topics include ethnic and gender identities, the history of slavery and plantation economy, the "myths" of Che Guevara and Fidel Castro, African-Cuban spirituality, popular music, political oppression and dissent, and the interplay of migration and exile, along with multiple perspectives on everyday life (foreign tourism, food rationing, dual-currency economy, restoration of colonial Course description: Havana, education, and healthcare). Due to the interdisciplinary perspectives inherent to this course, students will have an opportunity to engage their knowledge of and interest in disciplines outside the humanities (including but not limited to: public health, law, political science, urban studies, anthropology) in the exploration of Cuba's past, present, and future. This course will have a strong, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Same as L38 Span 3613

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L98 AMCS 3619 Researching Cultures: Graphic Latin America**

This course examines the visual, affective and linguistic registers that graphic novels, comics and illustrations have used in Latin America to represent popular desire, enjoyment and resistance. We will challenge traditional perceptions of graphic formats as "minor literature" and we will delve into the relationship between popular consumption and structural changes in Latin American countries. Some of the questions that would lead the units are: Is there a specific storytelling attached to graphic narratives? What are the cognitive and perceptual challenges that graphic texts pose to the readers? What do we mean when we talk about "Latin America Graphic Fiction"? What does it mean to read "massive texts"? Can reception have a transformative power in Latin American societies? The genres analyzed include memoirs, political satire, parodies, science fiction and radical zines. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. 3 units. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308D, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Same as L38 Span 3619

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: IS EN: H

---

#### **L98 AMCS 3620 Researching Cultures: Politics of Melodrama in Latin American Media: From Serialized Novels to Telenovelas**

This course explores the social and political history of melodrama in Latin America. We will discuss the role that melodrama has had within Latin American media following a long-term chronological approach that begins with nineteenth-century serialized novels (folletín) and ends with recent streaming television. As a language of emotions and familiarity, Latin American melodrama has been a key tool to reflect on the most important social and political issues, from mid-twentieth century populisms to globalization, from modernization to the human rights abuses of the 1970s' dictatorships. Thus, in this course we will delve into the political power of tears and smiles. The course will

address the uses of melodrama in print media, radio, cinema, and television, in order to explore how the melodramatic imagination shaped the experience of modernity in the region and allowed Latin American audiences to deal with issues of class inequality, gender roles, sexuality, national identities, and racism. Course materials may include tango albums, 1940's Argentine and Mexican films, Cuban radionovela *El derecho de nacer*, Manuel Puig's novel *El beso de la mujer araña* [Kiss of the Spider Woman], as well as telenovelas from Colombia, Mexico, and Argentina. As part of the course, students will engage in active research on the interplay of politics and melodrama in contemporary Latin American media. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish.

Same as L38 Span 3620

Credit 3 units. A&S IQ: HUM, LCD, SC, WI BU: BA, IS EN: H

---

#### **L98 AMCS 3623 Researching Cultures: Decolonial Imaginaries in Latinx Cultures**

Latinx-typically defined as the Latin American descendant and migrant populations settled in the US-is a hotly contested category and a fast-growing presence in US cultural and political life. In this course, we will examine cultural productions: literature, film, television, popular music, and more, to interrogate and attempt to understand the contours of Latinx experience. We will consider questions such as: what is the relationship of Latinx identity to language, migration, colonialism, labor, borders, race, ethnicity, and sexuality? How do race, ethnicity, class, gender, sexualities, citizenship, geography, and imperialism work with or push against Latinx identification? We will also consider the role of shared histories of coloniality in Latin America have on the formation of Latinx identity in the United States. Is there a shared decolonial impetus in Latinx cultural forms? Using an interdisciplinary lens, we will analyze how Latinx identities are imagined and produced through culture, and what they offer Latin American and US American cultural traditions as they push against multiple colonial orders. This course is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).

Same as L38 Span 3623

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

#### **L98 AMCS 3632 Mapping the World of "Black Criminality"**

Ideas concerning the evolution of violence, crime, and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race - more specifically blackness - alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctly criminal population. Taking a dual approach, students will consider the historical roots of the policing of black bodies alongside the social history of black crime while also foregrounding where and how black females fit into these critical conversations of crime and vice. Employing a panoramic approach, students will examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. The prerequisite for the course is L90 3880(Terror and Violence in the Black Atlantic) and/or permission from the instructor, which will be determined based on a student's past experience in courses that explore factors of race and identity. For AFAS majors, this course counts as Area Requirement 2. Same as L90 AFAS 363

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L98 AMCS 3651 Black Women Writers**

When someone says, black woman writer, you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we will survey the range of Anglophone African American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler, and Rita Dove, among others. Be prepared to read, explore, discuss, and debate the specific impact of race and gender on American literature. Same as L90 AFAS 3651

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 365A Slavery, Sovereignty, Security: American Religions and the Problem of Freedom**

The goal of this course is to think critically about freedom as an ideology and institution. What does it mean to be free? What are the relationships among individual liberties, national sovereignty, and civil rights? In what ways has freedom been defined in relation to -- and materially depended on -- unfreedom? At the same time, this course will treat American "religions" in a similar critical fashion: as a historically contingent category that has been forged and inflected within the same context of white Christian settler empire. Religion and freedom have intertwined throughout American history, including in the ideal of religious freedom. Our critical interrogation of freedom should help us think carefully about power, working with but also beyond tropes of domination and resistance.

Same as L57 RelPol 365

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L98 AMCS 3660 Women and Film**

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the twentieth century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we will consider the specific historical and cultural context of each filmmaker's work. In addition we will be discussing the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen and the gender politics of film production. Required screenings.

Same as L53 Film 366

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

---

**L98 AMCS 3661 Caste: Sexuality, Race and Globalization**

Be it sati or enforced widowhood, arranged or love marriage, the rise of national leaders like Indira Gandhi and Kamala Harris, or the obsession with "fair" skin, caste shapes possibilities and perceptions for billions. In this class we combine a historical understanding of the social caste structure with the insights made by those who have worked to annihilate caste. We will re-visit history with the analytic tools provided by the concepts of compulsory endogamy, "surplus woman," and "brahmanical patriarchy," and we will build an understanding of the enduring yet invisible "sexual-caste" complex. As we will see, caste has always relied on sexual difference, its ever-mutating power enabled by the intersectionalities of race, gender and class. We'll learn how caste adapts to every twist in world history, increasingly taking root outside India and South Asia. We will delve into film and memoir, sources that document the incessant injustices of caste and how they have compounded under globalization. The class will research the exchange of concepts between anti-race and anti-caste activists: how caste has shaped the work of prominent anti-racist intellectuals and activists in the United States such as W.E.B. DuBois and Isabel Wilkerson and in turn, the agenda and creativity of groups such as the Dalit

Panthers. Finally, the course will build a practical guide to engaging with and interrupting caste in the context of the contemporary global world today. Waitlists controlled by Department; priority given to WGSS majors. Enrollment cap 15.

Same as L77 WGSS 366

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS

---

**L98 AMCS 3671 The Long Civil Rights Movement**

The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically, and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around "confrontational" and "accommodationist" leaders; it reveals how Latinos, Native Americans, and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics.

Same as L22 History 3670

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA, HUM EN: H

---

**L98 AMCS 367H Medicine, Healing and Experimentation in the Contours of Black History**

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus will be extended towards the underpinnings of race and gender in the medical treatment allocated across time and space--the U.S., Caribbean, and Latin America--to give further insight into the roots of contemporary practice of medicine.

Same as L22 History 3672

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L98 AMCS 3682 The U.S. War in Iraq, 2003-2011**

This course presents a historical assessment of the United States' eight year war in Iraq from its inception on March 20, 2003, to the withdrawal of all combat troops on December 15, 2011. Topics to be covered include: the Bush Administration's decision to make Iraq part of the "War on Terror" and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course will conclude with an assessment of the war's effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.

Same as L22 History 3681

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L98 AMCS 369 American Horrors**

Horror movies. Fright films. Scream marathons. Blood and gore fests. Why should we want to look at movies that aim to frighten us? What is the attraction of repulsion? Is there an aesthetics of ugliness? Except for some early prestige literary adaptations like Dr. Jekyll and Mr. Hyde, the horror film began as a low class genre, a notch above exploitation movies. In the 1970s-1980s, it became the dominant commercial genre

by offering increasingly graphic images of violence and mayhem. The horror film had arrived: lavish budgets, big stars, and dazzling special effects in mainstream major studio films competed with low-budget, no frills productions that helped establish artistically ambitious and quirky filmmakers like George Romero and David Cronenberg. By a chronological survey of the American horror film, this course will explore how differing notions of what is terrifying reflect changing cultural values and norms. Throughout, we will consider the difficult questions raised by horror's simple aim of scaring its audience. In addition to weekly screenings, work for the course will include analytical and theoretical essays on the horror film. Written analyses of films with a close attention to visual style will be required. Prerequisite: Film 220. REQUIRED SCREENING TIME: [day, time]. Same as L53 Film 370  
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L98 AMCS 370 The American West: The Image in History**

Examines representations of the American West and of the frontier encounter between Euro- and Native American cultures, from the early nineteenth to the early twentieth centuries. We will consider travel accounts, fiction painting, ledger drawings, photography, and film in order to analyze the ways in which historical circumstances have shaped artistic and literary representations. At the same time, we will look at how images and texts have shaped formative myths about the West that in turn leave their impact on history. Same as L01 Art-Arch 370  
Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM

---

**L98 AMCS 3703 Religion and Capitalism in Modern America**

This course examines the relationship between religion and the development of a capitalist economy in Europe, England, and America from 1550 to 1800. It relies on intellectual, social, and economic histories. We cover major thinkers from the early mercantilist thinkers such as William Petty to Adam Smith. Same as L57 RelPol 370  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

**L98 AMCS 3712 Art and Culture in America's Gilded Age**

This course covers developments in American culture from the end of the Civil War to the turn of the century, including the novels, buildings, images, and public and private spaces of this transitional period. The Gilded Age was a time of new class formation, of unparalleled social diversity, and of new urban forms. The connections between art, literature, and social experience will be addressed. Representative figures include Henry James, Henry Adams, Louis Sullivan, Stanford White, Thomas Eakins, and Louis Tiffany. Same as L01 Art-Arch 3712  
Credit 3 units. A&S IQ: HUM Art: AH BU: BA, HUM

---

**L98 AMCS 371A Sociology of Immigration**

This course reviews theoretical and empirical research on how and why people migrate across international borders, and the consequences of international migration for immigrants and natives in the United States. While immigration is one of the most controversial issues in the contemporary United States, these contentious debates are not new. Americans once voiced the same concerns about the economic and social impact of Southern and Eastern European immigrants that today are aimed at immigrants from Latin America, Asia, Africa, and the Caribbean. In this course, students will compare historical (1880-1920) and contemporary (1965-present) waves of immigration to the United States. In this, students will explore why and how people migrate; immigrant integration; the impact of immigration on native-born Americans; and how government policies - at the national, state,

and local level - shape immigrant assimilation and what it means to be considered truly "American" in a social as well as a legal sense. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor. Same as L40 SOC 3710  
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 372 American Art to 1970**

From the beginnings of modernism in the visual arts of the United States, around 1900, to Abstract Expressionism and the Beat aesthetic. Focus on the cultural reception and spread of modernism, native currents of modernist expression, from organicism to machine imagery, the mural movement and the art of the WPA, the creation of a usable past, abstraction and figuration, regionalism and internationalism, photography and advertising. Same as L01 Art-Arch 372  
Credit 3 units. A&S IQ: HUM Arch: SSC Art: AH, GFAH, HUM BU: HUM EN: H

---

**L98 AMCS 3729 The United States in the 20th Century**

This course will explore the dramatic changes that transformed American society from the 1890s to the 1980s. Covering the main themes of twentieth century U.S. history, students will connect domestic policies and developments to international events, and study how Americans of diverse backgrounds thought about, experienced, and defined democracy and citizenship in the United States. Same as L22 History 3729  
Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

---

**L98 AMCS 3730 History of the United States Foreign Relations to 1914**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. Foreign Relations in the 18th, 19th, and early 20th centuries, up until the U.S. entry into the First World War. Same as L22 History 373  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L98 AMCS 3740 Contemporary American Foreign Policy**

This course surveys post-War American foreign policy in historical perspective. It begins by evaluating the rise of the United States as a world power during the twentieth century, its current position of primacy and its consequences in the post Cold period, and the distinctive traditions and institutions shaping the making of American foreign policy. It then examines the origins of the strategy of containment in the early Cold War period before considering how these debates animated the changing course of American foreign policy through the various phases of the Cold War conflict. The course concludes by analyzing American foreign policy since the end of the Cold War, up to and including debates about the consequences of September 11th 2001 for the United States' position of primacy, the Bush Doctrine and the American led intervention in and subsequent occupation of Iraq. Same as L32 Pol Sci 374  
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

**L98 AMCS 3742 Social Landscapes in a Global View**

From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists, and geographers have developed a wide body of research concerning these socially constructed and perceived settings -- commonly known as "landscapes". This course takes a tour through time and across the globe to trace the formation

of diverse social landscapes, starting in prehistoric times and ending in modern times. We will cover various urban landscapes, rural landscapes, nomadic landscapes (and others) and the intersection of the natural environment, the built environments, and the symbolism that weaves them together. Chronologically, we will range from 3000 BCE to 2009 CE and we will cover all the continents. This course will also trace the intellectual history of the study of landscape as a social phenomenon, and will investigate the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world and trace the global currents of your social landscape!

Same as L48 Anthro 374

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

UColl: CD

---

### **L98 AMCS 3751 Topics in Women's History: Women, Gender and Sexuality in Postwar America**

We will explore the history of the United States since 1945 by focusing on the ways that gender and sexuality have shaped the lives of Americans, particularly the diverse group of women who make up more than half the nation's population. Topics will include: domesticity and the culture of the 1950s; gendering the cold war; the gender politics of racial liberation; the sexual revolution; second-wave feminism and the transformation of American culture; the new right's gender politics; and the impact of new conceptions of sexual and gender identity at century's end. Course texts will include scholarly literature, memoirs, novels and film.

Same as L22 History 3751

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

### **L98 AMCS 3755 Disability, Quality of Life & Community Responsibility**

The increasing prevalence of disability presents major challenges for American society. Social participation can be a challenge for disabled persons/people with disabilities, while resources to address these needs tend to be limited. This course will begin by critically analyzing concepts of disability, Quality of Life, health and social participation. We will construct a framework for examining social participation and community resources across the lifespan. Public health, educational and environmental theories and methods will be applied to programs and services that aim to enhance quality of life with disabilities. We will analyze ecological approaches to enhancing social participation. Upon completion of this course, students will be equipped to analyze challenges and prioritize resources for individual and population health.

Same as L43 GeSt 375

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: CPSC, SSC BU: BA,

HUM EN: S

---

### **L98 AMCS 375A American Culture: Methods & Visions**

Required course for AMCS Majors. See semester listing for current topics. As a Writing Intensive course, 375A serves as an occasion for AMCS students to think about matters of argument and presentation, and to develop ideas and models for future research. This course is intended for students at the Junior Level or Higher; it fulfills the "multidisciplinary" (MD) requirement for AMCS Minors and the "Methods Seminar" requirements for AMCS Majors.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

---

### **L98 AMCS 375B From Vision to Praxis: The Capstone Project Incubator**

This course is intended for AMCS juniors following the completion of L98 375A Methods & Visions. After sustained attention on methodological practices in 375A, students will shift focus in 375B toward the fundamentals of developing a senior-year project.

Emphasis will be on process and skill enhancement, with areas of concentration including drafting project ideas; identifying animating research questions; enhancing scope and focus; exploring mediums of expression; creating a developmental bibliography; and planning for summer research. Learning modes will include lecture, reading and discussion, and peer workgroups. Assignments will develop formal and informal writing, drafting and rewriting, and scholarly reading. The final product will be two-fold: (1) a polished prospectus outlining project focus, research area, initial scholarship summary, and rationale for medium; and (2) a summer planning document outlining reading and writing goals in preparation for the capstone workshop senior year.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L98 AMCS 375W Political Writing**

Defined most simply, politics is that which pertains to the "affairs of the polis," one's community. In its real-life context, writing always interacts with a community in some way, engaging a defined audience to produce an intended effect. In this sense, writing always touches the affairs of a polis, and thus, writing is inherently political, regardless of whether the writer considers this during composition. In this class, we will focus on explicitly political writing by writers who are not politicians, that is to say, sanctioned experts in the affairs of the polis. Foregoing public policy memoranda and economic analyses, we will look at how journalists, grassroots organizers, and creative writers have consciously written to intervene in the affairs of their communities despite their outsider status. Using techniques of rhetorical analysis and logical structure, we will examine how these writers crafted works that inspire and move audiences through the conventions of several genres: essay, polemic, journalism, and satire.

Same as L13 Writing 375

Credit 3 units. A&S IQ: HUM, SD, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### **L98 AMCS 376 American Modernism, 1900-1940**

American modernism: What is it? What is the nature of its encounter with mass culture? What happened to modernism as it migrated from its "high" European origins to its "middlebrow" version in America between the turn of the century and the eve of World War II? What was the rhetoric of modernism in everyday life, and what was its impact on design, photography, and advertising? In addition to the fine arts, we will look at popular media, film, and photography. Lecture/discussion. Prerequisite: L01 215 or permission of instructor.

Same as L01 Art-Arch 376

Credit 3 units. A&S IQ: HUM, WI Art: AH, HUM BU: ETH, HUM

---

### **L98 AMCS 3785 Photography in America**

This course will consider the practice and use of photography in America, from its invention up to the present, and it will offer various ways of thinking about the medium and its relation to society and culture. Students will come to understand the ways photographic practices shape public perceptions of national identity, ethnicity and gender, nature, democratic selves, and a host of other concerns. We will discuss famous practitioners such as Matthew Brady, Jacob Riis, Lewis Hine, Walker Evans, and Robert Frank. We consider not only the social and public uses of the medium (through such episodes as the New Deal/FSA and photojournalism) but also the private explorations of "fine art" photographers and the everyday practices of the snapshot. Prerequisite: One course in Art History at the 100 or 200 level.

Same as L01 Art-Arch 3785

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H



---

**L98 AMCS 378B Contemporary American Theater**

This course is a focused investigation of the aesthetic, political, and urban landscapes of the contemporary American theatre. We will read published and unpublished plays, familiarize ourselves with the country's most important companies, festivals, and institutions, and discuss issues facing the American theatre now. We will explore the role of the arts in urban planning and development, and address the relationship between higher education and arts institutions, paying particular attention to ideas of community engagement and social justice work undertaken by both. Artists to be studied may include Tony Kushner, Suzan-Lori Parks, Caryl Churchill, Branden Jacobs-Jenkins, Lynn Nottage, Young Jean Lee, and Lin-Manuel Miranda. This course will include a mandatory class trip at the end of March to the Humana Festival of New American Plays in Louisville, Kentucky. Students will prepare for this trip by reading the works of featured playwrights and establishing a research project that will be carried out on-site. Findings from the research project will be presented upon the return to St. Louis. Admission to the course is by instructor permission only; an application form will be sent to all registered students at the conclusion of the registration period. In consultation with and with the permission of the instructor, this course may fulfill the Fieldwork requirement for American Culture Studies majors.

Same as L15 Drama 378

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

**L98 AMCS 379 Banned Books**

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's "Essays"; today, schoolboards in the United States regularly call for the removal of "Huckleberry Finn" and "The Catcher in the Rye" from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, socio-political or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.

Same as L14 E Lit 381

Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

---

**L98 AMCS 380R American Religion, Media, and Technology**

American religious communities have often been cast as technological laggards, whether willfully ignorant or generally backwards. Such narratives, fueled by stories about religious leaders condemning cultural trends conceal the ways religions have in fact innovated in the media sphere. Ranging from the time of the earliest printing presses to contemporary social media platforms, this course reframes the question of American religions and media technologies by asking the following questions: How have media technologies shaped religious practice, identity, and belonging? Were religious critiques of mass media valid, particularly around questions of access, constraints, and consumption? And how have religious groups experimented with communications technologies to reimagine their use, message, and audience? These moments of technological encounter reveal how religious communities have not only worked with media technologies, but have driven much of what makes these technologies innovative and modern.

Same as L57 RelPol 380

Credit 3 units. A&S IQ: HUM EN: H

---

**L98 AMCS 3822 From McDonald's to K-pop: New Movements in East Asia**

This course introduces contemporary East Asian cultures and societies from transregional and transnational perspectives through the lens of consumer and popular cultures. We employ McDonald's as the first case study to look into East Asian responses to Western cultural products and ideas. For K-pop, we examine its emergence and transregional receptions and impact across different regions in East Asia as well as in the US Beginning with these two subjects, our investigation extends to other examples of transregional cultural phenomena such as J-pop, Hello Kitty, e-commerce, and western holidays in East Asia. While focusing on transnational cultural movements originating in or being adapted to the East Asian context, our discussions also reflect on key topics in the study of East Asian cultures such as "face," filial piety, and social networks. Attendance on the first day of class is mandatory to reserve class enrollment.

Same as L97 GS 3822

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L98 AMCS 382R Topics in Christianity:**

The topic covered in this course varies. Recent course topics include: "The 'Other' Catholic Church: The Lived Experiences of Eastern Orthodoxy" and "The Apostle Paul: Communities and Controversies."

Same as L23 Re St 382

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

**L98 AMCS 3832 Topics in Women, Gender, & Sexuality Studies: Spectacular Blackness: Race, Gender, & Visual Culture**

Topic varies. See semester course listings for current offering.

Same as L77 WGSS 383

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L98 AMCS 383A Topics in WGSS: Sex in the City: Gender, Sexuality, and the Urban Landscape**

Topic varies. See semester course listings for current offering.

Same as L77 WGSS 383A

Credit 3 units. BU: BA

---

**L98 AMCS 3840 Gender & Consumer Culture in U.S. Fiction of the Late 19th and Early 20th Century**

The decades between the end of the Civil War and the 1930s saw the rise of a mass consumer culture that would dramatically reshape America. The fiction writers of this period, keen to capture the spirit of the age, helped to create the enduring idea that consumerism and an orientation toward material acquisition are at the heart of gendered concepts of American identity. Their stories documented, and sometimes celebrated, the emergence of recognizable "types" of American womanhood and manhood—such as self-made millionaires, ambitious "working girls," bargain-hunting middle-class housewives, and the commercially minded women and men of the social and intellectual elite. At the same time, their stories articulated anxieties about U.S. consumer culture and its impact on the world. Students in this course will read, discuss, and write about novels and short stories by writers such as Henry James, Mary Wilkins Freeman, Kate Chopin, Theodore Dreiser, Edith Wharton, Nella Larsen, Langston Hughes, and F. Scott Fitzgerald. Students in the course will also examine primary materials such as magazine advertisements, and will read and respond to relevant scholarship on the period. Writing Intensive Course

Same as L77 WGSS 384

Credit 3 units. A&S IQ: HUM, SC, SD, WI Arch: HUM Art: HUM BU: BA EN: H

---

---

### L98 AMCS 3841 1984: One Weird Year

This course examines one year as a way to make sense of recent American culture. Looking at points around the country but always returning to the experience of WashU in 1984, this course experiences the past as Americans did, through the simultaneous overlap of daily life and politics, movies and music, the books they were assigned in school and the very different books they chose to read. In addition to tackling the challenge of understanding one year, students will develop a variety of the collaborative and communication skills that are so important both in college and beyond.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L98 AMCS 3843 Filming the Black Freedom Struggle in St. Louis

This inter-disciplinary course introduces students to the history of the Black freedom struggle in St. Louis and to the complex and multiple ways historic narratives are constructed. We will explore the political, economic and cultural history of St. Louisans who challenged racial segregation in housing and work, fought white mobs in city streets, and battled the destruction of Black communities by federal urban renewal and public housing policies. Students, working with a historian and a filmmaker, will research and make a documentary film on a piece of St. Louis' crucial contribution to the Black Freedom Struggle in America. We bring together documentary filmmaking and history research to draw attention to the multiple narratives (many long-neglected) of African American and urban history, and to the multiple approaches to presenting history.

Same as L22 History 3843

Credit 3 units. A&S IQ: HUM, SC, SD Art: CPSC, HUM BU: BA EN: H

---

### L98 AMCS 385 Topics in American History

Since World War II, American cities have undergone enormous changes. Industrial decline, rumbling neighborhoods, rigid segregation, racial trauma, and suburban sprawl have all contributed to a troubled urban world. This course will equip students with an historical perspective on the urban crisis. Rather than simply identifying urban problems, we will use the tools of historical inquiry to grapple with the underlying causes of these problems. Students will learn the value of history as a method for illuminating the social, cultural, political, and economic forces that underlie the current urban crisis. Students will also apply their historical understandings toward the creation of an informed position on metropolitan policy and planning issues.

Same as L22 History 385

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH

---

### L98 AMCS 3860 Sports, Health, and Society

Sports is a lens onto social issues of health, fitness, and the body. Case studies in this course deal with injury and abuse, the role of medicine and pharmaceuticals, corporations and mass media, gendered aggression, doping scandals, disabled athletes, trans athletes, and video games, among other topics. A wide range of sports will be covered, including basketball, American football, college athletics, sumo wrestling, martial arts, ordinary activities like running and exercise, and mass spectacles such as the Olympics. By adopting cross-cultural and intersectional approaches, this course will consider how race, gender, and other social contrasts shape ableisms, body norms, violences, and hard-driving business interests in sports and society.

Same as L48 Anthro 3860

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

### L98 AMCS 386A Topics in African-American Literature: Rebels, Heroines, and Race Men

In this seminar-for we are fortunate to be an elite group this term--we will focus on the first century of African American prose writers. In genre terms that means we will largely, but not exclusively, read autobiographies and novels. Phillis Wheatley, Frederick Douglass, and Harriet Jacobs are now familiar names in U.S. literature surveys, but

others are not yet household names, and in fact may never be. We will survey a core group of texts, available at the WUSTL bookstore, but also supplement our readings with materials placed on BlackBoard, via online databases (e.g., materials accessible digitally from the Schomburg Division of the New York Public Library). For AFAS majors, this course counts as Area Requirement 1.

Same as L90 AFAS 386A

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

### L98 AMCS 3870 Science and Society

Encounters with science are ubiquitous in daily life. We read papers hailing scientists' most recent achievements. We adjust our lifestyles to their findings, and we sometimes even allow them to change our beliefs about the world. As students, we learn about the scientific method, run labs, and memorize facts and equations. This course invites students to estrange themselves from these familiar scenes by challenging some assumptions about what science is and how it works. In the course, we launch from the premise that science is itself a cultural activity, permeated by social norms and values. Surveying a rich, cross-disciplinary literature, the course thus aims to unpack the deep imbrications between science, society, technology, economy, and politics from the perspective of the field of science and technology studies.

Same as L48 Anthro 3870

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L98 AMCS 3871 African-American Literature: Early Writers to the Harlem Renaissance

Same as L14 E Lit 387

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM

---

### L98 AMCS 3876 Rejecting Reason: Dada and Surrealism in Europe and the United States

In this multimedia interdisciplinary course, we will consider the history, theory, and practice of Dada and Surrealism, from its Symbolist and Expressionist roots at the end of the 19th century and the beginning of the 20th century through its late expressions in the beat culture and pop art of the 1950s and 1960s. Dada's emergence in Zürich and New York in the midst of World War I set the tone for its stress on irrationality as an oppositional strategy. Surrealist research into the domain of the unconscious continued this extreme challenge to dominant culture but in a revolutionary spirit that proposed new possibilities for personal and collective liberation. The international character of the movements -- with substantial cross-transmission between Europe and the United States -- will be emphasized. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; or permission of instructor.

Same as L01 Art-Arch 3875

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

### L98 AMCS 3891 Power, Justice, and the City

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs. In addition, the course devotes considerable attention to honing students' writing skills, through class assignments that stress rewriting and revising, and also through four in-class writing workshops devoted to formulating a thesis and making an argument, revising and rewriting, writing with style, and peer consultation.

Same as L32 Pol Sci 389

Credit 3 units. A&S IQ: SSC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

---

### **L98 AMCS 389A Power, Justice, and the City**

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs.

Same as L32 Pol Sci 389A

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

### **L98 AMCS 389C For Freedom's Sake: African American History Since Emancipation**

The events that unfolded in Ferguson this past fall revealed the contradictions of a national government that is led by a black president yet also sanctions the susceptibility of its black citizens to police brutality. What has freedom really meant for African Americans since emancipation? This course addresses key events and movements that shaped African Americans' definition and pursuit of freedom and citizenship, emphasizing various strategies, successes, failures, and legacies developed as a result. Key developments will include the Reconstruction, Jim Crow, the Harlem Renaissance, the World Wars, the Civil Rights Movement, and mass incarceration.

Same as L22 History 388C

Credit 3 units. A&S IQ: HUM, SD Art: HUM

---

### **L98 AMCS 3900 Mormon History in Global Context**

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints, which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S., with a reputation for patriotism and conservative family values. Because of its vigorous missionary program, the LDS Church now has more members outside the U.S. than inside. This seminar will introduce the basic practices and beliefs, and explore issues regarding economics, race, gender, and sexuality within the faith. These issues include: How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society? What does the LDS faith look like in other parts of the world, and how does its identification with U.S. prosperity and politics shape its growth in other places?

Same as L57 RelPol 390

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

---

### **L98 AMCS 3950 Topics in Religion and Politics**

How have Jewish women shaped American politics and culture? How much of our modern world do we owe to what Jewish women have created? And how have these women transformed Judaism itself? This course examines the writings, ideas, and lives of Jewish-American women. From explicitly religious organizations like Hadassah and the National Council of Jewish Women, to more secular Jews who subtly incorporated religion into their style and their ethics, we will consider Jewish-American women in all of their fascinating variety. Students will gain a thorough picture of Jewish-American women's social impact from the ground up. Our reading will extend from colonial community builders like Bilhah Franks, to early feminists like Rosa Sonneschein, to revolutionaries like Emma Goldman and reformers like Lillian Wald; from the philosopher Hannah Arendt to the labor leader Rose Schneiderman and the novelist Ayn Rand; from America's first woman rabbi, Sally Priesand, to modern-day leaders and celebrities like Ruth Bader Ginsberg, Judy Blume, Adrienne Rich, and Dianne Feinstein. Students will have the opportunity to conduct self-directed research

as well as to try out creative projects and collaborative reflection. This course will teach students to thoughtfully analyze texts in historical context, to conduct sensitive conversations with generosity and curiosity, and to broaden their pantheon of American cultural giants. As we explore multiple genres, decades, and perspectives, students will build a rich and collaborative understanding of the vibrant Jewish-American women's intellectual tradition.

Same as L57 RelPol 395

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### **L98 AMCS 397 Gender and Sexuality in 1950s America: Writing-Intensive Seminar**

Historians have recently begun to reconsider the dominant view of the 1950s as an era characterized by complacency and conformity. In this writing intensive seminar we will use the prism of gender history to gain a more complex understanding of the intricate relationship between conformity and crisis, domesticity and dissent that characterized the 1950s for both women and men.

Same as L22 History 39F8

Credit 3 units. A&S IQ: HUM, SD, WI BU: BA EN: H

---

### **L98 AMCS 3975 Wolves of Wall Street: American Business and Popular Culture**

America's perceptions about Big Business and the Free Enterprise system have evolved and changed over time from the 1920s to the present. During the 1980s, for example, Oliver Stone's 'Wall Street' seemed to endorse the notion that "greed is good." Today, however, the topic of rising income inequality has been connected with the collapse of prestigious Wall Street firms, the "housing bubble," a declining middle class, and widespread fear about the future of "The American Dream." This new course examines a variety of artistic, ethical and historical perceptions about American Business as depicted in popular culture and the arts over the past hundred years. How have America's foremost artists (among them F. Scott Fitzgerald, Eugene O'Neill, Arthur Miller, Martin Scorsese), dealt with questions of conspicuous consumption, the acquisition of capital for its own sake, and the disparity between rich and poor? We survey several artistic genres and artistic forms, including American tragic works like 'The Great Gatsby' and 'Death of a Salesman,' to popular musicals such as 'How to Succeed in Business' without Really Trying and 'The Producers.'

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### **L98 AMCS 399B Topics in Politics: American Judicial Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 399

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

### **L98 AMCS 395M Women and Crime in the Evolution of American History**

Crime happens. Property is damaged and stolen, lives are lost, and law, order, and justice evolves. This course taps into that ongoing reality by centering the herstorical evolution of female crime, highlighting women and girls of many kinds across time and spaces of America. It moves across centuries (through to the contemporary period) probing within and far beyond icons to unveil the gendered nature of crime and moreover to empower students to see and trace everyday female criminality that ignited across racial, ethnic, as well as lines of age in the winding path of American history. While men and boys dominate public and even scholarly expectations of crime and carceral conversations for many, students will leave this course with a far more rigorous understanding of the herstories gained by taking serious the types of crimes that women and girls acted out by exploring: robbery, assault, infanticide, larceny, murder, arson, prostitution, serial killers, and drug-

related crimes. As well as going further to probe state and federal power through carceral medicine - showing the interior world of female prisoners, physicians, the movement of females into "asylums" and mental state hospitals, incarceration based on "insanity" while going further to examine births, illnesses, and death of women and teens in jails and prisons. Students will be likewise pushed to engage America's timeline of race, gender, and executions that includes women and girls. Racialized and gendered criminality, law enforcement violence, healthcare and deathcare in prisons are critical public health issues that students can better understand the complicated evolutions by deeply probing the herstorical lives of women, girls, and crime through this course. Students will read, learn, dig up the past, and write to ensure a future of herstory and remembrance.

Same as L22 History 39SM

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

### L98 AMCS 4000 Urban Education in Multiracial Societies

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: Junior standing or permission of instructor.

Same as L18 URST 400

Credit 3 units. A&S IQ: SSC, WI EN: S

---

### L98 AMCS 4001 Directed Study in American Culture Studies

Students in this course perform directed study with AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS website for the appropriate form. Prerequisite: Permission of instructor.

Credit variable, maximum 3 units.

---

### L98 AMCS 4003 Advanced Research in American Culture Studies

Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS website for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

---

### L98 AMCS 4007 American Democracy and the Policy-Making Process

This course is part of the Semester in DC Program

Same as L32 Pol Sci 4001

Credit 3 units. EN: S

---

### L98 AMCS 4009 Slavery and Public History

Public history, or applied history, encompasses the many and diverse ways in which history is put to work in the world and applied to real-world issues. This course teaches public history practice with particular emphasis on engaging in the public history of slavery through research and interpretation on the regional histories of enslavement within St. Louis and at Washington University. Students will learn by engaging critical scholarship on public history, debates about how public history is practiced, and learning core tenets of public history interpretation, museum best practices, oral history, preservation, and material culture

and their particular application to public history interpreting slavery. This includes grappling with the politics of memory and heritage that shape, limit, and empower public history practice on slavery, and how white supremacy has shaped what histories we absorb in the public.

Same as L90 AFAS 4008

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

### L98 AMCS 400A AMCS Capstone Workshop I

This workshop is required for AMCS majors completing an independent capstone project, whether by means of a 3-credit capstone project, a Latin Honors (6-credit) thesis, or a two-semester (6-credit) non-honors project. In all three cases, the capstone project is intended to serve as the culmination of the major--an opportunity to build on previous work and to engage with the broader field of American Culture Studies while developing a multidisciplinary framework suited to the goals of the project. The workshop is intended to foster intellectual community and provide support during the research and writing process. Students share aspects of their work in large- and small-group settings; discuss methods, models, and challenges of cultural studies; participate in several peer-review workshops; and develop insights and skills directly relevant to their capstone work. Barring circumstances which prevent it, the 3-credit capstone should be completed by the end of the fall semester. Students pursuing a 6-credit project (either a Latin Honors thesis or non-honors project) will continue their work into the following semester by enrolling in L98 4XX. Enrollment by permission of Program pending approval of project proposal, which will be submitted in the Spring of Junior Year. Students seeking to earn Latin Honors in AMCS must meet the University cumulative GPA minimum (3.65) and have permission of their thesis advisor.

Credit 3 units.

---

### L98 AMCS 400B AMCS Capstone Workshop II

This course is required for students planning to complete the Latin Honors thesis or a 6-credit non-honors project through American Culture Studies. It builds on work done in L98 400A: AMCS Capstone Workshop I, and involves periodic workshops and conferences with the instructor and project advisor(s) during the final stages of thesis preparation. Prerequisite: Satisfactory standing as a candidate for a two-semester capstone, including successful completion of L98 400A Capstone Workshop I and permission of project advisor. Latin Honors eligible students must meet the University GPA minimum. Course will meet every other week, time/date to be determined based on participants' schedules.

Credit variable, maximum 3 units.

---

### L98 AMCS 401 Race, Sex, and Sexuality: Concepts of Identity

This course examines changes in the meanings of three concepts of identity -- race, sex, and sexuality -- from the early modern period to the present. The course begins by looking at early modern constructions of these concepts in Western Europe. We then focus on changes occurring during the course of the eighteenth and nineteenth centuries in Europe and the United States and at how such changes were similar and different among these three concepts. We then examine twentieth century challenges to nineteenth century constructions. The course concludes by studying the relationship between these challenges and twentieth century identity political movements organized around these concepts. Prerequisite: Completion of at least one Women, Gender, and Sexuality Studies course or permission of the instructor.

Same as L77 WGSS 403

Credit 3 units. A&S IQ: SSC, SD Art: SSC BU: BA

---

### L98 AMCS 4010 Pluralism, Liberalism, and Education

How should liberal democratic states respond to religious and cultural pluralism? In what ways is pluralism different from mere disagreement, and what normative implications does pluralism have for public policy? How can liberal states justify using their coercive power against a

background of pluralism and in ways that systematically disadvantage certain religious and cultural groups in society? In particular, what is to be done when religious parents and the liberal state make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? Readings are taken from contemporary political philosophy. Prerequisites: Poli Sci 106, Poli Sci 107, Phil 340, or permission of instructor.  
Same as L32 Pol Sci 4010  
Credit 3 units. A&S IQ: SSC EN: S

---

**L98 AMCS 4014 Feminist and Queer Media Studies**

This seminar serves both as an introduction to some of the foundational texts in feminist and queer media studies and a snapshot of recent scholarship in the field.  
Same as L77 WGSS 4014  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L98 AMCS 402E Higher Education Administration for Social Justice and Equity: Achievable or Only Dreamable?**

Higher education has long been the subject of much general public interest and discourse. Understanding the complexity of the system, its history, practices, and expertise will help define whether and how campuses can work toward social justice and equity. In this course, students will study the history, policies, and organizational decisions that underly the current state of higher education in America. These perspectives and theories will be studied with an eye toward social justice and understanding possible changes that may lead toward equity on American college campuses. Through engaged discussions around readings and case studies, students will tackle complex social questions, including: how our college campuses became so complex? Why pervasive social issues, such as system racism, sexism, and classism, continue to exist on our campuses? How and when technology and the SAT/ACT began to rule our lives in college? Perhaps even deeper, students will grapple with finding alternate, more socially just, and equitable alternatives to create more equity on our campuses. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4022, and graduate students must enroll in Educ. 5222.  
Same as L12 Educ 4022  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

**L98 AMCS 403 Culture and History of the Southwestern United States**

This course integrates archaeological, historical, and early ethnographic dimensions of American Indian societies in the southwestern United States and northwest Mexico, a region famous for its challenging environment, cultural diversity, and the contributions made by its Native inhabitants. Emphasis is placed on the development of sophisticated desert agriculture and on the rise of regionally integrated cultures including Chaco Canyon and Mesa Verde. The impact of Spanish, Mexican, and American colonization are explored. Ethnographies of Tohono O'odham (Papago), Hopi, Zuni, Rio Grande Pueblo, and Navajo societies will be discussed.  
Same as L48 Anthro 403  
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

---

**L98 AMCS 4030 Political Theory of Education**

This course explores issues of authority, legitimacy, citizenship, freedom, and equality through contemporary readings in the political theory of education. What is to be done when parents, citizens, and educational experts make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? How should public schools aim to equip their students for the

responsibilities of citizenship in a diverse liberal democratic state? What do the concepts of equality and equality of opportunity mean in the context of education, and (how) should governments pursue these values through education policy? We shall explore these issues through contemporary works of political theory as well as through considering a number of important U.S. court cases, including those dealing with the schooling of children from minority religious and cultural groups, affirmative action in university admissions, and school desegregation plans. Prerequisite: one previous course in political theory or political philosophy.  
Same as L32 Pol Sci 4030  
Credit 3 units. A&S IQ: SSC BU: ETH EN: S

---

**L98 AMCS 4036 Children of Immigrants: Identity and Acculturation**

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants. Attendance on the first day of class is mandatory to reserve class enrollment.  
Same as L97 GS 4036  
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 4090 The Modernist Revolution in the Arts**

What is/was Modernism? How did this worldwide phenomenon impact the arts in every genre and medium from the turn of the Twentieth Century to the present? Do we still live in the age of Modernism, or should we consider ours a new, Post-Modern age? This course will examine these and other questions as they relate to the theatre, prose, poetry, and the visual arts. Our investigation will focus on most of the major literary and artistic movements, including Naturalism, Impressionism, Symbolism, Surrealism, and Expressionism. We will examine literary manifestoes which help to illuminate the periods under discussion, as well as look at individual works themselves. Central to our approach in the course will be an interdisciplinary perspective. Among the luminaries whose work will be considered are Ibsen, Strindberg, Chekhov, Hemingway, Dali, Picasso, Stravinsky, Artaud, Kafka, and Beckett.  
Same as L15 Drama 409  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L98 AMCS 4135 Tobacco: History, Culture, Science, and Policy**

Tobacco is the most important public health and medical problem of our time, the leading cause of cancer and other chronic diseases. This course examines tobacco's important role in shaping the modern world and global health over the course of the last five centuries, from indigenous uses of tobacco to plantation slavery to the cigarette boom to the politics of health and smoking in the 21st century. Through in-depth historical and anthropological case studies, tobacco provides a window onto trends in government and law, medicine and public health, business and economics, society and culture, including changing social meanings of gender, race, class, sexuality, advertising, consumerism, risk, responsibility, and health in the United States and worldwide. This course also introduces students to public health approaches to noncommunicable disease prevention, environmental health, and healthy lifestyle promotion. No background in anthropology or public health is required.  
Same as L48 Anthro 4135

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

---

**L98 AMCS 415A Senior Seminar on the Presidency: The Trump Administration**

This course uses the run-up to the presidential election as a point of departure for considering the current presidency. This is a research seminar that will begin with a series of common readings, after which students will constitute themselves into research teams that will explore the current state of the presidency in broad cultural perspective. 2020 Iteration: In Spring 2020, the course will focus on the election and presidency of Donald Trump as experienced by Washington University in particular and St. Louis in general. Prerequisite: AMCS 115.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 415B Historic Preservation, Memory and Community**

Whose history is significant enough to be worth preserving in physical form? Who gets to decide, and how? Does the choice to preserve buildings, landscapes and places belong to government, experts or ordinary people? How does the condition of the built environment impact community identity, structure and success? This place-based course in historic preservation pursues these questions in St. Louis' historically Black neighborhood The Ville, where deep historic significance meets a built environment conditioned by population loss, disinvestment and demolition. The course explores the practice of historic preservation as something far from neutral, but a creative, productive endeavor that mediates between community values, official policies and expert assertion. Critical readings in preservation and public history will accompany case studies, community engagement and practical understanding. This course is open to both undergraduates and graduates.

Same as I50 INTER D 415B

Credit 3 units.

---

**L98 AMCS 4181 Studying the City: Approaches to Social Research**

In this course we will explore social science/social scientific research methods. The course is designed primarily for students majoring in urban studies. However, the research skills that students will acquire can be applied to any substantive topic in the social sciences. The main goal of this course is that students develop the skills to independently design and execute high quality social research, regardless of their substantive interests. To develop these skills we will read about methods, assess published research from a methodological perspective, and complete original research projects.

Same as L18 URST 418

Credit 3 units. A&S IQ: SSC EN: S

---

**L98 AMCS 4214 From Mammy to the Welfare Queen: African American Women Theorize Identity**

How do representations of identity affect how we see ourselves and the world sees us? African American women have been particularly concerned with this question, as the stories and pictures circulated about black female identity have had a profound impact on their understandings of themselves and political discourse. In this course we will look at how black feminist theorists from a variety of intellectual traditions have explored the impact of theories of identity on our world. We will look at their discussions of slavery, colonialism, sexuality, motherhood, citizenship, and what it means to be human.

Same as L77 WGSS 421

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

---

**L98 AMCS 422A Film Stardom, Performance, and Fan Culture**

This course focuses the Hollywood star system. We will explore stars in relation to celebrity and consumerism, especially how "stardom" is created by a system that seeks to create effects in film viewers whether conceived as audiences, fans, or spectators. We will examine the performance element of stardom and its relationship to genre, style, and changing film technology. Also of concern will be how stars and the discursive construction of stardom intersect with gender representation, race, ideology, sexuality, age, disability, nationality, and other points of theoretical interest to and historical inquiry in contemporary film studies. While emphasis will be placed on mainstream commercial U.S. cinema, students are encouraged to pursue questions beyond this framework within their own research. REQUIRED SCREENING: [day, time].

Same as L53 Film 422

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L98 AMCS 4232 Slavery and the American Imagination**

Same as L14 E Lit 4232

Credit 3 units. A&S IQ: HUM Art: HUM

---

**L98 AMCS 4233 Political Sociology**

In this course, students will be discussing politics, the way that people interact with politics, and the way that politics shape our lives. Why do individuals participate in politics (e.g., vote) or become engaged in their communities (e.g., join a voluntary association, protest, etc.)? What role do social connections play in political and civic engagement? What does political competition in the US look like today? What accounts for increasing political partisanship in the United States? Who has access to political institutions? How amenable is our political system to change? Who has the power to impact policy and institutions? How do shifts in political participation, civic engagement, and partisanship all shape policymaking? How does policy shape participation? In this class students will engage with these questions through course discussion, group work, class data collection and analysis, and more. Prerequisite: successful completion of an introductory-level Sociology course or consent of instructor. Graduate students should enroll in the 500-level offering.

Same as L40 SOC 423

Credit 3 units. A&S IQ: SSC EN: S

---

**L98 AMCS 4243 The Plundered Past: Archaeology's Challenges in the Modern World**

The public imagination thrills at the fantastic adventures of Indiana Jones and Laura Croft, Tomb Raider; but the reality of modern archaeology is more complex, ethically challenging and interesting than a simple treasure hunt. In the U.S. and Canada, our science museums and museums of anthropology still display artifacts that are regarded as sacred and culturally definitive by Indian nations, although such holdings are now subject to negotiation and repatriation. Art museums in Europe and the U.S. are still stocked with looted ancient masterpieces that are revered as vital heritage by the nations from which they were stolen. We display looted art alongside a much smaller number of legitimately excavated artifacts of masterpiece quality, so it is no surprise that our popular images of archaeologists as avid and undiscerning collectors raise little concern. But modern archaeologists are not extractors of art or even of scientific information, from places as passive and inert as the museums' objects ultimately occupy. Archaeologists work with living people inhabiting societies and states that care deeply about their pasts and the relics of it. They are active agents engaged with many other people in the production of knowledge about the past. In our rapidly shrinking world, educated sensitivity to the many ancient cultural legacies that shape the values of modern global society is more than a moral imperative; it is a basic

form of collaboration in the common project of survival. Archaeologists are ethically charged to advance that project through education about the complex contemporary arena of artifacts, sites, and information they occupy.

Same as L48 Anthro 4240

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L98 AMCS 4244 Topics in African-American Literature: Texts and Contexts of the Harlem Renaissance**

Hold for new hire

Same as L14 E Lit 4244

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L98 AMCS 424A Broadcasting Equality: Radio, Television and Social Change in Postwar America**

The period between World War II and the 1970s was one of profound cultural, political, and demographic shifts that brought the problems of ethno-religious and racial prejudice to the forefront of U.S. national consciousness. Religious leaders, secular social activists, media industry professionals, and African American civil rights leaders often worked together to combat intolerance, bigotry, and inequality. What did these activists achieve in their attempts to deploy U.S. broadcast media in what they sometimes referred to as "propaganda against prejudice"? How did this activism relate to the institutions of broadcast media, including governmental agencies, national networks and local broadcasters? What was television and radio's impact on the Civil Rights Movement of the 1950s and 1960s? In addressing these questions, we will consider a wide range of media: public service programming as well as commercially produced series, specials, network news and documentaries produced between the 1940s and the 1970s. Programs considered will include *A New World 'A Coming*, *Amos 'n Andy*, *' American Bandstand*, *NBC White Papers: Sit In, Sanford and Son*, *Eyes on the Prize*, and *Soul Train*, among many others. **REQUIRED SCREENING**

Same as L53 Film 424

Credit 3 units. A&S IQ: HUM, SC, SD EN: H

---

**L98 AMCS 425A Law, Religion, and Politics**

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians, and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Same as L57 RelPol 425

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L98 AMCS 4263 Memory for the Future**

The year-long Studioloab "Memory for the Future" (M4F) will create spaces and practices of humanities education, practical public history, and collaboration in the spirit of "multidirectional memory." This concept tries to address the interlinked histories and legacies of the Holocaust, slavery, apartheid, and colonialism and create opportunities for dialogue between communities impacted by and implicated in these forms of violence. Our principal aims are to explore, enrich, and sustain the global and local focus of "reparative memorial practices" in St. Louis. Focusing on commemorative efforts through public memorials, monuments and especially museums, M4F will engage survivors, activists, institutional leaders, and scholars (students and faculty) in the development of educational materials, artistic representations, exhibitions, and other approaches to bringing the past into the present. We strive to support the efforts of local and regional initiatives and venues to end racism, antisemitism, and homophobia and their related violence through innovative and inclusive memory

work. Alongside classroom-based instruction focusing on discussing scholarship and acquiring practical, curatorial, and pedagogical skills, students will work with area institutions and initiatives to apply their study of multidirectional memory. This practicum is an integral part of the course and requires students to leave campus and regularly work with one of our partners (The Griot Museum of Black History, George B. Vashon Museum, St. Louis Kaplan Feldman Holocaust Museum, The Mildred Lane Kemper Art Museum, Reparative Justice Coalition of St. Louis, St. Louis Community Remembrance Project). Participants of the Studioloab are expected to attend regular weekly meetings and engage in self-directed and collaborative project work. We are also preparing study trips to regional sites of memory and education. The M4F Studioloab will convene at the Lewis Collaborative, a living-learning-commercial space at the west end of the Delmar Loop. All A&S graduate students and advanced undergraduates are invited to participate. Undergraduate enrollment by permission of the instructors. For History majors, this course fulfills the capstone requirement as an Advanced Seminar. As a year-long course, students are expected to enroll in both the fall and spring sections. For more information, please consult <https://www.m4f.community/>

Same as L56 CFH 426

Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

**L98 AMCS 426A Performing the Political in American Dance**

This course is an exploration of the politics of performance and the performance of politics through the lens of American dance in the 20th and 21st centuries. Through readings, screenings, and discussions, we will examine the ways in which American dance developed against and alongside political movements in the United States, particularly ones concerning nationalism, race, gender, and human rights. We will also investigate how the lens of dance and choreography offers an expansive means to conceptualize political questions of citizenship and social protest, broadening our understanding of embodied performance. Guided by several key philosophical texts, this course will focus on the concepts necessary for examining the convergence of performance and politics (e.g., representation, ritual, spectacle, body, mimesis, propaganda) while also paying special attention to the politics of funding and censorship that has governed the creation and presentation of dance in the United States. No dance experience is necessary.

Same as L29 Dance 426

Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Arch: HUM Art: CPSC, HUM BU: BA EN: H

---

**L98 AMCS 4280 History of Urban Schooling in the United States**

More than ever, schooling in urban areas is researched, and it is at the center of debates for improving U.S. schooling. This course, which is framed by contemporary issues, focuses on the history of urban schooling and policy to deepen our understanding of the contemporary landscape. We will focus on particular cities and their school districts; these may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, and Atlanta. In this course, students will develop a strong contextual understanding of the conditions of urban schooling; the history of urban school reform; and the debates over the purposes of urban schools, past and present. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Same as L12 Educ 4280

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L98 AMCS 4283 Topics in Comparative Politics**

In this course, we will examine the relationship between politics and identity and the consequences for political stability and cohesion as a result of those relationships. We will consider different cases and explanations for the United States and, in comparative perspective, for

how identity works with respect to gender, race, ethnicity, class and sexual orientation in the pursuit of political or social goals. How do these different identities impact social and political conflict, local and national cohesiveness, and political participation?

Same as L32 Pol Sci 428

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

---

#### **L98 AMCS 4289 Neighborhoods, Schools, and Social Inequality**

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 4289 and graduate students must enroll in Educ. 5289

Same as L12 Educ 4289

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L98 AMCS 4291 The American Renaissance**

Literature of the mid-nineteenth century with attention to social and intellectual backgrounds and the sources of the transcendentalist movement.

Same as L14 E Lit 426

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L98 AMCS 4292 Topics in Politics: Polarization in American Politics**

This course examines the political polarization of the American political parties and explores its effects on the mass public and American democracy more generally. We will examine what exactly is polarization, how it is measured, historical changes, potential causes, and its potential effects on the mass public and governance.

PREREQUISITES: L32 101B Intro to American Politics, L32 363

Quantitative Political Methodology or equivalent

Same as L32 Pol Sci 4291

Credit 3 units.

---

#### **L98 AMCS 429G The Unruly City**

The history of the American city is the history of conquering the "unruly": real estate parcels, neighborhoods, buildings, and even people that represent decay, obstacles to capital, unlawfulness or disorder. Designers denigrated unruliness in the pursuit of modernization in the 20th century, but today seem more conflicted on the constitution and remedies for disorder. Is disorder in the eye of the beholder? What disrupts urban life more, the broken windows of vacant houses or the arrival of an upscale grocery in a poor neighborhood? Neighborhoods that have lost most of their population and buildings, or new football stadiums offered as economic and architectural solutions to blight? Programs of housing, urban planning, infrastructural urbanism, zoning, policing, historic preservation and mass transportation have impacts that can either squelch or protect the "unruly." No design is not political. This course examines the divergent definitions of order and disorder that are shaping contemporary approaches to urban planning, governance and cultural production. This seminar digs into these questions, using the classic debate between Robert Moses and Jane Jacobs over the future of New York City as an entry point into urban political and economic ideas that engage concepts of order and disorder. We will cover readings by

Sennett, Agamben, Mouffe, Negri & Hardt, Baldwin, Fanon, Certeau, Harvey, Zukin and others. This course will be place-based at Summer High School in The Ville neighborhood of St. Louis, a historically Black neighborhood. The class will arrange a carpool to the teaching location and engage the community with real-world examination of course themes throughout the semester.

Same as I50 INTER D 429G

Credit 3 units.

---

#### **L98 AMCS 4300 Spiritual But Not Religious: The Politics of American Spirituality**

What does it mean to be "spiritual but not religious"? What are the social and political consequences of foregrounding spiritual seeking and religious experimentation over the "organized religion" of churches, synagogues, mosques, and temples? How did this contemporary view of spirituality take shape historically? The seminar focuses on a series of debates that have arisen over spirituality in American culture: the entwining of religious practices with consumer culture and corporate capitalism, the rise of therapeutic models of meditation and mindfulness, the politics of Euro-American appropriations of Native American and Buddhist religious practices, the implications of embracing religious variety and eclecticism, and the relationship between spiritual seeking and social justice.

Same as L57 RelPol 430

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L98 AMCS 4303 Clown Princes**

"Dying is easy, comedy is hard," runs an old theatrical adage.

Nevertheless, some of the most popular actors in American film have chosen the hard path by typecasting themselves in comedy, playing repeated variations on the same character. "Comedian comedy," representing films that showcase the distinctive skills of great clown-actors, is the central concern of this course. We will analyze how individual comedians rework performance traditions through the distinctive concerns of their time and culture to create idiosyncratic comic personae. We will look at films starring Charles Chaplin, Buster Keaton, Harold Lloyd, Laurel and Hardy, the Marx Brothers, Jack Benny, Peter Sellers, Jim Carey and Eddie Murphy. Work for the course will require reading in comic theory and analytical essays. Required screenings.

Same as L53 Film 430

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L98 AMCS 4310 Sociology of Higher Education**

What we call "higher education" in the United States is a complex web of institutions - nearly 3,000 4-year colleges, 1,500 2-year colleges, and still more postsecondary institutions that grant a variety of credentials. It is a system through which tens of millions of students pass each year; over the last few decades, the importance of earning a postsecondary credential has increased markedly. As such, higher education is deserving of rigorous scrutiny and careful interrogation. But in studying "higher education," we are in fact attending to a multitude of things - among other things, varied institutional types with different resources and different imperatives, experiences of accessing and navigating higher education that are widely divergent along axes of inequality, and institutional processes that play out on campus but have resonance beyond the university gates. In this course, which will be conducted as a discussion-based seminar, we will engage with texts examining the enterprise of higher education from varied vantage points, but always through a sociological lens. We'll discuss why and how higher education came to be so important and loom so large in contemporary life, the stark differences between different sectors of the higher education landscape, and how stratification occurs between and within institutions. We'll talk at length about how higher education is a microcosm of many of the inequalities we see in the broader society, looking at issues of race, class, gender, and politics on campus. By taking a sociological lens to studying higher education,



we'll learn a language and facility for rooting discussion of issues in higher education in theoretical grounding and empirical evidence. In so doing, students will develop the capacity to more critically assess research and public discourses on higher education, as well as their own work and experiences in the sector. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4310, and graduate students must enroll in Educ. 5310.

Same as L12 Educ 4310  
Credit 3 units. A&S IQ: SSC, SC EN: S

---

#### **L98 AMCS 4311 Black Experimental Music**

Founded on the South Side of Chicago in 1965, the Association for the Advancement of Creative Musicians (AACM) united dozens of African American artists who were interested in experimental approaches to composition and improvisation. Their creative work, often described as black experimental music, would transform black-identified musical styles like jazz as well as white-identified styles of experimental concert music from which African Americans were often excluded-until the AACM intervened. In this course, we will investigate the Association's history by reading and discussing a wide range of texts about the organization, including books and articles written by AACM members themselves. We will also examine a number of important recordings and musical scores created by AACM artists, including Muhal Richard Abrams, Fred Anderson, Anthony Braxton, Joseph Jarman, George Lewis, Nicole Mitchell, Roscoe Mitchell, and Wadada Leo Smith.

Same as L27 Music 4311  
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L98 AMCS 433A Performing Gender and Sexuality in America**

This course examines how the performance of gender and sexuality has shaped the social, cultural, and political history of the United States from the early nineteenth century to the present. While performance happens in everyday life, we will primarily focus on how the stage has been a potent space to debate issues about gender and sexuality. This course will put forth the argument that the stage has historically not only reflected broader social concerns, but also actively helped to shape those social dynamics. After an introduction to foundational ideas, we will start the semester with minstrelsy, signaling that the performance of gender and sexuality in America is deeply intertwined with race, class, and national belonging. Reading and viewing assignments bring together feminist theory, queer theory, American social history, and performance texts to build robust seminar discussions.

Same as L29 Dance 433  
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

---

#### **L98 AMCS 4370 Music and Performance: Pleasure and Politics in Popular Music**

Christopher Small has asserted that music is not a thing but an activity--something that people DO. Starting from this premise, this course explores popular music in performance and introduces students to the flourishing scholarship at the intersection of performance studies, sound studies, and popular music studies. We will attend to sound, music, listening, and voice-and we will consider these elements of performance in combination with costume, choreography, stage design, and audience participation and interaction. Exploring the choices of performers and the expectations of audience members in settings from gospel churches to Radio City Music Hall, this course moves through a wide variety of musical genres, including cabaret, blues, opera, musical theater, and rock. We will consider the pleasure and politics embraced by everyday people and activists who have used music in protest movements from the labor movement to Black Lives Matter. We also attend performances around St. Louis, guided by

the interests of the class. Upper-level undergraduates and graduate students (enrolled under a 500-number) with an interest in music, theater, dance, cultural history, American studies, and African American studies are especially welcome.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

#### **L98 AMCS 4373 Immigration, Identity, and the Internet**

This class examines a critical issue in contemporary societies: How do changes in technology affect the process of immigration and how immigrant identity is shaped?

Same as L32 Pol Sci 4373  
Credit 3 units. A&S IQ: LCD, SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

---

#### **L98 AMCS 440A Religion, Politics, and the University**

This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest to Professor John Inazu. Details on how and where to submit this statement can be found at <http://law.wustl.edu/COURSES/INAZU/seminar1/summaries/>.

Same as L57 RelPol 440  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L98 AMCS 4455 Ethnographic Fieldwork**

This is a practice-based course in ethnographic fieldwork. Using a local case study (the cultural politics of schooling), we examine ethnographic fieldwork as an academic instrument and public social action. The course prepares students for independent research in academic or professional fields developing skills in critical thought, thesis and question development, background and internet research, perspective and empathy, social and political-economic analysis, observation, interviewing, oral histories, note-taking, data analysis, cultural interpretation, and writing. Student work will contribute to the ongoing "St. Louis Schools' Ethnographic Documentation Project".

Same as L48 Anthro 4455  
Credit 3 units. A&S IQ: SSC Art: CPSC, SSC EN: S

---

#### **L98 AMCS 4456 Ethnographic Fieldwork: Energy Politics**

This is a practice-based course in ethnographic fieldwork that will focus on the politics of fossil fuels and the renewable energy transition in St. Louis and Missouri. We will situate ourselves as anthropologists with an interest in understanding relationships between global warming, the socio-technical arrangements of energy production, circulation, and use in the city and region, public knowledge, health, and social and cultural practices, and the roles and activities of businesses, political institutions, and elected officials. Through case studies we will work to produce critical knowledge aimed at pushing institutions, the city, and the region toward the transition to renewable energy. Our efforts will produce empirical documentation, case studies, and proposals and may include field trips to resource extraction sites and government offices

Same as L48 Anthro 4456  
Credit 3 units. A&S IQ: SSC Arch: SSP Art: SSP EN: S

---

#### **L98 AMCS 4491 American Unbelief from the Enlightenment to the New Atheism**

This seminar examines American secularism, humanism, and atheism from the Enlightenment forward to the present. Topics to be explored include: the tensions between secular and Christian conceptions of the republic, the civil liberties of atheists and nontheists, the battles over religion in the public schools, the culture wars over secular humanism and science, and the contemporary growth of the religiously

disaffiliated or religious "nones." The course considers not only the intellectual dimensions of skeptical critiques of religion, but also the underlying politics of secularism (and anti-secularism) in a nation routinely imagined as "under God."

Same as L57 RelPol 4491

Credit 3 units. A&S IQ: HUM Arch: SSP Art: HUM EN: H

---

### L98 AMCS 4501 Tennessee Williams Playwright

Topics in American Drama.

Same as L15 Drama 453

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L98 AMCS 4502 Techno-Orientalism: Race, Media & Society

From aliens and coolies, from the "yellow peril" to the "model minority," and from techies to subhuman quants, representations of Asians and Asian Americans have become tethered to the scientific and technological. This course examines the entanglements of race, science, technology, and politics in the Pacific world from the late 19th century to the present. Through the lens of techno-Orientalism -- an expansion and inversion of Edward Said's formulation -- we consider the historical conditions that have recast the East from an imagined "Orient" suspended in an eternal state of stagnation to a technoscientific "Orient" fetishized as the exotic future.

Same as L46 AAS 450

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

### L98 AMCS 4509 Interdisciplinary Topics in the Humanities: Freedom | Information | Acts

Same as L93 IPH 450

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

### L98 AMCS 450A AMCS Harvey Scholar Seminar

In this course, AMCS Harvey Scholars examine critical issues in American studies while receiving support and structure for their Harvey projects. Students discuss seminal texts and explore creative, literary and artistic productions and representations of American diversities and social contrasts. Class activities integrate academic journals, media, visual artifacts, and other texts that support students' specific projects while deepening their competencies in the field of American cultural studies. Participation includes attending the monthly AMCS Americanist Forum, which brings together faculty, postdoctoral fellows, graduate students and undergraduates. This course is part of the AMCS Harvey Scholar Fall-Spring seminar sequence, which is designed to support the intellectual and community life of AMCS undergraduates. Permission of the program is required for participation. Students place themselves on the waitlist and will be manually enrolled.

Credit 2 units. A&S IQ: HUM EN: H

---

### L98 AMCS 450B AMCS Harvey Scholar Seminar

In this course AMCS Undergraduate Harvey Scholars examine critical issues in American Studies while receiving support and structure for their Harvey projects. Students discuss seminal texts and explore creative, literary and artistic productions and representations of American diversities and social contrasts. Class activities integrate academic journals, media, visual artifacts, and other texts that support students' specific projects while deepening their competencies in the field of American cultural studies. Participation includes attending the monthly AMCS Americanist Forum, which brings together faculty, postdoctoral fellows, graduate students and undergraduates. The AMCS program director leads the seminar with support and involvement from faculty and staff. This course is part of the AMCS Harvey Scholar Fall-

Spring seminar sequence designed to support the intellectual and community life of AMCS undergraduates. Prerequisite: Permission of program. Students place themselves on the course waitlist and then will be manually enrolled.

Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L98 AMCS 4510 American Television Genres

Questions of genre are central to any exploration of television's texts, whether they are being analyzed as craft, commerce, or cultural phenomenon. Genre has been used by critics and historians to ascribe "social functions" to groups of programs and to diagnose cultural preoccupations, while genre has been used industrially to manage expectations among audiences, advertisers, programmers, producers, and creative professionals. Investigating genres ranging from the soap opera to the western, workplace situation comedies to sports, and game shows to cop shows, this course will explore the role of genre in the production, distribution, and reception of American television. Students will gain a critical understanding of genre theory and key arguments about the form and function of television texts and will develop a set of tools for analysis of televisual narrative and style, the social uses and meanings of genre, the institutional practices and presumptions of the American television industry, and the persistence of textual forms and audience formations in the face of structural changes such as deregulation, media convergence, and globalization. Required Screenings.

Same as L53 Film 451

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

### L98 AMCS 4522 Topics in American Politics: The Voting, Campaigns, and Elections

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 4522

Credit 3 units.

---

### L98 AMCS 454 Environmental Policy

Course will examine the relationship between environmental economics and environmental policy. The course will focus on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course will examine critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; (2) use of market incentives (e.g., prices, taxes, or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Same as L11 Econ 451

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L98 AMCS 4564 American Pragmatism

This course examines the history of American pragmatism through three of its primary founders, the philosophers Charles Peirce, William James, and John Dewey. It considers pragmatism as a response to the experience of uncertainty brought on by modernity, and contextualizes it amidst late nineteenth and early twentieth century thought and politics, namely, scientific methodology, evolutionary theory, the probabilistic revolution, Transcendentalism, the rise of secularism, slavery, Abolitionism, and the Civil War. Major essays by each thinker will be read as well as three intellectual biographies and one critical survey.

Same as L22 History 4564

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L98 AMCS 457 American Film Genres**

By close examination of three or four specific types of film narratives, this course will explore how genre has functioned in the Hollywood mode of production. Students will gain an understanding of genre both as a critical construct as well as a form created by practical economic concerns, a means of creating extratextual communication between film artist/producers and audience/consumers. Genres for study will be chosen from the western, the gangster film, the horror movie, the musical, screwball comedy, science fiction, the family melodrama, the woman's film, and others. In addition to film showings, there will be readings in genre theory as well as genre analyses of individual films. Required screenings

Same as L53 Film 450

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L98 AMCS 457A From Vitaphone to YouTube: Popular Music and the Moving Image**

This course considers American popular music as represented in audiovisual media from 1926 to the present. The relationship between the popular music industry (a commercial sphere oriented primarily towards the selling of sheet music and audio recordings) and audiovisual technologies (various screens and formats encountered in changing social and commercial contexts) will be explored along two complementary tracks: popular music performers as presented in performance-centered media and popular music as a narrative topic or resource in feature films. Three related analytical frames will shape our discussions: industrial and technological history (the material conditions for the making and distribution of popular music and moving images) the question of "liveness" in recorded audiovisual media aesthetics of various popular music styles as translated into audiovisual forms and contexts The course is in seminar format. The ability to read music is not required but students with music reading or transcription skills will be encouraged to draw upon these tools. Prerequisites: graduate status or completion of a 300-level FMS or Music course and permission of the instructor

Same as L53 Film 457

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L98 AMCS 4584 Contemporary American Fiction**

Same as L14 E Lit 4584

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L98 AMCS 460 Urban Economics**

Economic function of the city and the role of the city in a national economy. Local decision making; financing of local government expenditures. An analysis of selected urban problems, such as causes and effects of housing market segregation; decay and abandonment, landlord-tenant relations, crime, and urban transport systems.

Prerequisite: Econ 4011.

Same as L11 Econ 460

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L98 AMCS 4607 Historical Racial Violence: Legacies & Reckonings**

There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts. Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These 'haunting legacies' include heart disease and other health disparity, homicide rates, white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptualize and develop interventions intended to clarify and

disrupt legacies of racial violence, facilitating contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.

Same as L90 AFAS 4601

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L98 AMCS 460E Education of Black Children and Youth**

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Same as L12 Educ 4607

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L98 AMCS 461B Construction and Experience of Black Adolescence**

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology, and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality, and education.

Same as L90 AFAS 461B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC

---

**L98 AMCS 4620 Topics in English Literature II: Travel and Colonization in the Early Modern Period**

Variable topics, such as Travel and Colonization in the Renaissance; Renaissance Skepticism and the Literature of Doubt.

Same as L14 E Lit 462

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM EN: H

---

**L98 AMCS 4621 The Political Economy of Urban Education**

Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course will be on the dynamic interrelationships among the political economy, urban education, and social stratification. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Undergraduate students must enroll in Educ. 4621, while graduate students must enroll in Educ. 5622

Same as L12 Educ 4621

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

**L98 AMCS 4625 Topics in Politics: Democracy and Inequality in an Age of Globalization**

Same as L32 Pol Sci 4625  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L98 AMCS 4631 The Binational Condition. The Mexico-U.S. Relationship in Mexican History and Culture**

From the 19th century onwards, the relationship between Mexico and the United States has been defined by intense tensions and contradictions. Closely intertwined by geopolitical engagement and integrations, mutual migration flows, and rich cultural exchange, both countries belong to a binational system with few equivalents around the world, which defines the lives of people living across North America. And yet, few people in the United States have access to a clear and rigorous understanding of the Southern neighbor, often leading to conflict at the political and social levels. This class explores this historically, from the early frictions caused by territory and slavery to the binational conditions of the present. The class emphasizes the Mexican perspective of the relationship, often erased in discussions from the U.S. From this perspective, the course will engage critical moments in the history of the relationships, such as the underground railroad to the South, the Mexican American War, the Guadalupe Hidalgo treaty, and the Cold War. The class will also discuss the ways in which Mexico has influenced the United States culturally, from the impact of Mexican post-Revolutionary art in the New Deal to the rise of film directors like Alfonso Cuarón and Guillermo del Toro. Finally, the class will lay out the ways in which Mexicans and scholars of Mexican studies think about questions such as regional development, the border, immigration, and the Drug War. Prereq. L45 165D or prior coursework on Global Studies, Latin American Studies or American Studies. The course covers the seminar requirement for majors and minors in Latin American Studies.  
Same as L45 LatAm 4631  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L98 AMCS 4633 20th-Century Latin American Revolutions**

Latin America has been described as one of the most "revolutionary" regions of the world in the twentieth century. It experienced four major social revolutions and gave rise to many consequential guerrilla movements. This course uses theories of revolution and a social science historical approach to elucidate the causes, processes, outcomes, and implications of revolutions in Mexico (1910), Bolivia (1952), Cuba (1959), and Nicaragua (1979). It also analyzes late 20th century revolutionary guerrilla movements in El Salvador and Peru. Why peasants, university students, and women formed key social bases of support for revolutionary movements and how revolutions were institutionalized and consolidated will receive special attention.  
Same as L97 GS 4633  
Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

---

**L98 AMCS 4647 California Dreamin': Los Angeles Culture and the Making of the 20th Century**

"California Dreamin'" delves into the many cultures of Los Angeles, a dynamic global city with its cultural origins in the early 20th century. Over its decades of development and transformation we will explore continuities and new directions. The region has always been an encounter zone: between indigenous cultures, colonizers from Mexico, Pacific rim, and Anglo settlers. How has this cultural richness taken different shapes over the course of the 20th century? LA offers an especially cogent site for understanding how a city with a very specific if layered urban identity has been constituted by and through representation. Over the semester we traverse a range of cultural texts--the arts and architecture, film, literature, and urbanism--where the image of the city has been shaped. The course asks how Los Angeles culture at various points struggled to find new articulations and avenues into the future, against the weight of its own defining histories. A week-long trip to Los Angeles -supported through our dedicated travel fund in AHA-will give students an opportunity to see firsthand

how the presentday city and its many sectors find expression in the arts and visual culture, or give evidence of different realities. Prerequisite: Minor or major status in AHA; Any course in 20th c. American arts, literature, or film. Or permission by instructor  
Same as L01 Art-Arch 4746  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM EN: H

---

**L98 AMCS 465A Latin American Subcultures**

This course has been planned as an introduction to the interconnections between "high" culture, popular culture, and mass culture, with particular emphasis on the formation of urban subcultures in contemporary Latin America. The topic of subculture and counterculture will be analyzed, taking into consideration the influence of factors of class, race, and gender in the construction of alternative cultural identities. Some of the connections to be studied are between political power and cultural resistance, affect, violence, symbolic value, hegemony and marginality. Distinctions will be made between culture, subcultures, traditions, and lifestyles as well as between multiculturalism and interculturality. While the first part of the course will introduce critical concepts, theories, and methodologies, the second half will focus on specific articulations between cultural practices and the domains of belief, sexuality, violence, and social media, including uses of music, video, and films. Students will prepare a final paper on a Latin American subculture of their choice and analyze it using the critical and theoretical tools discussed in class. Prerequisite: L45 165D. This course fulfills the seminar requirement for Latin American Studies majors and minors.  
Same as L45 LatAm 4650  
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L98 AMCS 4661 Historical Archaeology**

This course focuses upon the methods and techniques employed in historical archaeology. We will include method of integration of written records through contextual studies, discussion of specific artifact type identification techniques, and seminar type treatments of other aspects of the field. The class will include some hands-on lab work, working primarily with materials from the first American fort west of the Mississippi (Fort Belle Fontaine) and two Civil War period mansions. Prerequisite: 3 credits of archaeology or permission of instructor.  
Same as L48 Anthro 4661  
Credit 3 units. A&S IQ: HUM, LCD, WI Art: HUM

---

**L98 AMCS 4671 Constructing the (Racial) Other: From the Colonial Caste System to U.S. Latinos**

The goal of this course is to introduce students to categories and concepts related to the questions of race and ethnicity in Latin America, from colonial times to the present. The course also covers U.S. Latinos as a population of Latin American descent that presents particular characteristics connected to the issues of migration, identity politics, reterritorialization, and cultural hybridity. Based on the theoretical and critical study of problems related to colonialism, social classification, miscegenation, whiteness, discrimination, and the like, representative literary and visual materials will be discussed to illustrate the connections between race, social roles, domestic/public spaces, work, democracy and modernization. The issue of race will be analyzed in its multiple articulations to the themes of nationalism, interculturalism, migration, and symbolic representation. This course covers the seminar requirement for Latin American Studies majors. Prerequisite: L45 165D, one other class in Latin American studies, or one class on race studies.  
Same as L45 LatAm 467  
Credit 3 units. A&S IQ: HUM, SC, SD EN: H

---

---

**L98 AMCS 4689 American Intellectual History to 1865**

This course presents an overview of American intellectual history from the early seventeenth century and the founding of the first English settlements in North America to the mid-nineteenth century and the American Civil War. We will investigate how different thinkers responded to and helped shape key events and processes in colonial and early American history, concentrating in particular on developments in religious, political, social, scientific, and educational thought. We will cover major topics such as: Puritanism; the Enlightenment; Evangelicalism; Romanticism; and the inner Civil War. We will address concepts central to the formation of the nation's identity including those of the covenant; republicanism; citizenship; equality; freedom; liberty; natural law; transcendentalism; order; reason; progress; and democracy.

Same as L22 History 4689

Credit 3 units. A&S IQ: HUM EN: H

---

**L98 AMCS 470 American Intellectual History Since 1865**

This course concentrates on social, cultural, philosophical and political thought since the end of the Civil War, and investigates how American thinkers have responded to the challenge of modernity. After an examination of the end of the old religious order and the revolt against Victorianism, it analyzes the subsequent rise of pragmatism, progressivism, literary modernism, radical liberalism, political realism, protest movements and the New Left, neo-conservatism and the New Right, and the current state of intellectuals in post-911 America.

Same as L22 History 469

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L98 AMCS 472 American Art and Culture, 1945-1960**

The rise and 'triumph' of Abstract Expressionism has long dominated the story of American art following World War II. This new seminar will put Abstract Expressionism into context with parallel developments in the arts, photography, and film. Among the topics we will consider: the conversation between émigré artists and American culture during and after the war; the emergence of a 'noir' aesthetic in film and literature; the early work of Jasper Johns and Robert Rauschenberg and the so-called 'aesthetic of indifference' in relation to Ab. Ex.; artistic collaborations at Black Mountain College; New York school photography and photojournalism; and the cultural impact of the A bomb. PREREQUISITES: A 300-LEVEL COURSE ON 20TH CENTURY ART, PHOTOGRAPHY, OR HISTORY, OR PERMISSION OF THE INSTRUCTOR.

Same as L01 Art-Arch 4721

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

**L98 AMCS 474 Americans and Their Presidents**

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through George W. Bush. In addition to a consideration of the President's political and policymaking roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.

Credit 3 units. A&S IQ: HUM EN: H

---

**L98 AMCS 4744 TransAmerica: The U.S. and Mexico Between the Wars**

Many areas of 20th-century U.S. culture between World Wars I and II were inspired by postrevolutionary Mexico. The Mexican Revolution (1910-1917) profoundly reoriented modern Mexico, introducing new cultural and aesthetic forms and historical themes over subsequent

decades. Mexican artists contributed to a new national consciousness drawing on indigenous Mexico and on the new politics of workers and peasants, which were given monumental expression in mural painting. The bidirectional exchange between U.S. and Mexican artists was of great importance for the cultural revitalization of the New Deal and after in the United States. Among artists, writers, anthropologists, and tourists, the vogue for things Mexican was fed by many sources, including increasing travel, diplomatic exchange, and a yearning for alternatives to U.S. modernity. This seminar will support travel to Mexico City, funded by the Department of Art History and Archaeology. Students in this course must be graduate students or undergraduate majors or minors in Art History and Archaeology or Latin American Studies. Recommended prerequisite courses include one 300- or 400-level course in 20th-century U.S. art or history or one relevant course in the Latin American Studies program.

Same as L01 Art-Arch 4744

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

---

**L98 AMCS 4745 Cahokia to Contemporary: Native American Arts, Past(s) and Future**

The arts of Native American communities demand a primary place in both American and global art histories. The historic depth, variety of cultural expression, and circumstances of the collection, exhibition and interpretation of native arts continue to demand our careful and critical attention. We are well situated in St Louis to consider both the indigenous artistic cultures of our own region, and to observe the vitality of native modern and contemporary art practice. Key concerns include the artists' relationship to space and place, their presentation of identities, politicized and activist dimensions of their practices, their negotiation of issues of race and gender, and their conscious relationships to both historic traditions and to contemporary culture. Through the study of local collections and special exhibitions on view in 2023, we will examine a significant range of works-from the Mississippian cultures exemplified by the nearby sites of Cahokia and Sugar Loaf Mound, to the collection of historic materials we will study at the Kemper Art Museum, to the modern and postmodern works on view locally by such artists as Fritz Scholder, Edgar Heap of Birds, Juane Quick-to-See Smith, Faye HeavyShield, Wendy Red Star, Rose Simpson, and others. Class field trips to Cahokia, to the CounterPublic Triennial in St. Louis, and on a spring weekend to Washington DC to visit the National Museum of the American Indian are funded by a generous grant from the Mark S. Weil and Joan M. Hall Endowment for Art History & Archaeology. Prerequisites: One 300-level course in Art History or permission of instructor

Same as L01 Art-Arch 4745

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: AH, HUM EN: H

---

**L98 AMCS 476 The City in American Arts and Popular Culture, 1900-1940**

From the mid-nineteenth century forward, artists, writers, sociologists, and cultural critics have identified the city as the primary site of a vast array of historical changes associated with modernization. This course will explore the range of cultural responses to the new 20th century city up to World War II. The American city was seen as both an incubator of difference, and of mass conformity and manipulation; a dynamic space in which to form fluid networks that catalyzed new forms of creativity, and a place of strangers and social alienation. We will trace the history of these polarized responses in the 20th century arts and literature of the city, looking at the vibrant popular culture of film, vaudeville, and cross-dressing; new aesthetic forms such as collage and expressionism; and new urban subjects. Prereqs: 300-level course in American 20th c. Cultural History, American Art, Literature, or permission of instructor.

Same as L01 Art-Arch 475

Credit 3 units. A&S IQ: HUM Art: AH, CPSC, GFAH, HUM BU: HUM EN: H

---

---

### **L98 AMCS 4774 Art and Culture in 1920s and 1930s America**

Mass consumption and the expansion of mass culture; mechanization; and the birth of a new visual culture that turned on animation, advertising, photography, and film. Taking our cues from the cultural contradictions and historical tensions embedded in F. Scott Fitzgerald's great novel of 1925, and the 2013 film inspired by it, this seminar will trace what many at the time called the "Rediscovery of America" and its tribulations. American artists, writers, and cultural theorists embraced the possibilities and pitfalls of American modernity, the nation's mythic promise and its historical dilemmas in the face of growing commercialization and standardization. This seminar is a interdisciplinary look at the art, visual culture, music, literature, and cultural essays of the 1920s through the lens of nation, race, region, and cultural identity(ies). Prerequisite: 300-level 20th-century American art, history, or literature course, or permission of instructor.

Same as L01 Art-Arch 4774

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

### **L98 AMCS 478 Topics in Transmedia Franchises**

This variable topics course for advanced undergraduate and graduate students is an interdisciplinary seminar on transmedia franchises. In particular, it is recommended for those seeking to understand transmedia storytelling as an artistic, industrial, and cultural practice. As such, this course will bring into conversation various methodologies and perspectives, including film and media scholarship as well as other fields of study in the humanities and social sciences. The goal of this interdisciplinary approach is to illuminate how transmedia franchises have developed since the early 20th century to become the dominant product of the American -- and, increasingly, global -- cultural industries. Foci of this course may include such topics as individual franchises; global transmedia history; the franchise strategies of individual cultural industries (e.g., the Japanese media mix); or representation within franchise texts, production cultures, and fan communities. This course serves as a capstone for Film & Media Studies majors. Weekly or bi-weekly screenings or hands-on media labs are required.

Same as L53 Film 478

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L98 AMCS 4785 Art and Culture in 1920s America**

This interdisciplinary seminar examines the relationship between art and 1920s culture in the United States, including how artists and critics thought about the nature of our cultural heritage (both its rich possibilities and its limitations); the potential of technology and urbanization as well as the threats they pose to older cultural values; the nature of a multicultural society and the contributions of minority traditions to the evolution of American culture; the lure of the Southwest; early criticism of popular media; and the conversation between popular culture and high art. Prerequisite: L01 113 or permission of instructor.

Same as L01 Art-Arch 4785

Credit 3 units. Art: AH

---

### **L98 AMCS 480 Education and Public Policy in the United States**

This course takes a triangulated approach to the field of public policy as it relates to education and social problems. First, the course emphasizes theories of public policy that frame the field of policy studies. Second, the course emphasizes the skills related to the exercise of policy analysis. Third, this course simulates the policymaking context through students' participation in mock congressional testimonies. Educational opportunity, achievement inequality, and social change will be the primary interests that link these course features. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Same as L12 Educ 489

Credit 3 units. A&S IQ: SSC Art: SSC EN: S UColl: ACS

---

### **L98 AMCS 481B Advanced Seminar: New York, New York: The Empire City from Stuyvesant to Trump**

This research seminar engages the long history of greater New York City: from the place Native Americans called Manna-hata to the largest city in the United States and the world political, financial, and cultural capital that it is today. The course explores New York City's ambivalent relationship with America, with the world, and with itself. It focuses on matters of power - how, in different moments of the city's history, it was defined, who held it, and how various groups managed to contest for it; matters of exchange and extraction - political, cultural, and economic; and matters of belonging - whether a city of immigrants, exiles and refugees succeeded in becoming a home for the homeless. It pays close attention to both the micro - the street corner and the political ward; the bridge and the tunnel; the gentrifying neighborhood; the mosaic of the city's foodways; the theater, financial, slaughterhouse, brothel, and other districts - and the macro - the banks and the stock exchange; the port and transit authorities; the instrumentalities of knowledge and cultural production in the city's universities, print media, clubs, and salons; the sports empires; and the political machines, organized crime, grassroots labor and political movements, insurgencies, and undergrounds. Above all, the course will foreground the city's massive and unbearable contradictions, as a city of skyscrapers and of basement dives, lures, and snares; as a symbol of the future and freedom bound to traumatic, slave, and unfree pasts; as a symbol of modern independence bound to modern interdependence; and as a place of renaissances and ruinations, where the world either comes together or spectacularly falls apart. Sites of potential investigation, in a list that is suggestive rather than exhaustive, range from the African Burial Ground to the 9/11 Memorial and Museum, from Hamilton to Hamilton, from Boss Tweed to Robert Moses, from the Five Points to Chinatown, from Delmonico's to Sylvia's, from Blackwell's Island Lunatic Asylum to Hart Island Potter's Field, from the African Free School to Ocean Hill-Brownsville, from Marcus Garvey to Amadou Diallo, from Billie Holiday to Andy Warhol, from James Baldwin's Harlem to Stonewall, from George Steinbrenner to Jerry Seinfeld, from the Gowanus Canal to Estée Lauder, and, in the spirit of the course title, from Stuyvesant to Trump. Students will engage with the history of New York City via two three-page book reviews, a three-page site analysis, and two five-minute oral reports on assigned readings before conducting their own original research in consultation with the instructor that will culminate in a 15-page final essay. Attendance at all classes and participation in class discussions required. This course fulfills the history major capstone requirement as an Advanced Seminar.

Same as L22 History 481B

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L98 AMCS 481W History of Education in United States**

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students will be enrolled onto the waitlist. Because this is a writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given to students who are majoring/ minoring in Educational Studies, Teacher Education, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment. Undergraduate students must enroll in Educ. 481W, and graduate students must enroll in Educ. 5810.

Same as L12 Educ 481W

Credit 3 units. A&S IQ: HUM, SC, SD, WI Arch: HUM Art: HUM BU: BA,  
HUM EN: H

---

### **L98 AMCS 487 Topics in American History**

This course explores the racial construction of the use of legal and illegal substances in American history from the mid-19th century to the present. We will spend time engaging in a historical analysis of the social, economic, and racial dynamics that defined drug addiction in popular imagination, and examine how these factors contributed to discussions about legality, access to substances, one's ability to be rehabilitated, and criminal status. Regarding criminality we will particularly explore sociological and theoretical perspectives of labeling, habitual and occasional offenders, and moral panic in order to understand how racial minority groups were targeted for different rhetorical, legislative, and economic purposes. One major goal of the course will be to outline the early 20th century beginnings of the war on drugs and connect it to the century long growth of a militarized police system and prison industrial complex. We will secondly work to understand the role of local and national political actors, law enforcement, and the media in manufacturing and maintaining connections between race, crime and drugs. Ultimately, we will use our study of drugs to contextualize 21st century issues of police violence, increases in homicide in minority communities, mass incarceration, poverty, segregation, and mass movements of protest.

Same as L22 History 487

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L98 AMCS 4884 Advanced Seminar: The Roots of the American Working Classes: Myths, Realities, Histories**

The diverse realities of American labor and working-class experience have long been submerged under layers of politics and ideology. How should we study the lives of working people? What questions should we ask? Where do we go to answer them? This research seminar engages the lived experiences of the American working classes, in all their complexity, over the long 19th- and 20th-centuries, to the present. The course has the double project of (1) exploring the roots of mythologies about American working people that have the effect of distorting or erasing their experiences, efforts and accomplishments, and struggles for organization, visibility, citizenship, and power, with special attention to mythologies about American workers who are non-white, non-male, and non-U.S.-born who did/do not fit conventional tropes of "American labor" or "the white worker"; and (2) exploring the roots of working people's experiences, as shaped by forces of technology, class, race, gender and sexuality, religion, nationalism, and violence: what are the challenges, conceptual and archival, of studying the people, in their working and familial/community lives, as producers and consumers, in their organizing efforts, and in their civic and political capacities? How did the transformation of work, technology, culture, and society over this long era from Enslavement to Artificial Intelligence, from Blackface Minstrelsy to Hip Hop, shape working people's lives and struggles? How did working people survive cataclysmic crises, from the Civil War to Covid, and mold the evolution of American citizenship and democracy? Each student will produce a 12-15 page original research paper related to the course material, based on an analysis of primary sources, in consultation with the instructor, and due at the end of the semester; the course is designed to closely mentor students in this project.

Same as L22 History 4884

Credit 3 units. A&S IQ: HUM, SC EN: H

---

### **L98 AMCS 490A AMCS Portfolio Workshop: Academic Citizenship**

How can students develop a stronger sense of academic identity and purpose? How can research translate into opportunities beyond the classroom, from service to politics? In this workshop AMCS Majors explore these questions while receiving support at a crucial milestone, the Senior Capstone. Through reflection and writing students develop a

stronger intellectual identity, and consider how their research prepares them to participate in conversations and activities that transcend scholarship. This participation is a kind of "academic citizenship" with students leveraging their learning to engage intellectual, social, and political life in and beyond campus. Students do this primarily through consideration of their capstone research, happening concurrently in the AMCS Capstone Workshop or in an approved seminar. While encouraging Majors to consider the intersection of their academic and personal goals, the workshop supports research (e.g., guest faculty discuss methodology), gives structure to activities already required for the Major (e.g., the capstone abstract), and builds community (e.g., peer-led discussions). The workshop also provides time and space for students to curate their AMCS portfolio. The Fall Workshop is part of a workshop series designed to help AMCS Majors develop their portfolio and provide additional training and support at particular milestones in the major. The portfolio and accompanying workshops is a response to students' feedback. Graduating seniors said they would have liked more structured time to reflect on their work in the major; they would have liked to document their progress in the program more fully; and they wanted more opportunities to strengthen their class cohort. The Fall Workshop will provide all of those things, while centering students' attention on their growth as scholars and engaged citizens.

Credit 1 unit.

---

### **L98 AMCS 490B AMCS Portfolio Workshop: Connections and Explorations**

Where have your studies in American Culture taken you? In this one-credit workshop AMCS Majors work with mentors and peers to reflect on their journey through the major, prepare for the public presentation of their capstone research in early April, and prepare for life after college. The course gives AMCS Majors space and time to think more deeply about what they have achieved academically and where their intellectual and personal priorities intersect. We hope it helps AMCS students to discover connections among what they have done and learned in the program and clarifies post-college goals and pursuits. Some of the workshop activities are required for the major (e.g., the capstone presentation). The course provides structure, support, and academic credit for doing them. The workshop is a response to students' feedback: Graduating seniors tell us they would have liked more structured time to reflect on their work in the major; they would have liked to document their progress and growth in the program more fully; and they wanted more opportunities to strengthen their class cohort. The Senior Workshop will foster all of these things, while centering students' attention on the connections among their academic, personal, and career interests.

Credit 1 unit.

---

### **L98 AMCS 490R Monuments, Museums, and Mountains: Religion and the Politics of Place in Modern America**

Some of the most intense battles in American culture are fought over hallowed places and public memory. This class will examine various contested sites on the borders of pilgrimage, tourism, religious display, and civic commemoration. Among the topics to be considered are: Confederate monuments and plantation tours, Mount Rushmore and the Black Hills, the "Ground Zero Mosque" controversy, the Museum of the Bible and evangelical visions for the nation's capital, the public display of the Ten Commandments and the Satanic Temple's monumental interventions, Holy Land pilgrimages, and such alternative religious landscapes as Sedona and Salvation Mountain. Students will also have the opportunity to identify and explore sites of their own choosing as places of religious and political drama within modern American culture. There are no prerequisites for this course, and it is open to both undergraduates and graduate students.

Same as L57 RelPol 490

Credit 3 units. A&S IQ: HUM EN: H

---

**L98 AMCS 4926 Contemporary Art of the U.S.-Mexico Border and Beyond**

The question of the materiality of borders has attained new urgency with the resurgence of nationalist and anti-globalist movements. Calls for a "big, beautiful wall" on the U.S.-Mexico border are but one striking example of this phenomenon. A wall, a fence, a line, or a zone may focus attention on a narrow space, but it does so at the expense of broader narratives of structural inequality, the lingering violence of colonialism, and the rapid scale of climate change. The simplicity of a barrier is a particularly damaging fiction, one that avoids examinations of the larger forces that divide us. This upper-level and graduate seminar will delve into the history of "border art" as a category -- whether public art, sculpture, installation, new media, or performance -- using the U.S.-Mexico border as an extended in-depth case study. Analysis will not be limited to this region, as the course encourages a comparative approach that places disparate regions into dialogue with each other. In addition, we will also consider the issue of divides and borders locally, within the St. Louis area and its suburbs. Prerequisites: Intro to Western Art or Intro to Modern Art, plus one 300-level course in Art History.

Same as L01 Art-Arch 4926

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

---

**L98 AMCS 495A Religion and the State: Global Mission, Global Empire**

This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: how has this nation's history been shaped by religious "others" both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence--including, for example, foreign policy and diplomacy, missionary activity, and economic practices?

Same as L57 RelPol 495

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L98 AMCS 4977 Mapping Art, Race, & Community in the US-Mexico Borderlands**

This upper-level undergraduate seminar will delve into the history of "border art" as a category, whether in terms of public art, sculpture, installation, new media, or performance, using the U.S.-Mexico border as an extended in-depth case study. Students will collaborate to add to an ongoing mapping project of community engaged art on the border and create multimedia materials to augment or interpret the data as they see fit. As such, this course builds Digital Humanities practices and methodologies throughout the semester. Students in the course will also work to map race and population data along with their chosen artworks. In doing so, the course challenges students to think beyond U.S.-centric concepts of race and ethnicity and explore how the "third space" of the border shapes artistic practices and approaches to community. Prerequisites: One introductory Art History course or permission of the instructor.

Same as L01 Art-Arch 4977

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L98 AMCS 4982 Public Art: History, Practice, Theory**

The course will consider the history and functions of public art, with special attention to public art in St. Louis. We will survey not only the obvious forms of public art in urban sculpture and mural painting but also less traditional intersections of art and public in such sites as the internet. We will also examine the operations of institutions -- national and local arts agencies, international exhibitions, nonprofit centers and the like -- that foster a public engagement with contemporary art. Finally, we will consider new priorities and projects in public art,

especially socially oriented and environmentally sustainable initiatives. Prerequisites: L01 113, Intro to Western Art; or L01 215, Intro to Modern Art; one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 4982

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L98 AMCS 4984 The Problem of New World Freedom: The Age of Democratic Revolution in the U.S. and the Americas**

Ever since the improbable alliance of the English pirate and slave trader Sir Francis Drake and the fugitive slave Cimarrons on the Atlantic coast of Panama many centuries ago, the history of freedom in the New World has unfolded in unlikely fits and starts. The course will explore two related conjectures: first, that maroon politics (the often short-lived alliances between slaves, quasi-free blacks and white allies), slave rebellion, provincial secession and civil war were the widespread and normative conditions of post-colonial regimes throughout the New World; and second, that the problem of freedom was especially challenging in a New World environment in which freedom was fleeting and tended to decompose. Special attention will be given to antislavery insurgencies, interracial politics and alliances in the United States and the perspectives on freedom they produced, but the readings will also include materials on debates over freedom in the Caribbean and South America over the course of the long age of democratic revolution, 1760-1888.

Same as L22 History 4984

Credit 3 units. A&S IQ: HUM, SD EN: H

---

**L98 AMCS 4992 The Business of Us All: In/equality in Theory and Practice**

This course uses a trans-disciplinary approach to discuss in/equality and its interrelated topics of inequality, inequity and social justice. While the focus is on the U.S. predominantly, lessons learned from our global partners are important components of our discussions. The course will emphasize the implications of our findings for other ethnic/racial minorities around the world. Equality speaks to issues of priority, fairness and impartiality. On the other hand, inequality is defined as marked difference among individuals or groups of individuals in the distribution of social goods. Inequity, which considers bias, discrimination and injustice in distributive systems, pushes the discussion further. As the various forms of social, political and economic inequalities are mutually reinforced, we examine economic inequality, residential segregation and housing quality; dis/investment in neighborhoods and communities; resource allocation to low income, city and predominantly ethnic minority schools; academic underachievement of minority youth; access to and provision of appropriate healthcare; curtailment of social welfare programs; the presentation of stereotypical images of persons of color in the media and school curricula; morbidity, mortality, and longevity rates for persons of color; environmental hazards; the surge in incarceration related to substance abuse and escalating criminal prosecution, as well as discriminatory behavior of police and judges. All of the foregoing is made worse by race and gender status variables. Such factors cannot be considered inconsequential to social im/mobility and equality in the larger society. The collateral damage borne by the intergenerational transfer of social im/mobility and in/equality to future generations are integral to course discussions.

Same as I50 INTER D 4992

Credit 3 units. A&S IQ: LCD, SC EN: H

---

**L98 AMCS 4996 Race, Memory, and Performance**

This course takes as its starting point the vexing questions of history, memory, and identity that activists, scholars, artists, and others have posed in recent years. What is to be done with the commemorative landscape of monuments and memorials? How do we account for the silences and erasures in archival records? How should histories



of racial violence be commemorated? These are questions that have been taken up in many arenas of civic life, including public art, "living history" tourism, museum studies, and urban planning. They have also been taken up by theater artists and performance artists who use their bodies, narrative, historical fact and, sometimes, fiction to bear witness to the past and to imagine new futures. In this course, we will examine the role of theater and performance in constituting-and-challenging-the historically contingent meanings of "race;" we will also explore how performance of history shapes national narratives. Artists to be explored might include Branden Jacobs-Jenkins, Mary Kathryn Nagle, Dread Scott, Quiara Alegria Hudes, Simone Leigh, and Heidi Schreck. Artistic and/or performance experience is not required. Students will have the opportunity to propose their own commemorative projects; together we will explore whether and how performances of the past can do a certain kind of reparative work necessary for a more equitable future.

Same as L15 Drama 4996

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM, VC BU: BA, ETH EN: H

---

### **L98 AMCS 49KK Advanced Seminar: The United States in Afghanistan: Origins, Developments, Consequences**

This course offers a historical examination and analysis of America's involvement in Afghanistan from the Cold War through the present, focusing in particular on the US War in Afghanistan from 2001 onward. Special attention will be given to political, military, diplomatic and economic dynamics as well as to international relationships, the experience of war and the subsequent developments upon both American and Afghani societies. Major topics covered include US covert operations against the Soviets in Afghanistan during the 1980s; revolution, civil war and the rise of the Taliban during the 1990s; 9/11 and the War on Terror; national building and stability measures during the early 2000s and subsequent security threats in the form of an insurgency, warlords, drug gangs, criminal networks and the al-Qaeda alliance of terrorist organizations; the key roles played by Pakistan, India, Iran, Russia, China and Central Asian states; the Obama surge and counterinsurgency operations starting in 2009; the soldier's experience, special forces, and covert operations; prisoners, torture and human rights abuses; the end of NATO's mission in 2014 and subsequent developments: the Ghani government, the return of the Taliban, the arrival of ISIS, the peace process, the U.S. drawdown and the elusive quest for peace and stability in Afghanistan. This is a capstone course open to history majors only. This course fulfills the History major capstone requirement as an Advanced Seminar.

Same as L22 History 49KK

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### **L98 AMCS 49PK The Founding Fathers' Government in an Electronic Age**

This is a research seminar that examines how Americans sought to translate their notions of government into a realistic set of priorities and a functioning set of public institutions. Extending from 1789 through the 1820s, this course investigates how the federal government came into being, what it did, and who populated the civilian and military rank of American officialdom. This is also a course in digital history. Students will create new knowledge through their own contributions to an ongoing digital project that seeks to reconstitute the early federal workforce. In the process, students will learn a variety of digital techniques, ranging from encoding languages to electronic systems to software packages.

Same as L22 History 49PK

Credit 3 units. A&S IQ: HUM EN: H

---

### **L98 AMCS 49SA Advanced Seminar: Slavery in America: The Politics of Knowledge Production**

This course focuses on the long history of chattel slavery in North America, from origins through emancipation, encompassing Black and Indigenous enslavement. The course foregrounds the struggles over power, over life and death, that were at the heart of slavery's traumatic and grotesquely violent two-hundred-fifty-year career in North America, with attention to hemispheric context. At the same time, it highlights the fiercely contested historical battleground where scholars have argued about how to define American slavery--as a system or site of labor, production, and reproduction; law, property, and dispossession; racial and gender domination; sexual violation, rape, and incest; psychological terror and social death; containment and marooning; selfhood and nationality; agency and resistance; anti-colonial and revolutionary liberation and millennial redemption. Finally, it engages the "politics of knowledge production" that have produced the slavery "archive," replete with its annihilating silences, repressions, and erasures, and overdetermined "presences." In the end, the course's overarching question is how the politics of slavery, of its material experiences, interpretations, and archives, have shaped the lives and afterlives of slavery and race, to the present day. Students will conduct original research on topics related to North American slavery in consultation with the instructor that will culminate in a 12-15-page final essay. The course includes attention to the role of slavery in the founding and development of Washington University, and research projects that engage the University's slavery "archive" and questions related to enslavement in the history of the University and/or the history of St. Louis are welcome and will be supported by Olin Library Special Collections and other resources. Modern, U.S. PREREQUISITE: SEE HISTORY HEADNOTE.

Same as L22 History 49SA

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

## **American Culture Studies Major**

### **Program Requirements**

- **Total units required:** 32, at least 24 of which must be at the 300 level or higher
- **Grade requirement:** C- or higher

Visit our Course Listings webpage for a complete list of courses, by semester, that count toward the AMCS major. For more information about the major — including past examples of projects, leadership opportunities, and an FAQ — please visit our AMCS undergraduate webpage.

### **Requirements**

- **Introductory course** (3 credits), as designated by American Culture Studies. Options for this requirement have recently included AMCS 220 Topics in AMCS: Race and American Popular Music, AMCS 206 "Reading" Culture: The Visible and Invisible: Introduction to American Visual Cultures Studies, and AMCS 202 The Immigrant Experience. Visit our Course Listings webpage for the full listing by semester.
- **Subject focus area course work** (9 credits): Three courses in a single subject focus area, two of which must be at the upper level.

- **Methods focus area course work** (9 credits): Three courses in a single methods focus area, two of which must be at the upper level.
- **Fieldwork** (3 credits): Enrollment in an approved fieldwork course. Options include L98 479: On Location: Exploring America; L98 330D: Culture and Identity: The Race for Criticism: African American Culture and Its Critics; and L98 3360: Fashioning America: A Cultural History of Fashion, Shopping, and Advertising.
- **AMCS 375A: Methods and Visions** (3 credits): Students must have junior standing to enroll in this writing-intensive methods seminar, which is offered each fall semester.
- **Senior capstone project** (3 credits): This multidisciplinary project is a culmination of the course work in the major; a student can also earn 6 credits if the project is an honors thesis. Capstone projects are proposed at the end of the junior year and completed during the senior year. The capstone requirement is fulfilled through one of the following three scenarios:
  - A **one-semester independent research project** pursued with guidance from an advisor;
  - A **two-semester honors thesis** (for those eligible for honors work); or
  - A **one-semester project completed** in the context of an approved 400- or 500-level seminar.

Students pursuing the one-semester independent project or the honors thesis participate in the AMCS Capstone Seminar (L98 400A), a preparatory workshop-style course that provides support and structure for the capstone. Students choosing the seminar-based capstone carry out their project with guidance from the faculty instructor, and support from their AMCS major advisor. In all cases, students present their capstone to the AMCS community in a research colloquium at the end of the spring semester.

- **Two 1-credit workshops** — AMCS 490A AMCS Portfolio Workshop: Academic Citizenship and AMCS 490B AMCS Portfolio Workshop: Connections and Explorations — taken during the fall and spring of the senior year, respectively.
- **At least two multidisciplinary courses**, taken as part of the above major requirements and designated by AMCS. AMCS 375A and courses that count toward the fieldwork requirement may not also count toward the multidisciplinary requirement. Students are encouraged to take multidisciplinary courses that connect to the subjects or issues in their focus area. Visit the AMCS Courses webpage for a complete list of general and multidisciplinary courses that count toward the AMCS major.

## Additional Information

### Established Focus Areas

- **Subject Focus**
  - Race & Ethnicity
  - Gender & Sexuality
  - Ability & the Body
  - Place, Space, & the Environment
  - Popular Culture
  - Citizenship, Nationhood, & Identity
- **Methods Focus**
  - Archives & Texts
  - Audio, Visual, & Material Studies
  - Journalism & Ethnography
  - Law, Politics, & Policy Studies
  - Digital Methods

AMCS gives majors considerable freedom in defining their course of study, allowing them to learn how cultural study is done in multiple fields and periods even as they define focus areas in ways that suit their specific interests. Pairing the AMCS major with a second major in a complementary discipline is an especially enriching model of cultural study, and AMCS works closely with students to ensure that double-majoring works well.

### Study Abroad

- Students may receive a maximum of 6 credits from a single semester of study abroad for the AMCS major only.
- Students may receive a maximum of 12 transfer credits from other universities toward the AMCS major (which includes Study Abroad credits).

Majors intending to study abroad should consult with the AMCS study abroad advisor well in advance to plan a course of study and discuss its impact on their work in the major (including their fieldwork and capstone projects). For further information, please refer to the Frequently Asked Questions on our undergraduate page or review the AMCS approved programs on the Study Abroad webpage (by searching for "American Culture Studies" as the "Program Name" in the WUSTL Global Opportunities database, which can be accessed from the Planning for Study Abroad page).

### Special Opportunity: Lynne Cooper Harvey Undergraduate Scholars

Harvey Undergraduate Scholars are vital members of the AMCS community, serving as intellectual leaders and modeling innovative multidisciplinary research. They are asked to share their knowledge with the community in a variety of ways during their time as scholars, including through involvement in a project or initiative that brings them into collaboration with others in the AMCS community. These projects

should contribute substantially to the scholars' learning and allow them to actively engage with and bolster all members of the AMCS community. Please visit the Harvey Undergraduate Scholars page for more information.

## Senior Honors

Writing an AMCS honors thesis is one way to fulfill the capstone project requirement. It allows students to complete an extended study of a cultural topic with the input of faculty from more than one discipline, and it provides both a support system and an audience of peers for that study. For more information about the honors thesis and capstone project process, including important dates and criteria, please visit our Senior Honors Thesis page.

Contact: Karen Skinner, Academic Coordinator  
Phone: 314-935-6991  
Email: k.skinner@wustl.edu  
Website: <http://amcs.wustl.edu>

## American Culture Studies Minor

### Program Requirements

- **Total units required:** 15, at least 9 of which must be at the 300 level or higher.

### Requirements

- **Introductory course** (3 credits), as designated by American Culture Studies. Options for this requirement have recently included AMCS 220 Topics in AMCS: Race and American Popular Music, AMCS 206 "Reading" Culture: The Visible and Invisible: Introduction to American Visual Cultures Studies, and AMCS 202 The Immigrant Experience. Visit the AMCS Courses webpage for the full listing by semester.
- **Distribution course work** (9 credits): At least three courses on American subjects (two of which must be at the 300 level or higher), either in a single established Focus Area (refer to the list of established foci below) or in three distinct disciplines outside the student's major.
- **One additional AMCS course** (3 credits).
- At least **two multidisciplinary courses**, taken as part of the above minor requirements and designated by AMCS. Minors who opt to do a focus are encouraged to take at least one multidisciplinary course that connects to the subjects or issues in the chosen focus area. AMCS 375A American Culture: Methods & Visions (a junior-level seminar) is also encouraged and may count as a multidisciplinary course. Visit the AMCS Courses webpage for a complete list of general and multidisciplinary courses that count toward the AMCS minor.

Only one of the courses taken to complete the minor requirements may be home-based in the same discipline as the student's major(s).

## Established Focus Areas

The following list reflects areas of longstanding student interest. Minors are welcome to propose new foci or to tailor an established one to suit their interests. AMCS currently has 11 established focus areas:

### Subject Foci

1. Race & Ethnicity
2. Gender & Sexuality
3. Ability & the Body
4. Place, Space, & the Environment
5. Popular Culture
6. Citizenship, Nationhood, & Identity

### Methods Foci

1. Archives & Texts
2. Audio, Visual, & Material Studies
3. Journalism & Ethnography
4. Law, Politics, & Policy Studies
5. Digital Methods

## Additional Information

- Courses vary by semester and all minors must meet with their AMCS minor advisor to determine which courses meet the requirements. See the requirements listed on this page with examples of courses for each requirement area.
- All advanced units must be unique to the American Culture Studies minor (i.e., not counted toward any other major or minor).
- All courses counting toward the AMCS minor must be taken for a letter grade, and students must receive a grade of C- or higher.
- Students cannot go abroad through the AMCS minor; however students can transfer up to 6 total credits from other universities or Study Abroad through another program on campus.

Visit our undergraduate AMCS webpage for more information about the minor requirements and focus areas as well as other resources and announcements for AMCS students.

Contact: Karen Skinner, Academic Coordinator  
Phone: 314-935-6991  
Email: k.skinner@wustl.edu  
Website: <http://amcs.wustl.edu>

## Asian American Studies Minor

### Program Requirements

- **Total units required:** 18, at least 12 of which must be at the 300 level or above

## Required Courses

- 3 credits of Introductory course work
- 3 credits of Asian American Focus course work
- 6 credits of Multiethnic and Transnational course work
- 6 credits of Context course work

## Introductory Courses

Students must complete one course that counts as an introduction to Asian American Studies (3 credits, any level). Course offerings vary every semester, but examples include the following:

Code	Title	Units
AAS 135	First Year Seminar: Chinatown: Migration, Identity and Space	3
AAS 163	Freedom, Citizenship and the Making of American Life	3
AAS 206	"Reading" Culture: The Visible and Invisible: Introduction to American Visual Culture	3
AAS 250	Topics in Asian American Studies: Introduction to Asian American & Pacific Islander Studies	3

## Asian American Focus Courses

Students must complete one course that counts as an Asian American Focus (3 credits, any level). Course offerings vary every semester, but examples include the following:

Code	Title	Units
AAS 200	Doctors and Terrorists: The Fictions of South Asian America	3
AAS 308	Topics in Asian American Literature: Gender and Sexuality in American Asian Lit	3
AAS 313	Topics in Literature: Asian American Writing: Contesting American Constructions of the Alien Other	3
AAS 3512	"Model Minority": The Asian American Experience	3

## Multiethnic and Transnational Courses

Students must complete two courses (6 total credits, any level) that count in each section listed below. Course offerings vary every semester, but examples include the following:

### 1. Asian Americans in a Multiethnic/Multiracial Perspective

Code	Title	Units
AAS 2500	Sophomore Seminar: American Dreams, American Nightmares: U.S. Ethnic Literature of Post-War Disillusionment	3
AAS 3250	The Real and Fake: Identity, Conflicts, and Racial Formation in Asian American Literatures	3

AAS 4036	Children of Immigrants: Identity and Acculturation	3
AAS 4621	Topics in Literature: Queer Youth: LGBTQ Narratives of Coming-of-Age and Coming Out in North America	3

### 2. Global Asia and Asian Diasporas in a Transnational Perspective

Code	Title	Units
AAS 144	FYS: Collecting Art/Excluding People: The Contradictions of Chinese Art in U.S. Museums	3
AAS 2157	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
AAS 336	Topics in American Culture Studies: Is Colonialism Over? Global Power and Resistance	3
AAS 3650	Topics in Modern Korean Literature: The Korean Wave: Reading Korea through Popular Culture and Media	3
AAS 39SC	Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar	3
AAS 449	Writing from the Periphery: The Question of Chineseness	3

## Context Courses

Students must complete two courses (6 total credits, any level) that count in each section listed below. Course offerings vary every semester, but examples include the following:

### 1. Immigration, Race, and Ethnicity

Code	Title	Units
AAS 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
AAS 2110	Social Inequality in America	3
AAS 3031	Race and Ethnicity in American Politics	3
AAS 4289	Neighborhoods, Schools and Social Inequality	3

### 2. Asian Studies

Code	Title	Units
AAS 111	Introduction to Asian Art	3
AAS 270A	Sophomore Seminar: Globalization and Its Discontents	3
AAS 327	Anime and Manga	3
AAS 333	The Modern Voice in Japanese Literature	3
AAS 3426	Modern and Contemporary Chinese Art	3
AAS 350	U.S.-China Relations from 1949 to the Present	3
AAS 355	Topics in Korean Literature and Culture: Buddhist Culture of Korea	3
AAS 444	The Forbidden City	3

## Additional Information

- Courses vary by semester and all minors must meet with their AAS minor advisor to determine which courses meet the requirements. See the requirements listed on this page with examples of courses for each requirement area.
- All advanced units must be unique to the Asian American Studies minor (i.e., not counted toward any other major or minor).
- All courses counting toward the Asian American Studies minor must be taken for a letter grade, and students must receive a grade of C- or higher.
- Students may use a study abroad course on any subject in Asian Studies to fulfill the Asian Studies category requirement. Such courses must be approved by the study abroad advisor for the Asian American Studies minor.
- Students may receive a maximum of 3 transfer credits from other universities toward the AAS minor (this includes Study Abroad credits).

Contact: Karen Skinner, Academic Coordinator  
Phone: 314-935-6991  
Email: k.skinner@wustl.edu  
Website: <http://amcs.wustl.edu>

## Anthropology

Anthropology offers the opportunity to study human existence in the present and the past and to explore how and why humans vary in their behaviors, cultures, and biology. Students choose to study anthropology because they want to understand some of the most intriguing and troubling issues faced by modern society: the origin and meaning of ethnic and gender differences; the role of institutions in social, political, and economic life; learned vs. innate behavior; the similarities and differences among human societies; and the meaning of religion, community, and family.

The Department of Anthropology offers courses in three subdisciplines of anthropology: archaeology, biological anthropology, and sociocultural anthropology.

The faculty in the anthropology department are active in research around the world and bring a diversity of experiences to their teaching.

- Faculty research expertise in archaeology includes the origins of food production; the cultures of prehistoric North, Central, and South America; African and Central Asian prehistory; environmental archaeology; and geographic information systems (GIS).
- Biological anthropology faculty focus on the evolution of humans; on the normal biological variation in living human populations; and on the ecology, behavior, and evolution of nonhuman primates.

- Sociocultural faculty conduct research on a wide range of topics, including states, societies, and beliefs; political ecology, demography, fertility, and population; sociolinguistics; medical anthropology and public health; bodies, gender, and sexuality; science and technology; mind and cognition; and religion and politics.

Contact: Kirsten Jacobsen  
Phone: 314-935-7770  
Email: [kjacobson@wustl.edu](mailto:kjacobsen@wustl.edu)  
Website: <http://anthropology.wustl.edu>

## Faculty Chair

**Rebecca J. Lester**  
Professor  
PhD, University of California, San Diego

## Associate Chair

**Xinyi Liu**  
Associate Professor  
PhD, University of Cambridge

## Director of Graduate Studies

**Emily Wroblewski**  
Assistant Professor  
PhD, University of Minnesota

## Director of Undergraduate Studies

**Anna Jacobsen**  
Senior Lecturer  
PhD, Washington University in St. Louis

## Department Faculty

**Felix Ampadu**  
Lecturer  
PhD, University of Arizona

**Sarah Baitzel**  
Assistant Professor  
PhD, University of California, San Diego

**John Baugh**  
Margaret Bush Wilson Professor in Arts & Sciences  
PhD, University of Pennsylvania

**Pascal R. Boyer**  
Henry Luce Professor of Collective and Individual Memory  
PhD, University of Paris–Nanterre

**Maddalena Canna**

Assistant Professor  
PhD, School of Advanced Studies in the Social Sciences of Paris (EHESS), PSL University

**Geoff Childs**

Professor  
PhD, Indiana University

**Talia Dan-Cohen**

Associate Professor  
PhD, Princeton University

**Michael Frchetti**

Professor  
PhD, University of Pennsylvania

**Theresa Gildner**

Assistant Professor  
PhD, University of Oregon

**Bret D. Gustafson**

Professor  
PhD, Harvard University

**Rose Hores**

Lecturer  
PhD, Southern Illinois University

**A.J. Jones**

Assistant Professor  
PhD, Emory University

**T.R. Kidder**

Edward S. and Tedi Macias Professor in Arts & Sciences  
PhD, Harvard University

**Krista Milich**

Assistant Professor  
PhD, University of Illinois at Urbana-Champaign

**Natalie Mueller**

Assistant Professor  
PhD, Washington University

**Kyle Olson**

Lecturer  
PhD, University of Pennsylvania

**Shanti A. Parikh**

Professor  
PhD, Yale University

**Ilaria Pitania**

Assistant Professor  
PhD, Boston University

**Thomas Cody Prang**

Assistant Professor  
PhD, New York University

**Elizabeth A. Quinn**

Associate Professor  
PhD, Northwestern University

**Jill Richardson**

Lecturer  
PhD, University of Wisconsin-Madison

**Scott Ross**

Lecturer  
PhD, The George Washington University

**Crickette Sanz**

James W. and Jean L. Davis Professor in Arts & Sciences  
PhD, Washington University

**David Strait**

Professor  
PhD, State University of New York–Stony Brook

**Helina Woldekiros**

Associate Professor  
PhD, Washington University

## Affiliated Faculty

**Kari Allen**

PhD, Duke University  
(Neuroscience and Biological Anthropology)

**Amy Bauernfeind**

PhD, The George Washington University  
(Neuroscience and Anthropology)

## Majors

- Anthropology Major (p. 302)
- Anthropology Major, Global Health and Environment Specialization (p. 304)

## Minors

- Anthropology Minor (p. 305)
- Anthropology Minor, Global Health and Environment Specialization (p. 306)

## Courses

Visit online course listings to view semester offerings for L48 Anthro.

---

### L48 Anthro 1130 Introduction to Race

This course serves as an introduction to the analytic category race. Students will be exposed to major theories concepts, processes, frameworks, and scholars of race. They will develop the skills and language to critically examine and discuss race, with emphasis on how conceptions of race and collective identity have deep historical roots and have changed over time. This course takes the position that race-like gender, class and sexuality-is socially constructed. That said, while race is socially constructed, this course also emphasizes that racialization and racial categories have social, political, and economic consequences in people's everyday lives. Meaning the socially and historically constructed category of race has real implications for people and communities. Ultimately, the purpose of the course is to

teach students to read, think and write critically about one of today's most contentious topics—race—by exposing them to readings and other course materials that consider race and the process of racialization in specific contexts and time periods throughout the world.

Same as L90 AFAS 1130

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L48 Anthro 130 First-Year Seminar: The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion & Chiefly Power**

The purpose of this class is to engage and challenge freshman students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is two-fold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia can also be achieved through the traditions and literature of Native Americans. In the end we want to understand the basis for Cahokia's organization as a prehistoric Native American community, and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region.

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM EN: S

---

**L48 Anthro 132 First-Year Seminar: Past Tense, Future Imperfect: The Rise & Fall of Societies & Global Civilization**

The past history of humanity is littered with the stories of societies whose peoples experienced prosperity and fluorescence followed by decline and catastrophe. In the present, an age of information and rapid change, public intellectuals offer broad and detailed visions of what took place in the past, what is happening now, and what the trends suggest for the future. This course looks at the efforts of two prominent public intellectuals, economist Lester Brown and geographer Jared Diamond. In this course we look at Brown's work in its latest incarnation, Plan B 4.0. We discuss this in light of current events. We then look at Jared Diamond's book "Collapse, How Societies Choose to Fail or Succeed" and critical response to that book by experts. I include a personal perspective as an archaeologist working with the ancient Maya civilization. The Maya are famous for the ninth century AD collapse of their Classic civilization. The readings provide the basis for discussion of the challenges we face in understanding the life histories of societies and discerning what we can conclude about the future from their experiences. This course is available to first year non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L48 Anthro 136 First-Year Seminar: 20,000 Years on Turtle Island: A Deep History of North America**

The twin premises of this course are that humans are the subject of history and that history should begin at the beginning. American history courses normally begin with the colonization of the New World by Europeans beginning in the 15th century, sometimes with a cursory chapter dedicated to the 20,000 years of history that came before. This course will invert this structure and place what we normally think of as American history in the context of a much longer story by drawing on sources from many disciplines, including archaeology, ethnography, ecology, geology, linguistics, and oral history. We will focus on contested events or issues, where our sources tell different stories, and we will consider what is at stake for defenders of different narratives. Throughout the course, we will ask how the lack of written records limits our understanding of North American history, but we will also consider how other sources of evidence about the past can be used to include populations and themes normally underrepresented by textual histories. The goals of this course are as follows: (1) to put

recent American history in its proper context; (2) to show how historical narratives are constructed and contested; and (3) to give students tools other than written records with which to construct history. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L48 Anthro 138 First-Year Seminar: Anthropological Perspectives on COVID-19**

This class explores the evolving relationships between humans, animals, and the novel coronavirus that causes COVID-19. In examining COVID-19 and other zoonotic outbreaks, this course emphasizes that a complex mix of ecological, political, economic, and social factors shape infectious disease emergence and epidemiology. Drawing on popular media, medico-scientific scholarship, and ethnographic case studies, we will explore topics including zoonotic "jumping" and biosecurity, environmental degradation and animal agriculture, unequal burdens of risk and disease, politics and public health policy debates, and the lived experience of front-line healthcare, illness, and quarantine. In so doing, we consider the role anthropological research and perspectives might play in understanding and ameliorating global health problems in diverse contexts around the world.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S

---

**L48 Anthro 140 Proseminar**

This course is designed to introduce the student to current issues in anthropology and to research being carried out by faculty. Topics vary each year. Each departmental member addresses issues in their particular specialty. The course is required of all majors; it may also be taken before declaring the major, and it may be taken by non-majors.

Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L48 Anthro 141 Ampersand: Medicine and Society**

This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity. Note: Content for this course overlaps with and replaces Anth 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program.

Credit 3 units. A&S: AMP A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L48 Anthro 142 Ampersand: Medicine and Society**

This course is the required second-semester sequence of the introduction to medical anthropology and cultural anthropology for students enrolled in the Medicine and Society program. The course builds upon material introduced in Anthro 141, and it provides greater ethnographic context for the cross-cultural study of health and illness. Topical areas include analyses of disease, illness and sickness at micro and macro levels; the impact of personal and interpersonal factors on health; the health effects of social, political, and economic factors; the relationship of anthropology to biological and social sciences approaches; the ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity.

Credit 3 units. A&S: AMP A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 150A Introduction to Human Evolution**

A survey of the fossil evidence for human evolution. The course includes discussion of the genetics of human variation and evolution, the study of living non-human primates, and the fossil record and its interpretation. An evolutionary perspective is used in an attempt to understand modern humans from the naturalistic point of view.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L48 Anthro 160B Introduction to Cultural Anthropology**

This course introduces the basic concepts, theories, and methods of Cultural Anthropology - an academic discipline that studies the diversity of human cultures and societies. The purpose is to provide a broad perspective on the types of research that anthropologists undertake, and to engage in a critical dialogue on how the work of anthropologists contributes to understanding the human condition. Introduction to Cultural Anthropology is a portal into more advanced anthropology courses.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S UColl: CD

---

#### **L48 Anthro 170D Introduction to Linguistics**

Language is one of the fundamental capacities of the human species, and there are many interesting and meaningful ways in which it can be studied. This course explores the core components of linguistic theory: speech sounds (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). It also provides an overview of interdisciplinary ideas and research on how language is acquired and processed, its relation to the mind-brain and to society, and the question of whether the essential properties of language can be replicated outside the human mind (specifically, in chimpanzees or computer programs).

Same as L44 Ling 170D

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, HUM EN: S

---

#### **L48 Anthro 174 Medicine East and West: Comparing Healthcare in the U.S. and China**

This course provides a foundational introduction to comparative health studies by examining the health care systems of the United States and China. Using the tools and interpretive frameworks of the field of medical anthropology, students in this course will be exposed to a broad range of topics dealing with health and healthcare in Eastern and Western contexts. These include the study of medical pluralism, meaning of illness, health care financing, preventive care, political-economic perspectives, and sociobehavioral perspectives on health and wellness. Students taking this class will be better prepared to understand and address on-going health care concerns affecting U.S. and Chinese society.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

#### **L48 Anthro 180 First Year Seminar: Our Cultures in 3D**

Today's digital technologies provide rapidly evolving ways to interact with people, material culture, social landscapes, architecture, and the environment. Virtual reality and 3-D modeling from both terrestrial and drone-based remote sensing, photogrammetry, LiDAR and other applications provide us with unprecedented tools to reconstruct, test, and experience these many aspects of culture and the environment. In some cases, virtual tools also allow us to experience places far away and learn about cultures which are different from our own. In this course we will learn the basics of 3-D modeling and virtual reconstruction, and explore a range of ways 3D modeling is used in Anthropological and environmental applications. In this class you will learn how cutting-edge technologies are used in a variety of sectors related to Anthropology and Archaeology, such as heritage management, environmental assessment, digital museum exhibits, and more. Methodologically you will be given the opportunity - through

your own project - to explore how to acquire data using tools such as terrestrial and drone-based photography, how to produce 3-D models with the latest software tools, and how to package these assets for productive and ethical dissemination. In the end, you will work with a teammate to produce 3D models related to a project of your choice, and your learning will be focused via the development of your project. This course is available to first year non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC BU: HUM EN: S

---

#### **L48 Anthro 190B Introduction to Archaeology**

Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important firsts in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological, and cultural issues facing humans from the earliest times to the present. Students gain practice reconstructing the past through hands-on participation in two 1-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically about how the past is presented, and why, and the importance of the past as it relates to the present and future.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 209 World Archaeology**

If we carefully peer beneath the earth's surface, we will discover a hidden world that is being rediscovered by archaeologists. A considerable amount of excitement is generated by the discovery of lost civilizations and societies. Archaeologists from every corner of the earth come to Washington University to share their experiences as they use the most sophisticated technology to rediscover those forgotten and sometimes embarrassing aspects of our human past.

Credit 3 units. A&S IQ: HUM, HUM Arch: HUM Art: HUM BU: IS EN: H

---

#### **L48 Anthro 209C World Archaeology: Global Perspectives on the Past**

If we carefully peer beneath the earth's surface, we will discover a hidden world that is being rediscovered by archaeologists. A considerable amount of excitement is generated by the discovery of lost civilizations and societies. Archaeologists from every corner of the earth come to Washington University to share their experiences as they use the most sophisticated technology to rediscover those forgotten and sometimes embarrassing aspects of our human past.

Same as L52 ARC 200C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM, SSC Art: HUM, SSC BU: IS EN: H

---

#### **L48 Anthro 212 Archaeological Fantasies and Hoaxes**

American popular culture is saturated with pseudoscientific and fictionalized accounts of archaeological discoveries and interpretations. How can students of the past distinguish between fraud, fantasy, hype, and valid archaeological research? What potential merit do films, TV-oriented documentaries, and historical fiction offer? What role has racism played in attempts to deny indigenous peoples credit for their past achievements? This course looks at the popular culture of archaeology, providing tools for critical evaluation as well as lifetime enjoyment of the field as it is frequently sold to both the informed and the unwary public. Anthropology majors and non-majors are all welcome as are sophomores and motivated first-year students who have not yet declared majors.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---



---

**L48 Anthro 2151 Language, Culture, and Society**

This course explores the relationships between linguistic practice and other social and cultural processes. Among the topics to be discussed are language and social identity, language and thought, language and gender, multilingualism and language shift as well as the connections between language and the identity of ethnically or nationally defined communities. The course format will alternate between "classic" theoretical readings and ethnographic case studies on the interplay between linguistic practice and ideology as well as cultural and social processes.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L48 Anthro 227 Topics in Native-American Culture: The Native-American Experience**

The topic of this course varies from semester to semester. Please see Course Listings for a description of the current offering. Same as L98 AMCS 227

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

**L48 Anthro 260 Topics in Health and Community**

A survey of current topics in community health and medicine, with an emphasis upon social science approaches to issues affecting medicine and medical care in contemporary U.S. society. Issues include ethical debates in health care delivery, social stratification and health, access to health services, and factors affecting community wellness at local, national, and global levels. Presented as a weekly series of topical presentations by community health experts from the St. Louis area. Required for students enrolled in the Medicine and Society Program, and also open to other interested students.

Credit 1 unit. EN: S

---

**L48 Anthro 2653 Healthcare Challenges in Modern China**

As the most populous country in the world, China has many challenges regarding medicine, health and healthcare delivery. In this course several major healthcare challenges facing China will be explored. Students will have the opportunity to learn not just from published research and class discussion but also from the perspectives of those who spend their lives studying the social, political, and cultural dynamics of these issues as well as those who devote their careers to the practice of healthcare in China. Must be enrolled in the study abroad program at Fudan University in Shanghai, China.

Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L48 Anthro 290 Independent Study**

Designed to give undergraduates research experience in the various subdisciplines of Anthropology. May be taken more than once for credit. Prerequisite: consent of the faculty member under whom the research will be done.

Credit variable, maximum 3 units.

---

**L48 Anthro 300 Internships in Anthropology**

Anthropology majors may acquire professional experience outside the classroom by participating in a faculty-sponsored internship. Before work begins, the student and faculty sponsor must agree on a final written project, which is then approved by the Anthropology Academic Coordinator. Students will be evaluated by the faculty sponsor on the basis of the written project and input from the internship supervisor. Course may only be taken one time. Prerequisite: 9 hours of anthropology and permission of department.

Credit 3 units.

---

**L48 Anthro 3006 Global Health and Language**

Long before COVID-19, scholars across the globe postulated that language in health care is one of the most significant, and yet underexplored, social determinants of health in underserved linguistic diverse communities. This new course attempts to harmonize work across the disciplines of Global Public Health and Applied Linguistics by analyzing studies that examine language acquisition and language use across contexts with populations that experience serious health disparities- immigrants, refugees, indigenous peoples, racial and ethnic minority groups- and the course offers corresponding implications for health equity. Broadly speaking, this course addresses global health literacy issues, in both spoken and written communications, and its relationship to public health. As part of the seminar, students will apply the theory and research they learn to help meet the local language health needs of a changing population of refugees and immigrants in St. Louis community.

Same as L97 GS 3006

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, ETH, IS EN: S

---

**L48 Anthro 302B Peoples and Cultures of the Middle East**

This course will introduce the cultural diversity and unity of the peoples of the Middle East. The emphasis is on historical and ethnological relationships, social and political structure, religious pluralism and contemporary youth issues. We will explore the lived experiences of the peoples in the modern nation-states of Egypt, Lebanon, Syria, Jordan, Israel, the Palestinian Territories, Turkey, Saudi Arabia and the countries of the Arabian Peninsula, Iraq, and Iran. We will access this material through short stories, poetry, biographies, essays, videos, blogs, and political and anthropological reports.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

---

**L48 Anthro 3037 Anthropology of Refugees, Asylum, and Forced Migration**

What does it mean to be a refugee? Where do refugees reside, and from where do they originate? How are they distinguished, legally and in the public imagination, from other migrants? What challenges do they face? This course will address these questions and many more, giving students a detailed and nuanced understanding of asylum and international protection in the contemporary world. After a brief overview of the history of refugee status and asylum, the course will focus on modern-day populations of refugees and asylum seekers and the primary challenges they face. Topics to be covered include: refugee camps, refugee resettlement, asylum seekers, Palestinian refugees, women refugees, LGBTQIA+ refugees, climate refugees, mental health, refugee integration and adaptation, and public response to refugees. Additionally, we will discuss different career paths for working with refugees and asylum seekers, and we will welcome several guest speakers with experience in this field, including a psychologist, a documentary filmmaker, a journalist, and a social worker. Students will have the opportunity to complete a migrant interview project, in which they will interview a friend, family member, or other close acquaintance who is a migrant with the guidance of the instructor, culminating in a final paper. Alternatively, they may choose to complete a traditional term paper. Class materials will include articles and book chapters from the fields of anthropology, history, psychology, and political science as well as newspaper articles, documentary films, and short videos. This course will be useful for students hoping to work in migration, humanitarian aid, or global health in the future. Prerequisites: None. Introduction to Cultural Anthropology is recommended, but not required. The course can be successfully completed without having taken other anthropology courses. Please consult the instructor if you have any concerns.

Credit 3 units. A&S IQ: LCD, SSC

---

---

#### **L48 Anthro 305 Anthropology of India**

An introduction to the societies and cultures of India through its social margins. Our approach will leverage scholarship from many fields, highlighting the strengths and limitations of singular-discipline analyses and universalized histories. Ethnographic narratives will be woven into historical accounts of major cultural shifts. Students will learn to evaluate and apply multi-vocal perspectives on larger global issues that have transformed India since the end of colonization, including demographic, economic, social, cultural, political, and religious change. Topics will include population and life expectancy, civil society, social-moral relationships, caste and communalism, youth and consumerism, the new urban middle class, environment and health, tourism, public and religious cultures, social activism, politics and law

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L48 Anthro 3051 Anthropology of Tibet and the Himalayas**

This course is an anthropological and historical examination of Tibetan societies inhabiting the Tibetan Plateau and the highlands of Nepal. In addition to providing basic ethnographic descriptions of Tibetan societies, the course will explore the changing nature of relations between Tibet and China, and between Tibet and the West. Guiding concepts include adaptation (both social and ecological), the politics of ethnicity and identity, and processes of culture change.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L48 Anthro 3053 Nomadic Strategies and Extreme Ecologies**

This course will explore the archaeology and anthropology of nomadic pastoral societies in light of their ecological, political, and cultural strategies and adaptation to extreme environments (deserts, mountains, the Arctic). The aim of this course is to understand both the early development of pastoral ways of life and how nomads have had an essential role in the formation and transfer of culture, language, and power from prehistoric time to the current era.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

#### **L48 Anthro 3055 Contemporary Chinese Culture and Society**

This course provides an introduction to emerging trends in Chinese culture and society. We will explore processes of change and continuity in the People's Republic, examining the complexity of social issues and the dynamics of cultural unity and diversity. While we will focus on the post-Mao reform era (1978 to the present), we will consider how contemporary developments draw upon the legacies of the Maoist revolution as well as the pre-socialist past. The course provides an overview of anthropological approaches to the study of contemporary China, introducing students to key concepts, theories, and frameworks integral to the analysis of Chinese culture and society. Readings, lectures, and discussions will highlight not only macro-level processes of social change and continuity but also the everyday experiences of individuals involved in these processes. We will pay particular attention to issues of family life, institutional culture, migration, religion, ethnicity, gender, consumption, and globalization.

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

---

#### **L48 Anthro 3056 Material Culture in Modern China**

In this course, we will explore change and continuity from late imperial to postsocialist China through an analysis of everyday material culture. Drawing upon material objects, historical texts, ethnographic studies, and films, we will investigate values, beliefs and attitudes towards the material world in modern Chinese life. Readings, lectures, and discussions will focus on how political, ethnic, regional, religious, and gender identities have been constructed and shaped by the use and production of material artifacts ranging from household goods and tomb objects to built forms and bodily dispositions. Case

studies include foot-binding, opium use, fashion, tea culture, fast food consumption, sports and nation building, contemporary art markets, the privatization of housing, and worker discipline in transnational factories.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 3059 New Departures in the Study of Culture, Health, and Medical Practices in Contemporary China**

Drawing upon an interdisciplinary approach, this course addresses several major themes with a focus on the dynamics of China's unprecedented healthcare transformations. Topical issues covered will include: Biocultural Contexts of Disease; the Challenge of Aging in a Gray China; Health Inequalities and Social Stratification; and Values and the Medical Humanities in Public Health. \*\*Students are encouraged to conduct ethnographic field research in a variety of settings including: community health centers, drug stores, city and district hospitals, clinics, public parks, clubs, temples and shrines, tea houses, cafes, restaurants, and school playgrounds and other places of interest. MUST BE ENROLLED IN THE STUDY ABROAD PROGRAM AT FUDAN UNIVERSITY IN SHANGHAI, CHINA.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

#### **L48 Anthro 306B Africa: Peoples and Cultures**

An anthropological survey of Africa from the classic ethnographies to contemporary studies of development. Emphasis on the numerous social and economic changes African peoples have experienced from pre-colonial times to the present.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM, IS

---

#### **L48 Anthro 307A Human Variation**

A survey of human biological diversity, considering its adaptive and taxonomic significance from the perspective of origins and distribution of traits and adaptation. Prerequisite: Anthro 150A or introductory biology.

Credit 3 units. A&S IQ: NSM, AN, SD Arch: NSM Art: NSM BU: SCI

---

#### **L48 Anthro 3090 Cultures of Health in Latin America**

This course is a survey of the cultural and political-economic aspects of health, illness, and embodied difference in Latin America. We will approach these themes from an interdisciplinary perspective with an emphasis on anthropology and history, exploring how local, national, regional, and global factors affect health and healthcare and how people experience and respond to them. Topics will include interactions between traditional healing practices and biomedicine; the lasting impacts of eugenic sciences on contemporary ideas about race and disability; the unequal impacts of epidemic disease; Indigenous cosmologies and healing systems; the politics of access to healthcare; the cultural and political specificities of reproductive health; and the intersections of race, gender, ethnicity, class, and bodily capacities in the pursuit of well-being. This course is designed for students of all levels interested in health and/or Latin American cultures. It will be taught in English.

Same as L45 LatAm 325

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, IS EN: H

---

#### **L48 Anthro 3092 Indigenous Peoples and Movements in Latin America**

This course focuses on the contemporary lives and political struggles of Indigenous Peoples in Latin America, with specific focus on Ecuador, Peru, and Bolivia. Through course lectures, ethnographic texts, and four in-depth case studies, we explore how the politics of Indigeneity articulate with political and economic processes including (neo)colonialism, global capitalism, state transformation and social movement struggle. Themes include: demands for territory and

autonomy; environmentalism and natural resource exploitation; gender and economic inequality; race, racism and political violence; language and education; and the complexities of building multicultural or "plurinational" democracies.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

---

#### **L48 Anthro 3093 Anthropology of Modern Latin America**

A survey of current issues in the anthropological study of culture, politics, and change across contemporary Latin American and the Caribbean. Topics include machismo and feminismo, the drug war, race and mestizaje, yuppies and revolutionaries, ethnic movements, pop culture, violence, multinational business, and the cultural politics of U.S.-Latin American relations. Attention will be given to the ways that anthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L48 Anthro 3095 The Incas and Their Ancestors: The Archaeology of the Ancient Andes**

From the hyper-arid desert of the Pacific Coast to the high-mountain plateaus of the Andes more than 12,000 feet above sea level to the lush forested Amazonian lowlands, Western South America presents one of the most diverse natural and cultural environments in the world and one of the few places where social complexity first developed. Beginning with the earliest human occupations in the region more than 12,000 years ago, this course examines how domestication, urbanization, the rise of early states, and major technological inventions changed life in the Andes from small village societies to the largest territorial polity of the Americas - the Inca Empire. Students will become familiar with the major debates in the field of Andean archaeology. Together, we will examine archaeological evidence (architecture, art, ceramics, metals, textiles, plant and animal remains, etc.) from context of everyday life (households, food production, craft production) to the rituals and ceremonies (offerings, tombs) that took place in domestic and public spaces. We will also touch on the role of Andean archaeology in the context of national politics and heritage sustainability.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L48 Anthro 3100 Defense Against the Dark Arts: An Anthropological Approach to the Study of Religion and Health**

This class is a comparative survey of religion, magic, and witchcraft as they are related to concepts of the body, health, healing and death across cultures. As such, students in this class will be expected to simultaneously learn details from particular magical and healing traditions studied in class, as well as to relate these details to theories about within the discipline of Anthropology (medical, cultural, psychological) and the field of Religious Studies. Special themes addressed in the class are the reasonableness of belief in magic, religion and religious practice as "magical," the body and definitions of health, healing, and illness and disease as symbolically, culturally, even magically constructed and experienced.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

#### **L48 Anthro 3101 Topics in Anthropology**

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L48 Anthro 3102 Topics in Anthropology: Sustainability in Extractive Communities**

This course offers an in-depth exploration of the meaning and practice of sustainability in extractive communities, with a particular focus on understanding the anthropological perspective on; (1) the complexity and shifting concepts of sustainability and (2) the social ties of extraction, all of which significantly influence sustainability practices in extractive communities. Our discussions will focus on

extractive communities - the people living in frontline and surrounding towns where mineral resources are extracted. These communities' environmental, economic, and social well-being is inextricably linked to mineral extraction and utilization, despite the adverse effects of such exploitative endeavors. By thoroughly examining elements of identity, power, and the unspoken promises of extraction, students will gain a nuanced understanding of the challenges and opportunities involved in extractive communities' pursuit of sustainability.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH, HUM EN: S

---

#### **L48 Anthro 3103 Topics in Anthropology: Film and Anthropology**

Cinema is inherently anthropological. Its subject matter almost always focuses on some aspect of the human condition- inner struggles, collective triumphs, social dramas. Even those with nonhuman subjects are still themselves human products, indices of cultural and social meaning. As this revolutionary art form turns (more or less) 100, this class will reflect on the multifaceted relationship between cinema and anthropology. Course materials will include several narrative and documentary films, as well as a wide set of scholarly readings on visual anthropology, the depiction of anthropology in film, and how to view films as texts. There are no prerequisites, but the course is heavily reading- and discussion-based.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L48 Anthro 3105 Topics in Anthropology: Anthropology of Drugs**

The two meanings of the English word 'drug' capture our ambivalent relationship with certain compounds- are they anti-social, addictive, and recreational? Or tightly regulated, life-saving medical technologies? In this course, we will consider and complicate this distinction as we take a broad look at the significance of a handful of chemicals to human society. Reading from a range of ethnographies, literary works, philosophical texts, and historical articles, students will learn to articulate the complex role drugs play in everyday life, business, governance, and popular culture. Topics will include antidepressants, statins, psychedelics and cannabis, alcohol, opiates and other analgesics, antibiotics, and stimulants.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

#### **L48 Anthro 310C Ancient Civilizations of the New World**

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico through the inquiry into the roots, development, form, and evolutionary history of pre-Columbian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments will be presented and discussed.

Credit 3 units. A&S IQ: HUM, LCD Arch: SSC BU: HUM

---

#### **L48 Anthro 3110 The Anthropology of Magic**

Mankind has long attempted to master magic: action(s) intended to invoke and influence suprasensible forces. Many of us still practice magic today, knowingly or unknowingly. Cultural anthropologists and ethnologists provide accounts about the histories of magicians into the present, but ancient material evidence of magic is also supplied to archaeologists. This course draws from these kinds of sources to appreciate the roles magic plays in past and present cultures. Guided by Anthony Aveni's textbook *Behind the Crystal Ball*, this course highlights how magic inspired innovative concepts and practices, including those that propel modern science today. Using globally diverse case studies, this course provides a conceptual framework for understanding the social roles of magic at different scales and expose magic in political, religious, and scientific contexts. What cultural values are preserved by magical practices? In what ways does magic fulfill societal needs? What legacies does magic leave for our benefit or deficit today? Following a midterm covering essential concepts, students will pursue independent projects that examine the material

and ethnohistorical evidence for magic in specific cultural contexts. Fulfilling these requirements, students will learn how to analytically approach "othered" (or exoticized) behaviors as attempts to better understand the social and physical world.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, HUM

---

#### **L48 Anthro 3122 From Country to Heavy Metal: Ancient Civilizations of the Old World**

This course will explore the archaeology of Europe, the Near East, and Central Asia from approximately 10,000 years ago to classical times (ending before Ancient Greece). This prehistoric epoch saw major developments among various civilizations of the Old World, such as the introduction of agriculture, animal domestication, the growth of cities, and technological developments such as pottery, metallurgy, and horse-riding. A major focus will be the trajectory of cultural innovations of regional populations through time, and the complexity of their social, political, and ritual practices. We will also investigate the variation in human adaptive strategies to various environmental and social contexts, from hunter/gatherers to early Neolithic farmers, to the interactions between nomadic populations and larger scale, urban societies in the Bronze and Iron Ages.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L48 Anthro 313 Hello, Hello Brazil! Popular Culture, Media, and the Making of a Nation**

Our image of Brazil has been deeply shaped by its cultural production, from Tom Jobim and Vinicius de Moraes' ever-popular "Girl from Ipanema" to the spectacular mega-production of Carnival in Rio and from the Afro-Brazilian martial art of capoeira to the international stardom of pop artists like Anitta. This course is an introduction to popular culture in contemporary Brazil. Students will approach the theme through theoretical works that seek to define popular culture, understanding it as a hybrid form of expression that troubles the line between the "traditional" and the mass-produced. This course will examine how the circulation of sounds and images manifests and shapes Brazilian culture historically and in the present. We will also interrogate the different ways in which culture is produced and received, how it circulates in symbolic markets, and how it comes to be both consumed by diverse audiences and utilized in often unexpected ways. The course will cover topics such as the Tropicalia movement, Afro-centric Carnival blocos, street art such as graffiti, baile funk, forro, favela protest theater, telenovelas (soap operas), the popularization of samba, soccer and the World Cup, and Carnival. Students will use an interdisciplinary lens to approach popular culture in Brazil through music lyrics, TV and film, cultural performances, and graphic novels. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested. Same as L45 LatAm 313

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

#### **L48 Anthro 3136 The Second Wave of The Pandemic: Science and Society**

The COVID-19 pandemic has severely impacted life around the world and particularly in the United States. New information is released daily to a public that is often unable to interpret its meaning or significance. How are individuals, groups, businesses, and/or governments interpreting this information? What impact does it all have on our lives? This course will be an immersion into the many intersecting aspects of life in a pandemic. Early in the course, we will review safety information and some basics about the virus, including information covered in Anthro 3135 The Pandemic: Science and Society. Please note that students do not need to take Anthro 3135 to enroll in this course. At the same time, students who did take Anthro 3135 are encouraged to enroll, as we will cover new information and different topics. Students will hear experts in these areas talk to us about how

COVID-19 has changed virtually every aspect of life as we know it, how we can mitigate these effects, and what the future looks like. Throughout the course, students will have the opportunity to hone their skills at communicating the information they learn in the class by discussing with each other and sharing with the public.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

#### **L48 Anthro 3137 Diseases at the Human-Wildlife Interface**

Emerging infectious diseases (EIDs) threaten humans and endangered species. EID outbreaks in humans are increasing in frequency and are often the result of zoonotic transmission, particularly as we continue to modify the landscape and closely interact with wildlife. This course will explore the recent trend in increasing rates of EIDs, the factors associated with zoonotic disease transmission, the particular types of pathogens and species of animals of most concern for future outbreaks, and ways we can try to predict the next pandemic. We will discuss the human-wildlife interface, participatory methods for advancing work in disease prevention, the science of emerging infectious diseases, and the societal impacts of such diseases.

Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L48 Anthro 3149 Caring for Country: Hunter Gatherer Ecologies**

What makes humans special? Is it our use of tools? Language? Culture? Humanity has been defined on the basis of its uniquely well-developed capacities for using technology, language, and culturally encoded knowledge and belief systems. In this course, we will explore a new hypothesis of human exceptionalism: a fundamental tendency to cultivate and care for lands. Our genius for reshaping ecosystems and incorporating other species into our societies is intimately linked to our technological and communicative skills. We have used these skills to migrate into and reshape every Earthly environment. We will explore the ethnographies, oral and written histories, and archaeologies, of so-called hunter-gatherers around the world, learning about the ways they shaped and tended their homelands using ecological knowledge systems. In this era of human induced environmental change - from global warming, to mass extinction, to genetic engineering - it is critically important that we look to our species' true ecological history for the wisdom that will help us meet these challenges.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, IS EN: S

---

#### **L48 Anthro 314B Before Columbus: Indigenous Histories of North America before 1492**

An archaeological perspective on the deep histories of Indigenous peoples in North America. From the initial colonization of the continent 13,000 years ago to European contact in the 16th Century, we illuminate the ancestral peoples and places of contemporary Indigenous Tribes and Nations.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3150 Securing Food: (Pre)Historic Perspectives, Present Challenges, and the Future of Human Subsistence**

For the first time in decades, the number of people suffering from hunger worldwide is on the rise. In 2017, the Food and Agriculture Organization of the United Nations warned that mounting pressures on natural resources and climate change have put global food security in jeopardy, calling for necessary "transformative change in agriculture and food systems." Securing access to food resources has always been critical to the survival of our species. From hunting and gathering to the factory farm, past and present human societies have employed a diverse spectrum of strategies to keep themselves fed. Some have provided sustenance for millennia, proving their resilience and adapting to climatic and social challenges. Others have emerged more recently, rapidly transforming and interconnecting food systems in unprecedented ways. However, all are the result of long-term and deep-time trajectories shaped by environmental, economic, social, cultural, and political opportunities and needs. Today, we face the legacy of

these trajectories in our present struggle to attain and maintain food security for our species. How might an understanding of this legacy and of the context, origins, and effects of food systems in our deep and more recent past inform our understanding and action in the present? Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3151 Evolution of the Human Diet**

Many researchers and health enthusiasts believe that the abandonment of our "Paleolithic" diet and lifestyle with the onset of agriculture some 10,000 years ago has led to a rapid decline in health and perpetuated countless "diseases of civilization." While diet fads come and go, it seems this new enthusiasm for "Paleo diets" is here to stay. But what is a "Paleo diet" anyway? Through a comparative evolutionary and anthropological approach we will examine the diets of extinct hominins, our extant primate relatives, ethnohistoric and contemporary foraging peoples, and even our own dietary habits. We will strive to answer key questions about diets in prehistory and their implications for living people today: How do we know what our ancestors ate? How have dietary hypotheses been used to explain processes in human evolution? How bad is agriculture for global health? What role did certain foods play in shaping our modern physiology? Are we maladapted to our contemporary diets? What does it mean to eat "Paleo"? A mix of discussion and lecture will encourage students to develop their own interests in human evolutionary nutrition. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: SCI EN: S

---

#### **L48 Anthro 3152 Archaeology of Ancient Egypt**

This course will cover major topics in the archaeology of ancient Egypt, incorporating the latest debates and archaeological discoveries. The course will emphasize Egyptian material culture, including settlements, landscapes, cities, tombs, pyramids, and temples, in order to model the wider cultural and social development over the past five millennia as well as the place of Egypt, globally. Students will learn to critically approach and assess Egyptian material culture in order to understand the social, historical, and geographical context of ancient Egypt - one of the most intriguing cultures in human history. Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH, IS EN: S

---

#### **L48 Anthro 3156 Topics in Chinese Social Development at Fudan:**

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

#### **L48 Anthro 3158 South Asian Religious Traditions**

In this course we will learn the basic vocabulary (conceptual, ritual, visual) needed to become conversant with the various religious traditions that are important to personal, social, and political life on the Indian subcontinent and beyond. We will first encounter each tradition through narrative, with the support of visual media. We will then explore how contemporary adherents make these traditions meaningful for themselves -- in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students will also become familiar with the analytical categories and methodologies that make up the basic toolkit of the religion scholar. Prior knowledge of India or Pakistan is not required. First year students are welcome to enroll in this course. Same as L23 Re St 312  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

---

#### **L48 Anthro 3163 Archaeology of China: Food and People**

China is a country with a large population, diverse landscapes, and unique food. This course will explore the origins of Chinese food in the context of the formation of Chinese societies. During the last two decades, the archaeology of China has become a fast moving subject with advances in methods, theories and changes of key perceptions. In this context, the beginning and spread of food production in China

has become one of the key questions in current archaeology. We will focus on the process of domestication of plants and animals in various regions of China during the Holocene. We will explore how those processes relate to other sectors of the Old World, such as those of South and Southwest Asia. This course will pursue answers to the following questions: Why the Chinese ways of living and eating are different from those in the West? How production and consumption in China were shaped by food globalization in prehistory? Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L48 Anthro 318 Gender, Sexuality, and Power in Brazil**

This course examines the nexus of gender, sexuality, and power in Brazil through an interdisciplinary lens. We will aim to understand how varying understandings of gender and sexuality have impacted the development of Brazilian society in history and continue to shape contemporary society and politics. We will pay special attention to the ways in which the intersections of race, gender, sexuality, class, ethnicity, and so on impact people's lived experiences and how heteronormativity and homophobia shape current politics. We will take an intersectional feminist approach to analyze topics such as slavery in colonial Brazil, national aspirations to modernity, authoritarian repression and "moral panics," domestic labor, motherhood, sex tourism, Brazilian feminisms, and LGBTQ+ activism. Scholarly work from various fields of study -- with an emphasis on gender studies, history, and anthropology -- will be supplemented by documentaries, film, podcasts, and other media. This is a Writing Intensive and a Social Contrasts class in the IQ curriculum. Prerequisite: L45 165D, or two courses on Latin American or Women and Gender Studies, or permission of instructor. Same as L45 LatAm 318  
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS

---

#### **L48 Anthro 3180 Domestication: The Evolution of Our Multispecies Family**

This course explores the evolution of the plants, animals, and microbes in human-mediated ecosystems. We call these evolutionary relationships domestication and they are at the heart of humanity's successful adaptation to nearly every ecosystem on Earth. From our millennia-deep friendship with gregarious wolves, to corn's continental conquests, to "the industrial microbiome," this course will ask how other species have evolved in response to human societies, and how societies have been shaped by these relationships. We will primarily draw on concepts and data from anthropology and evolutionary biology to understand the process of domestication. Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3181 Humans and Animals**

This course uses anthropological and evolutionary data to tell the story of how changing human-animal relations influenced humans over the long term. In this course we explore the history of western conceptual divisions between humans and animals, which contrast with more fluid boundaries in other regions. Subsequent lectures focus on hunting and symbolic relations with wild animals through time, relying on ancient animal bones, ancient art and texts. Current and future human-animal relationships will also be discussed. The goal of this course is to provide an overview of ways that animals have influenced human life in the 21st century. Changing environments and animal behavior form the backdrop to cultural discussions. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3182 Ancient Africa: Social Mosaics and Environmental Challenges**

This class introduces students to the basics of the archaeological record of humans in Africa from 3.6 M.Y. to 1000 years ago. The first third of the course focuses on early humans, the origins of meat eating, expansion of diet and cuisine, technical and cultural responses to

changing environments. The second section of the course emphasizes African rock art, socio-economic variability among hunter-gatherers, the origins of African pastoralism, mobile responses to climate change and African contributions to world food supply including domestication of sorghum, also coffee. The last third of the course is devoted to the complex urban societies of ancient Africa, Egypt, Axum, Great Zimbabwe, and Jenne Jenno. Course format is lecture and discussion. There are two mid-terms and students are expected to participate in interactive stone tool use, rock art creation, and discussion of ethnographic and archaeological data on pastoral decision-making in times of drought and war and of issues surrounding the purchase of African antiquities and conservation of cultural heritage.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L48 Anthro 3184 The East African Coast from the 1st Century CE to 1800 CE**

This course is designed to provide students a broad and critical understanding of the history and archaeology of the East African coast and its global interconnections. Beginning with an introduction to the methodological and theoretical approaches of African history and archaeology, the course surveys archaeological and historical research focusing on the East coast of Africa (Somalia, Kenya, Tanzania, Mozambique, and offshore Islands). Temporally, this course will range from the Early Iron age to 1800 CE. Topics include geography and environmental history, periodization, foodways, urbanism, craftsmanship, architecture, cross-cultural exchange and materiality, belief systems and current conservation and heritage preservation efforts. This course combines lectures and class discussions for a critical use of contemporary sources, oral histories, and archaeological discoveries.

Credit 3 units. A&S IQ: LCD, SSC Arch: HUM Art: HUM EN: S

---

#### **L48 Anthro 3185 A Rainbow Thread: A History of Queer Identities in Judaism and Islam**

The notion that gender and sexuality minorities are forbidden or simply do not exist within traditional Judaism and Islamic traditions is an assumption that has been questioned in recent years. For these scholars and activists, it is not up for debate whether someone can be queer and Jewish or queer and Muslim. Therefore, what follows is an exploration of how to resurrect gender non-conforming interpretations of religious texts and rediscover the spectrum of gender and sexual identities that have always existed within Judaism and Islam. The course is divided into three parts. First, we will examine the religious textual traditions of both faiths to establish the space for queer identities in both the Qur'an and Torah as well as the traditions of Hadith and Talmud. Second, we will study key communities such as medieval Iberia, the Ottoman Mediterranean, Hasidic communities in Eastern Europe, Qajar Iran, and the colonial empires of the Middle East. This survey will show the influence European Christian dominance had (or did not have) on the evolution of Jewish and Islamic gender and sexual norms from pre-modern times through the 20th century. Finally, we will examine the 21st century by reading the memoirs of trans Muslims and trans Jews in order to analyze the ways in which contemporary queer Jewish and Islamic individuals frame their experiences and tell their stories of faith with agency, in their own words.

Same as L75 JIMES 3184

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

#### **L48 Anthro 319 The Body in Brazil: Race, Representation, Ontologies**

This course is an introduction to various ways of understanding, representing, and performing the body in Brazil. Course materials will draw on insights from anthropology, the medical humanities, and science and technology studies in order to approach the body not just as biological material but also in its social, cultural, and

spiritual dimensions. We will cover topics such as the importance of race and ethnicity since the time of colonization, sexualized media representations of gendered bodies, how some bodies are cast as disposable or "out of place" in contexts of social inequality, indigenous ways of viewing the body in relation to the natural and spiritual world, the politics of disability and access, and constructions of the "body politic" in the formation of national identity through ideas such as "antropofagia" (cultural cannibalism). Throughout, we will pay particular attention to how race, gender, sexuality, and disability shape the lived experiences of Brazilians. Topics will include the impact of slavery in the construction of the body in Brazil, the role played by race in the construction of discourses of corporality, and the development of beauty stereotypes and practices such as the medical industry of plastic surgery, among others. Students will analyze visual materials, ethnographies, historical texts, and internet sources in dialogue with critical theories from the social sciences and humanities, assessing how the body "matters" in a variety of ways that reflect Brazil's cultural diversity while also starkly highlighting its persistent racialized and gendered social inequities. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested.

Same as L45 LatAm 319

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L48 Anthro 3201 Gender, Culture, and Madness**

This course will explore the relationships among gender constructs, cultural values, and definitions of mental health and illness. Understandings of the proper roles, sensibilities, emotions, and dispositions of women and men are often culturally and morally loaded as indicators of the "proper" selves permitted in a given context. Across cultures, then, gender often becomes an expressive idiom for the relative health of the self. Gender identities or presentations that run counter to these conventions are frequently identified as disordered and in need of fixing. In this course, we will take up these issues through three fundamental themes: the social and cultural (re)production of gendered bodies and dispositions; the normalization of these productions and the subsequent location of "madness" in divergent or dissonant experiences of embodiment; and the situation of discourses of "madness" within debates of resistance and conformity, selfhood and agency.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

---

#### **L48 Anthro 3202 Anthropological Perspectives on Women's Health**

The principle goal of this course is to explore the health issues/risks women face around the world. In order to achieve this goal, we will take a life cycle approach beginning with the birth of female babies through adolescence, adulthood, and finally through the aging process. Our perspective will be biocultural, defined as the synergistic interaction between biology and culture. By comparing a diversity of health experiences across cultures, we can carefully examine the ways in which culture constructs perceptions of health and effective delivery of health care. Students will finish the term with a clearer understanding of the biology of life cycle changes, how health inequalities are generated and perpetuated, and how to make more informed decisions about their own health choices. Prerequisite: Anthro 160 or permission of instructor.

Credit 3 units. A&S IQ: LCD, SSC, SD Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3206 Global Gender Issues**

This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles

and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class will provide a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices, performances serve as structuring principles in society.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

---

#### **L48 Anthro 3215 Food, Culture, and Power**

What should I eat today? This seemingly simple question transects the fields of health, environmental studies, economics, history, anthropology, religion, and many others. The foods we eat, the way we get them, the way we produce them, and the way in which we eat them speak volumes about our beliefs, our technology, our understanding of how the world works, and our ability to function within it. That is, food is an excellent way to explore culture. No actions are more deserving of critical attention than those that we do regularly, without much critical thought, and most of eat at least two or three times a day. In this class we'll explore how this food came to be here, why we like it, and what that says about us. This class will be reading and discussion heavy, with a midterm paper based on the readings and a final paper based on a topic of the students' choosing.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3255 Urban Anthropology**

This course examines the many ways that people around the world make urban life meaningful. We will focus on the intersections among anthropology, urban studies, social theory and human geography to explore the theoretical, social, and methodological approaches to understanding the culture(s) created in cities. Drawing on ethnographic case studies from cities around the world, we will explore issues pertaining to race and ethnicity, gender, youth, poverty, diversity and "super-diversity," gentrification, urbanization, and illusions and realities of modernity

Credit 3 units. A&S IQ: SSC, SC, SD BU: BA EN: S

---

#### **L48 Anthro 3261 Inequality, Hierarchy and Difference: Reading "The Dawn of Everything" in Context**

In October 2021, anthropologist David Graeber and archaeologist David Wengrow published "The Dawn of Everything: A New History of Humanity," arguably one of the most consequential pieces of anthropological scholarship of recent years. The book quickly shot to the top of best-seller lists and generated a wide-ranging discussion in newspapers, magazines, and journals that do not typically pay attention to recent publications in the field of anthropology. Graeber and Wengrow were able to attract such a broad audience due to the book's central argument, which uses anthropological, archaeological, and historical evidence to critique current popular views on the so-called "progress of western civilization" and the Hobbesian and Rousseauian theories of the origin of the social contract, as well as to propose a new genealogy for Enlightenment thinking on the origins of inequality. In this course, we will read *The Dawn of Everything* as our central text, alongside the sources it draws upon and the responses to the book. Collectively, we will work together to remedy one of the major lacunae in the public discourse around the book, i.e., a lack of an archaeological response. Indeed, the critical reception of the book has largely focused on only the first third of the book. The course therefore will involve a practical component, in which we as a class write an archaeological critique of the book and work to publish it in a suitable magazine, journal, or newspaper. Students can expect to gain from this class not only knowledge, but also key scholarly skills and hands-on experience.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: ETH, IS EN: S

---

#### **L48 Anthro 3263 Bioprospecting**

What do the opium poppy, the white willow tree, the spoiled sweet clover, the Madagascar periwinkle, and the fungus *Penicillium* have in common? Each of these species contains biochemicals that have been tapped to "advance" medicine. Biodiversity prospecting ("bioprospecting") is often understood as the systematic search for biochemical and genetic information in nature in order to develop commercially valuable products for pharmaceutical, agricultural, cosmetic, and other applications. Contemporary medical innovation depends on bioprospecting to remain "cutting edge," but what are the human and ecological costs of this rapidly changing industry? This course explores the social, political, and environmental impacts and ethical implications of the global search for new biological resources. We will study the role of indigenous knowledge, the problem of biopiracy, the politics of intellectual rights, and patenting culture in our quest to understand what is at stake in the regulation, reform, and growth of this problematic indicator of public health, biotechnology, and historical and "modern" medicine in the global economy.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S

---

#### **L48 Anthro 3264 Anthropological Perspectives on Complementary and Alternative Medicine**

Complementary and alternative medicine (CAM) refers to health and healing practices that fall outside the realm of conventional Western medicine. CAM encompasses a wide range of modalities including homeopathy, traditional Chinese medicine, Ayurveda, energy healing, and more. Many of these practices are not clearly compatible with biomedical explanatory models for health and sickness; they are often viewed with skepticism by mainstream medical practitioners. Though the popular media often depicts many CAM practices components of a "wellness culture" that is associated with the wealthy and privileged, many CAM practitioners do not fit this stereotype and primarily work with the poor, people of color, and other minoritized groups. In this class, we will focus on CAM in the Global North with a primary focus on the United States. We will critically assess characterizations of CAM as pseudoscience and explore the epistemological, ethical, and legal tensions between mainstream and non-mainstream medical practices. We will pay particular attention to how these tensions intersect with race, class, and gender. The aim of this class is not to make a value judgement about the validity of CAM, but rather to understand the perspective of those who use CAM in a context that emphasizes Western biomedicine.

Credit 3 units. A&S IQ: LCD, SSC BU: BA

---

#### **L48 Anthro 3265 Social Determinants of Health and Migration**

The social determinants of health refer to the conditions where people live and work that shape health risks and outcomes. This class will examine how categories, such as refugee or undocumented immigrant, may predispose individuals to live and work in unstable and harmful environments. Our course will examine the following questions: How do restrictive immigration policies and policing shape access to primary care? How does documentation status intersect with other experiences of marginalization and other forms of social identification, such as gender and race, to produce unique health risks and outcomes? In this course, we will explore how people who migrate—due to force or of their own volition, and in a documented or undocumented manner—may encounter obstacles due to differences in language spoken, insurance coverage, and documentation status, when seeking out primary and mental health services, as well as healthcare for chronic illnesses. We will draw on ethnographic research, public health reports, long form journalism, podcasts, and documentaries developed in a variety of geographic settings, including the United States, Germany, Israel, Malawi, and Bangladesh.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, ETH EN: H

---

**L48 Anthro 327 Humans and Others in Latin America: Natures, Cultures, Environments**

What does it mean to inhabit the world with other beings? How are we to cultivate life -- both human and nonhuman -- in toxic environments? What does it mean to be human, and what would it mean to decenter humanity? This course addresses these questions through an exploration of "more-than-human" worlds in Latin America. Students will examine a variety of Latin American thought and practices through the interdisciplinary lens of environmental humanities and social sciences, unsettling presumed boundaries between human and nonhuman, real and imaginary, native and culture. We will engage primarily with ethnographic and other scholarly texts, which will be supplemented by short works of fiction, documentary film, podcasts, and works of art. In the first part of this course, students will be challenged to think about what defines the limits of the human and engage with the concept of "more-than-human" worlds. We will then examine the dark side of such worlds, namely, the ways in which extractive capitalism and environmental destruction demonstrate the permeability of bodies and comprise a kind of "slow violence" against the most vulnerable communities. In the next unit, students will consider Black and Indigenous ecological knowledge and these communities' struggles to care for their lifeways and the environments that sustain them. In our final section, we will explore multispecies entanglements through Indigenous cosmologies and the nexus of science, history, and art. Students will complete several assignments throughout the semester that have been designed to make them think imaginatively and critically about the course themes, including weekly reading responses and in-class discussion facilitation. The final assignment for this course is a creative independent research project where students will synthesize what they learned over the course of the semester and extend it through independent research. Prerequisite: L45 165D or permission of instructor. Same as L45 LatAm 327

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, IS

---

**L48 Anthro 3271 Becoming Human: Archaeology of Human Origins**

Humanity, before the advent of agriculture and cities, evolved a series of behaviors that enabled them to survive as hunter-gatherers in diverse environments with complex cultural systems. These behaviors included hunting, control of fire, shelters and clothing, elaborate tools of diverse materials, burials, jewelry, and representational art. These characteristics emerged over more than 2 millions years of the Pleistocene across several species of humans, to coalesce into what we would recognize as modern human foragers 30,000 years ago. This course traces that emergence of what it means to be human, through the Paleolithic archeological record in its context of past environments and past human forms.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L48 Anthro 3272 Becoming Human: A Biocultural Exploration of the Human Experience**

Humanity, before the advent of agriculture and industrialization, evolved a wide range of behavioral adaptations and patterns that enabled them to survive as hunter-gatherers in diverse environments with complex cultural systems. Using a broad evolutionary framework, this course will explore these behaviors (e.g., hunting, control of fire, toolmaking, representational art, altruism, gender roles, language, religion) to examine what it means to be human through a biocultural lens. We will take a comparative approach to address these topics by examining our earliest ancestors (both nonhuman primates and early hominins) as well as modern human societies to better understand how we got where we are today.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L48 Anthro 3280 Anthropology of Infectious Diseases**

This course explores the evolving relationship between humans and non-human microbiota. Beginning with the modern era, we will study infectious diseases and the critical contexts (e.g., ecological, political, social, cultural) in which they occur. Case studies will include antibiotic-resistant "superbugs," H1N1 influenza, SARS coronavirus, HIV/AIDS, and global cholera epidemics. Through the study of global infectious disease outbreaks and threats, we will address larger anthropological questions about knowledge, the power of metaphor, the role of institutions, and the health of populations.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L48 Anthro 3283 Introduction to Global Health**

This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L48 Anthro 3284 Public Health Research and Practice**

In-depth exploration of current theory and methods involved in public health research and practical applications. Emphasis on fundamentals of epidemiology, which forms the scientific rationale for public health assessment, assurance, and policy development. Survey of current public health practice and research areas including biological foundations of public health, social and behavioral interventions, maternal-child health, and environmental health. Relationships among public health, medicine, nursing, social work, and related disciplines.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

**L48 Anthro 3293 Religion and Society**

We will take a broad and practice-oriented view of 'religion', including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We will consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity, and other broadly-based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

---

**L48 Anthro 3295 Secular and Religious: A Global History**

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Same as L22 History 3921

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

---

**L48 Anthro 330 Experimental Archaeology**

Experiments are an extremely important part of the scientific process. Although archaeology is often treated as an historical science, the nature of the material record does provide an opportunity to use experimentation as an important way of interpreting what we excavate.



The class will be working with the most tangible materials recovered from archaeological contexts, that is stone and pottery. After reviewing the history of experimentation in archaeological investigations we will turn to the material record. This will be followed in our initial weeks of setting up the experiments and how they will be used to compare with available data sets derived from archaeological contexts. As part of the class we will take several field trips to areas where materials exist in a natural setting. Each class member will select a specific material for the focus of their experiments. In the end students will produce several experiments using different materials, document their experiments in written reports, and finally present their results to the class for discussion and evaluation.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L48 Anthro 3300 Topics in AMCS: TBD**

This course topic changes; see semester listing for current course offering.

Same as L98 AMCS 3300

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

---

#### **L48 Anthro 3304 Bones to Behavior: Undergraduate Research in the Lab and at the Zoo**

We will undertake zooarchaeological study of equid skeletons in the zooarchaeology laboratory at Washington University, and in collaboration with the St. Louis Zoo, participate in a behavioral study of the courtship and breeding behavior of the ancestor of the domestic donkey, the African wild ass. The research questions that we focus on are how the biology and behavior of the African wild ass influenced the domestication of the donkey by prehistoric African herders or ancient Egyptians and how the behavior of the African wild ass continues to affect prospects for conservation of this highly endangered animal. During the first half of the semester, we will meet once a week for 2.5 hours in the zooarchaeology laboratory on Mondays from 9 - 11:30 a.m. After spring break, or earlier if weather is above 40F, we will no longer meet in the lab, and each student will spend 9-11 a.m. on two mornings of their choice per week at the St. Louis Zoo conducting observations of the wild ass. Students may choose two days that fit their schedule. Saturdays or Sundays are included as a possible choice of days. Permission of instructor is required.

Credit 3 units. A&S IQ: NSM Art: NSM BU: BA

---

#### **L48 Anthro 3305 Bones to Behavior II**

In this class, students will undertake zooarchaeological research on skeletal material in the zooarchaeology laboratory at Washington University and/or preparation of animal skeletons for comparative study and in collaboration with the St. Louis Zoo participate in behavioral studies of the ancestor of the donkey - the African wild ass. Collections housed in the zooarchaeological laboratory for study include ancient food-remains from African sites. These collections bear on questions regarding cultural and climate change in the Horn of Africa 12,000-2,000 years ago and include animals ranging from African antelopes to domestic camels. During the first half of the semester students will meet once a week for 2.5 hours in the zooarchaeological laboratory. Once the weather is above 40F after Spring Break, we will meet 9-11 twice a week, Mondays and Wednesday/Friday in the laboratory or at the zoo. Location will depend on projects selected for study. Permission of instructor is required. May be repeated for credit.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

#### **L48 Anthro 3309 Anthropological Perspectives on Care**

This course aims to provide an introductory survey of topics and approaches to the anthropology of care. It does so by drawing on a range of ethnographic, theoretical, and cross-disciplinary materials. This will allow us to think through and engage with care in its myriad forms, its presence and absence, its bureaucratization and management, its relation to kinship, relatedness, labor, and

government. In the first part of the course, we will explore theories of care as moral practice with a feminist lens. In the second part, we will engage this lens with ethnographic materials about care in diverse settings that also shed light on the political, economic, and lived realities of care. These ethnographic and sociological works include explorations of the circulation of care in moral economies and its monetization as paid labor, the politics and "antipolitics" of healthcare in institutional settings, and the role of care in kinship, household formations, and life course regimes across cultures.

Credit 3 units. A&S IQ: LCD, SSC EN: S

---

#### **L48 Anthro 3310 Health, Healing and Ethics: Introduction to Medical Anthropology**

A cross-cultural exploration of cultures and social organizations of medical systems, the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

---

#### **L48 Anthro 3312 Topics in Islam: Modern Islam**

Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor. Please note: L75 5622 is intended for graduate students only.

Same as L75 JIMES 3622

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H UColl: CD

---

#### **L48 Anthro 3313 Women and Islam**

This course is an anthropological study of the position of women in the contemporary Muslim world, with examples drawn primarily from the Middle East but also from Asia, Africa, Europe, and the United States. Students will examine ethnographic, historical, and literary works, including those written by Muslim women. Topics having a major impact on the construction of gender include Islamic belief and ritual, modest dress (veiling), notions of marriage and the family, modernization, nationalism and the nation-state, politics and protest, legal reform, formal education, work, and Westernization. The course includes a visit to a St. Louis mosque, discussions with Muslim women, and films.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3316 Introduction to Forensic Anthropology**

Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L48 Anthro 3322 Brave New Crops**

This course introduces students to the major issues surrounding the development and use in genetically modified (GM) crops. Its focus is international, but with particular focus on the developing world. A variety of experts, available locally or through the internet, will contribute perspectives. The course also includes field trips. For further information, see [artsci.wustl.edu/~anthro/courses/3322](http://artsci.wustl.edu/~anthro/courses/3322).

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH

---

#### **L48 Anthro 333 Culture and Health**

This course will explore culture and health, with a focus on global health. Assigned readings explore cross-cultural perspectives on health, healing, and the body, as well as important concepts in medical anthropology. Through class discussions and close examination of ethnographies of health and illness, students will develop an understanding of how cultural and political-economic forces articulate with the emerging field of global health.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA

---

#### **L48 Anthro 3331 Anthropology of Clothing and Fashion**

This course takes clothing as a starting point for examining broad themes in anthropology, including gender and sexuality, race and the body, history and colonialism. We look at the ritual significance of clothing and other practices of bodily adornment in traditional societies and the role of style in constituting contemporary social movements and identity categories. We investigate the globalization of the apparel industry, from production and circulation to marketing and branding, in order to understand the relationship between citizenship and consumption, labor and power in the global economy. The course encourages students to reflect on their relationship to the wider society and economy as producers and consumers of material culture through the lens of clothing and fashion.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

---

#### **L48 Anthro 333B Anthropology of Design: Artifacts, Expertise, and Insurgency**

In this course we will explore the deep-seated politics and cultures of design. We will examine a number of case studies from hydraulic engineering in South Africa, gambling programs in Las Vegas, to DIY punk style in Indonesia. In the process we will explore the ways that design offers insight into other domains of social life such as addiction, inequality, statecraft, and urban citizenship.

Credit 3 units. A&S IQ: SSC Arch: GAMUD, GAUI, SSC Art: CPSC, SSC BU: BA, IS EN: S

---

#### **L48 Anthro 3351 The Ancient Maya: Archaeology and History**

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico will be considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion, and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art, and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L48 Anthro 3354 Ancient Mesoamerica**

Mesoamerica encompasses the Pre-Columbian complex societies of Mexico and upper Central America, including Guatemala, Belize, and parts of Honduras and El Salvador. It was an agrarian world of great and enduring cities, far-flung trade networks, transcendent religions, kingdoms and empires. This survey lecture course begins with the pioneering hunters and gatherers, reviews the establishment of farming communities and the first Olmec Formative states, the flowering of highland Mexican Classic Period Teotihuacan and other great cities like Tajin in Veracruz, the dynasties of the lowland Maya and summarizes with the Aztec Empire and the period of the Spanish Conquest. The course touches on the many and diverse other cultures that contributed to this vibrant world.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L48 Anthro 3360 Topics in AMCS: American Bodies**

The topic of this course varies from semester to semester. Please refer to the Course Listings for a description of the current offering. Same as L98 AMCS 3360

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

#### **L48 Anthro 336B Culture and Identity**

Culture and diversity; cultural relativism and its contradictions; custom and habits; the construction and maintenance of norms; communication, symbol, sign, and intersubjectivity; symbolic interaction; rhetoric and the definition of social situations; societal means of fabricating distinctions (e.g., race, tribe, ethnic group, nationality, sect group).

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Art: SSC BU: BA, ETH EN: S

---

#### **L48 Anthro 3373 Law and Culture**

We live in an age when social policy is increasingly displaced into the realm of law, when justice and equality are matters of courtroom debate rather than public discussion. Legal language has become a key resource in all kinds of struggles over livelihood and ways of life. In this course, we study the cultural dimensions of law and law's changing relationship to state power, the global economy, social movements, and everyday life. We approach law as a system of rules, obligations, and procedures, but also a cultural practice, moral regime, and disciplinary technique. How are relationships between legal, political, and economic realms structured and with what consequences? How does law provide tools for both social struggle and social control? What does anthropology contribute to research on these issues? In exploring these questions, we combine readings from classical legal anthropology with recent ethnographic work from around the globe.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

---

#### **L48 Anthro 3383 Cognition and Culture**

This course examines the influence of evolved cognitive dispositions (the way natural selection engineered the human mind) on the transmission of cultural knowledge. Dispositions present from early childhood make certain kinds of cultural knowledge particularly easy to acquire, and therefore, culturally stable. We also consider the evidence for differences in cognitive processes triggered by different social environments. Emphasis is on empirical studies and experimental methods in the study of cultural similarity and differences. Prerequisite: Psych 100B, Anthro 160B or permission of instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3386 Language, Culture and Society**

Although this is an introductory course, students who have taken Linguistics 170D, namely, "Introduction to Linguistics", will benefit from knowledge of phonology, morphology, syntax and semantics. The primary content of this course explores the relationship between linguistic practice and other social and cultural processes. Anthropological linguistics, including alternative approaches to fieldwork and data collection are introduced, along with various studies of language usage in social and cultural contexts that consider language and thought, language and identity, language and gender, as well as multilingualism and other forms of language contact. The ethnography of speaking and communication are central to this course, as is conversation analyses, which will introduce a combination of qualitative and quantitative linguistic research methods.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3390 Culture Goes Online: Introduction to Digital Anthropology**

How do online phenomena like QAnon and "cancel culture" become salient cultural forces "in real life"? Can new apps, intelligent algorithms, and cryptocurrencies solve longstanding social and economic problems? What happens to the data produced by "smart" homes and appliances? Did memes decide the 2016 presidential election? Has the pace of technological development outstripped our collective ability to make sense of digital technologies and the social worlds they bring into being? Over the past three decades, digital technologies have become powerfully present in social and political life. They offer dazzling possibilities: connecting people

and communities across distance and time, expanding our abilities to perceive the world and record our experiences, and producing and processing astonishingly huge quantities of data. They also raise important questions about privacy, ethics, and governance. Proponents of digital technologies celebrate them as great equalizers that create more opportunities for democratic engagement, while critics express concern that they open the door for new forms of inequality and exploitation. This course will examine these and other problems through an anthropological lens, asking how we can think analytically about culture and politics in the digital age. We'll engage with scholarship, journalism, and artistic productions, from the first digital ethnographies to recent, interdisciplinary and methodologically innovative multimedia works. Topics will include social media, the political uses (and abuses) of digital technology, "big data" and digital surveillance, digital technology and sustainability, and internet infrastructure, access, and inequality.

Credit 3 units. A&S IQ: LCD, SSC Arch: HUM Art: HUM EN: S

---

#### **L48 Anthro 3391 Economies as Cultural Systems**

Many contemporary approaches to economics downplay or bracket the importance of culture in the workings of economic systems. In this class we will focus on approaches to distribution and exchange in which culture and social institutions figure prominently, if not pre-eminently. We will sample a diverse array of economies, from gift exchange to the ceremonial destruction of wealth, from Melanesia to Wall Street, in order to evaluate some of the assumptions that undergird market capitalism. These assumptions include the perception of market actors exclusively as calculative, maximizing individuals. Topics to be covered include the Industrial Revolution; utilitarianism; economic anthropology; the formal vs. substantivist debates; ethnography of finance, and Marxist sociology.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

---

#### **L48 Anthro 341 Health and Wellness in the Community: A Service Learning Seminar**

This 4-credit course is designed to be an interactive course whereby students will volunteer with a local/community-based health or health affiliated organization under the supervision of an anthropology faculty member and explore the anthropological theories and methods of analyzing applied service and research. Students will be expected to be in class with the instructor twice a week for 1.5 hours each time AND volunteer a minimum of 4-5 hours each week at an approved social service organization, which must be confirmed during first 2 weeks of the semester. In class readings and assignments will be topical and relevant to current events, local issues, and the relationships among community and health. Students must have taken L48 141 AND L48 142.

Credit 4 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

#### **L48 Anthro 342 Advanced Seminar in Medicine and Society: Patients, Politics and Policy**

This course is designed to build on foundations provided in the First-Year Medicine and Society Seminar. It will interrogate current health-related issues, including gender, sexuality, politics, policy, and economics. We will also explore how these and many other issues, demographics, and so on impact current health- and healing-related decisions and policies. We will read about and unpack contemporary issues in health care (insurance, big pharma, gender and sexuality, race) and have local experts visit to talk about their practical experience with and in health care. Students will be expected to engage with ethnographic, medical, economic, political and sociological material as well as current journalism to interrogate the topic. Prerequisites: Anthro 141 and Anthro 142.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

#### **L48 Anthro 3461 Native Americans at Westward Expansion**

Issues precipitated by Euro-American contact, colonization, and expansion between 1492 and 1810 across Eastern North America, the Plains, and the Rocky Mountains. Impacts of exploration and settlement and responses by native peoples: epidemics; population loss; breakdown of Southeastern chiefdoms; resistance; relocation; and shifts in economic strategies. Perspectives and policies of Native Americans as well as Europeans and non-Indian Americans, including Lewis and Clark.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: HUM

---

#### **L48 Anthro 3462 Contested Histories and Landscapes: Western and Indigenous Perceptions of Time and Place**

How we conceive of time and place influences the stories we tell about the past, how we form identities in the present, and how we plan for the future in the face of environmental threats like global climate change. The archaeological study of North American Indigenous history has been dominated by Western philosophical thought that takes for granted a particular view of the world, and of being, espoused by the likes of Socrates, Hobbes, Descartes, and Rousseau. Indigenous scholars have critiqued these biases and asked that we recognize ways of perceiving the world that are often fundamentally different than the Euro-American frame of reference. Using archaeological case studies in addition to reading Native American philosophers and intellectuals, we will explore how different ways of understanding the world, and your place in it, influence how we explain the past. We will also consider how these differences play out today regarding issues such as environmental justice, land treaties, tribal sovereignty, and climate change.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

#### **L48 Anthro 3472 Global Energy and the American Dream**

This lecture course explores the historical, cultural, and political relationship between America and global energy, focusing on oil, coal, natural gas, biofuels, and alternatives. Through case studies at home and abroad, we examine how cultural, environmental, economic, and geopolitical processes are entangled with changing patterns of energy-related resource extraction, production, distribution, and use. America's changing position as global consumer and dreamer is linked to increasingly violent contests over energy abroad while our fuel-dependent dreams of boundless (oil) power give way to uncertainties and new possibilities of nation, nature, and the future. Assuming that technology and markets alone will not save us, what might a culturally, politically, and socially-minded inquiry contribute to understanding the past and future of global energy and the American dream?

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: CPSC, SSC BU: ETH, IS EN: S

---

#### **L48 Anthro 3476 Archaeologies of Graffiti from Antiquity to the Present**

The modern story of graffiti-revolving around social, economic, and political contexts such as bathroom stalls, subways and alleys steeped with urine and trash, decrepit buildings and train cars situated in less reputable areas of cities and towns-lead people to associate it with antisocial behaviors, dissent, and the vandalism of public and private property. However, some people consider graffiti as a legitimate form of art, communication, and a somewhat anonymous expression of current social climates. The disparity between these two perspectives has provided a great deal to study for social scientists. However, a consideration of graffiti's simple definition-words or drawings etched or painted on some surface in a public place-lead us to recognize that feats of graffiti originate way before the inner-city movements of the 1970s. In this class we will draw upon a range of studies from archaeology, anthropology, sociology, art, and history to broadly explore the creation and meaning of graffiti from antiquity to the present. Our goal is to learn how to examine the form,

function, and context of graffiti across cultures and through time, with regard to the circumstances of its creation. In doing so, we aspire to better understand what lies behind the human urge to leave a mark.  
PREREQUISITE: Introduction to Archaeology.  
Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

#### **L48 Anthro 347B Ancient Mound Builders of the Mississippi Valley**

Study of the peoples in North America who built mounds and other earthen structures beginning more than 4000 years ago; why they erected earthworks; what the structures were used for; how they varied through time and across space; and what significance they had to members of society.  
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

---

#### **L48 Anthro 3481 Writing (Material) Culture**

How do we use things to tell stories? How do the things we use shape who we are? The field of material culture studies approaches these questions by examining the role of objects in social life: their importance as material representations of culture and also as agents in its production and reproduction. In this course, we will explore ways to write about material culture, asking how those of us interested in culture (whether as anthropologists, educators, designers, journalists, curators or poets) can most effectively represent and analyze the social role of things through writing. Throughout the semester, students will read different genres of thing-based storytelling: social theory, fiction, archaeological site reports, ethnographies, museum catalogs, and long-form journalism. We will discuss how the authors of these works use things to describe and analyze the relationship between materials and ideas, reality and metaphor, positivism and multivocality, spatiality and temporality, and the politics of curation, commodity chains, ownership, and heritage. Each student will write short pieces in different genres and review the work of peers, and this will culminate in a final portfolio demonstrating the student's ability to practice and assess effective writing about material culture.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

---

#### **L48 Anthro 3521 Anthropology of Human Rights**

This course draws on anthropological scholarship to examine doctrines, practices, and institutions associated with international human rights law. Topics to be covered include: (1) colonialism and the history of international human rights law; (2) the complex theoretical issues raised by attempts to define and apply human rights concepts in different cultural contexts; (3) the role of governments, NGOs, and other international institutions in promoting human rights and humanitarianism; (4) key human rights issues such as freedom of religion, cultural rights, women's rights, and economic rights in different cultural contexts.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3541 Anthropological and Sociological Study of Muslim Societies**

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization. Please note: L75 554 is intended for graduate students only.  
Same as L75 JIMES 354

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S  
UColl: CD

---

#### **L48 Anthro 3542 Anthropology of Change: Practicing Applied and Public Anthropology**

In this course, students will learn how to use anthropology and ethnographic methods as tools for provoking change. The legitimacy of this "fifth-field" of anthropology has been in contention amongst anthropologists throughout generations. But in the contemporary era of neoliberalism and big-data, social scientists are increasingly examining their ethical duty to their informants—specifically, concerns about maintaining neutrality versus leveraging ethnographic data to improve lives or to make a profit. We will begin with the history of this ethical debate and move into contemporary issues in anthropology for social change and in business anthropology. Topics will include multidisciplinary teamwork, practitioner capacity building, community action programming, policy development and ethical design. This course is designed for upper-level anthropology students but will be particularly useful for those considering combining anthropology as a double-major or minor in a range of applied fields (business, engineering, social work, law, health and medicine). It will prepare students for the practical use of anthropology in consulting firms, research institutes, corporations, NGOs, and federal, state, and local government agencies.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: ETH EN: S

---

#### **L48 Anthro 3582 Anthropology of the Human Face**

A survey of the human face, including both an evolutionary perspective on why our faces changed to look the way they do today and a theoretical perspective on how we create and maintain self-image through body modification. Comparative and cross-cultural approaches are used to understand modern human craniofacial and cultural diversity. The course includes discussions of how perceptions of biological variation inform social interactions and of how sociocultural norms pattern body modification, both presently and historically. Most importantly, students will learn how information obtained with archaeological, sociocultural, and biological methods is integrated to address anthropological questions.  
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 360 Placemaking St. Louis**

Where is home? How do you know where you're from? Our points of origin (cultural, linguistic, geographic) often shape our life trajectories by telling us who we are and where we belong. The embodied ways we move through the world and our experiential relationships to particular places (in both the built and natural environments) also influence our sense of shared history and community. At the same time, the asymmetrical acceleration of travel and communication technologies has produced a globalized world that invites us to redefine the scale and scope of our neighborhoods. With the potential to be everywhere and nowhere at the same time, how do we maintain a sense of place? Anthropologists ask how and why certain places come to hold strong and lasting meaning to people. Together, we will study localization and placemaking practices through close ethnographic readings and with site visits to marked places, non-places, and contested spaces throughout the St. Louis area. This course explores the creativity and politics of place to ask, anew, what it means to be human in the early 21st century.  
Credit 3 units. A&S IQ: SSC Arch: HUM Art: CPSC, HUM BU: BA

---

**L48 Anthro 3602 Environmental Inequality: Toxicity, Health, and Justice**

How are the problems of environmental stress, pollution, and degradation unevenly borne? Adopting cross-cultural, biosocial, intersectional, and posthumanist approaches, this course explores how exposures to environmental toxicities and dangers result in and exacerbate health harms, social disparities, and structural violences. A range of historical and contemporary case studies will include plagues, weather, fire, water, waste, minerals, air, etc. Students will not only gain an understanding of these problems and burdens, but also explore the transformative potential in intertwining environmental justice, critical global health, and social justice movements to seek solutions to these vital issues.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, IS EN: S

---

**L48 Anthro 3608 Caribbean Island Vulnerabilities: Puerto Rico**

Tropical and subtropical islands have long been imagined as a tourist's paradise, replete with the pleasures of sun, surf, sand, and sex. At the same time, long histories of colonization, exploitation, resource extraction, and slavery have produced a very different reality for many residents of islands located in and around the Caribbean Sea. More recently, communities in the Caribbean region have been subject to extreme weather events that bring the current politics of climate change into conversation with centuries-old problems related to economic isolation, infrastructure, human poverty, and ecological vulnerability. This course explores the nature of island disasters, both sudden and slow, by examining ethnographically the global histories that today inform "Caribbeaness" and the politics of everyday island life. We will further analyze the impact of media coverage on North American understandings of the Caribbean through a close examination of Puerto Rico.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS

---

**L48 Anthro 361 Culture and Environment**

An introduction to the ecology of human culture, especially how "traditional" cultural ecosystems are organized and how they change with population density. Topics include foragers, extensive and intensive farming, industrial agriculture, the ecology of conflict, and problems in sustainability.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

---

**L48 Anthro 3612 Population and Society**

This review of population processes and their social ramifications begins with an introduction to the basic terminology, concepts, and methods of population studies, followed by a survey of human population trends through history. The course then investigates biological and social dimensions of marriage and childbearing, critically examines family planning policies, deals with the social impacts of epidemics and population ageing, and looks at connections between population movements and sociocultural changes. The overall objective of the course is to understand how population processes are not just biological in nature, but are closely related to social, cultural, political, and economic factors.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: IS EN: S

---

**L48 Anthro 3613 Follow the Thing: Global Commodities & Environment**

Who picked your strawberries? Is your produce still "local" if the hands that harvested it traveled thousands of miles to do the job? This course re-examines the root causes of the global and local environmental problems we read about every day, with an emphasis on historical and contemporary drivers of human migration. Topics include the production and consumption of "natural" resources, the politics of migration and agriculture, and the cross-border commodification of human labor and the environment. Anthropology is historically

associated with the study of "remote" societies and "exotic" places often imagined as having little everyday connection with the rest of the world. This course will challenge students to reconsider the meanings of "global" and "local" by introducing new social scientific approaches to studying the key problems that have connected (and disconnected) diverse human populations throughout the late 20th and early 21st centuries: growing disparities in material wealth, natural resource depletion, energy overconsumption, inequitable access to care, and beyond.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, HUM EN: S

---

**L48 Anthro 3615 Environmental Anthropology**

This course will provide students with a working knowledge of how the study of humans across space and time has fundamentally impacted the way we understand the idea of nature, the environment and what it means to be human. The course will ground students in both historical and cutting-edge anthropological theories with units on subsistence, transformative nature, imagining wilds in the Anthropocene and pluralizing environmentalisms.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

---

**L48 Anthro 3616 Ecofeminism: Environmental Social Movements and Anthropology**

This course provides a survey of environmental social movements around the world and over time, in the process challenging commonly held perceptions about environmentalism and environmental movements. Specifically, it demonstrates that environmental social movements are often as much or more about people, identity and human rights than they are about protecting the environment. In addition to juxtaposing dominant traditions of American environmentalism with environmental movements in other parts of the world, the course focuses in on new and emerging social movements that are often transnational in scope but local in scale. These new movements offer holistic reinterpretations of human-environment relationships, identities and political and economic organization in their attempts to transcend socio-environmental inequalities. Throughout, the course draws on social scientists' (especially anthropologists') descriptive interpretations and critical theoretical analyses of various environmental social movements and the differences that constitute them.

Credit 3 units. A&S IQ: SSC, SC, SD Art: CPSC, SSC BU: BA EN: S

---

**L48 Anthro 3617 Past and Present Cultural Environments**

Human societies are situated within and interact with their ecological and environmental systems. Even social relationships within and between groups imply spatial relationships and geographic orientation, advantages, influence, and limitations. Beyond subsistence, environment and the "natural world" play an integral role in how humans pattern the landscape, structure society, develop their world view, and, in turn, alter and adapt the world in which they live. This course introduces students to anthropological conceptions of human-environmental relationships, past and present. Topics include environmental and landscape archaeology; historical, political, and human behavioral ecology; world view and conceptualizations of nature; human adaptation, resilience theory, and niche construction; anthropological case studies; the intersections of humans, animals, and the environment; and end with environmental politics.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

**L48 Anthro 3618 Urban Ecological Anthropology**

Anthropology's long history of studying human-environment interactions makes it well-suited to examine the complexities of urban environmental issues. Through ethnographies and other readings, this class introduces students to the ways social structures, power and knowledge contour people's experiences and understandings of nature in an urban environment. Of particular interest are environmental

justice issues involving pollution and disasters; the creation of community gardens and other public space; cars and bicycles; and conservation or commercial uses of natural resources nestled in or on the edge of cities. Class discussion includes environmental issues in the St. Louis metropolitan area. No background in anthropology or environmental studies is required.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

---

#### **L48 Anthro 3619 Dimensions of Waste**

Waste is not apolitical. Its conception, creation and management are deeply cultural practices. Students will learn how local stories integrate to larger, cutting-edge research on waste, gleaned from direct, in-person contact with leading waste scholars. Students will have direct contact with renowned experts visiting for the 2017-2018 Mellon Foundation Sawyer Seminar on Wastelands. Course content will draw from core texts in environmental anthropology and ecocritical theory. We will learn to analyze contemporary perspectives on waste by reading scholarly and activist "texts" (publications, author visits, blog posts, etc.) as not only disseminators of facts, but also as cultural artifacts of specific epistemologies of waste. Students' final project will be to produce a Mini-Documentary or Podcast using their own original fieldwork interviews to demonstrate the flows of waste in the local St. Louis community.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

---

#### **L48 Anthro 362 The Biological Basis of Human Behavior**

Infidelity, marriage customs, inner city violence, infanticide, intelligence...Are the behavioral patterns we see genetically fixed and racially variable? What is the evolutionary and biological basis of human behavior? This course offers a critical evaluation of these from an anthropological perspective.

Credit 3 units. A&S IQ: LCD, NSM, SD Arch: NSM Art: NSM BU: BA

---

#### **L48 Anthro 3620 Anthropological Perspectives on the Fetus**

Where do we come from? How do we get here? When does "life" begin? Is the fetus a "person", or something else? How could we decide? This course will integrate biological, medical, philosophical, and cross-cultural perspectives to examine how various societies (including our own) understand the nature of the human fetus. The course will examine basic human embryology, beliefs about conception and fetal development, ideas about the moral status of the fetus, controversies surrounding pre-natal care and ante-natal diagnostic testing (including sex-selection and genetic screening tests), current controversies about fetal medicine and surgery, and the problem of abortion in cross-cultural perspective.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3621 Anthropology of Human Birth**

This course will examine the interaction between human biology and culture in relation to childbirth. Emphasis will be placed on understanding the cultural challenges posed by the physiology of human reproduction, the ways various cultures have attempted to meet those challenges, and the resultant consequences that this has had for women's lives. The course will draw on material from human anatomy and embryology, paleoanthropology, clinical obstetrics, public health, social anthropology, the history of medicine, and contemporary bioethics.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

---

#### **L48 Anthro 3625 The Female Life-Cycle in Cross-Cultural Perspective**

This course will examine the biology of the female reproductive cycle -- menarche, menstruation, and the menopause -- and its cultural interpretation around the world. Topics covered will include the embryology of human sexual differentiation, the biology of the

menstrual cycle and how it influences or is influenced by various disease states, contraception, infertility, cultural taboos and beliefs about menstruation and menopause, etc. The course will utilize materials drawn from human biology, clinical gynecology, ethnography, social anthropology, and the history of medicine and will examine the interplay between female reproductive biology and culture around the world.

Credit 3 units. A&S IQ: LCD, NSM Arch: NSM Art: NSM BU: SCI

---

#### **L48 Anthro 3626 Adventures in Nosology: The Nature and Meaning of Disease**

What is a "disease" and how do you diagnose one? What are "medicines" and how, when, and for what purpose should they be used? These questions reflect universal human concerns, but the answers given to these questions have varied enormously in different times and places. The course will consider the nature of health, illness, disease and its treatment, beginning with a detailed examination of the traditional ethnomedical system of the Hausa people of northern Nigeria. Using this West African medical system as a baseline for comparison, the course will then explore the nature of "nosology" (the classification of diseases) and the underlying logic of different therapeutic systems in different times and cultures, including our own. The course will draw on ethnography, the history of medicine, bioethics, and human biology to understand how these questions are asked and answered in different societies, times and places.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: SCI EN: S

---

#### **L48 Anthro 3628 The Anthropology of Health Disparities**

This course approaches the subjects of race, ethnicity, gender, sexuality and class-related health disparity epidemiologically and anthropologically. Students in this course will explore these cultural categories both as factors that contribute to systematic differences in health status and outcomes and as dynamic frameworks through which those systematic differences can be examined and understood. The grounding assumptions of this course are 1) that race, ethnicity, gender, sexuality and class are cultural constructs employed by humans in an effort to account for observed physical, dispositional and behavioral group-level diversity; 2) that disparity, and particularly health disparity, is meaningfully associated with diversity but is not caused by it; and 3) that because humans are the product of two dynamic, complex systems (biology and culture), health disparities are most usefully engaged as conditions of process and interconnectedness.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

#### **L48 Anthro 365 Human Growth and Development**

This course focuses on the life-history of humans from birth to death. Through a series of lectures we will consider how humans grow and change both biologically and psychologically over the course of our lives. Topics will include: human growth curves, sex-differences, adolescence and puberty, nutrition, environment, growth disorders, death, and the evolution of human growth.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3656 Behavioral Ecology of the Great Apes**

The goal of this course is to introduce students to the behavioral ecology and observational study of non-human great apes. Lectures and readings will provide an overview of the evolution, distribution, feeding ecology, social systems, behavior, conservation, and well-being of great apes. The comparative nature of course material will gradually increase throughout the semester and students will be asked to synthesize this material on exams. Additionally, students will complete a course-based independent research project on a topic of their choosing at the Saint Louis Zoo, via live video webcams, or

by using great ape video archives. Students' grades will be based on participation during in-class activities, midterm syntheses of comparative great ape behavioral ecology, and the production of an original research poster.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3660 Primate Ecology, Biology, and Behavior**

This course will provide a comprehensive overview of the order Primates by investigating behavioral adaptations, life history characteristics, physiology, ecology, geographic distribution, social structure, taxonomy, and evolution. The course will cover all of the primate groups: apes, monkeys, tarsiers, and strepsirrhines (e.g., lemurs). The importance of primate ecology, biology, and behavior to the discipline of anthropology -- particularly how social and environmental factors may have shaped human evolution -- will be discussed. This course will take an evolutionary approach and include the discussion of natural selection and other forces of evolution. Intended for students who have already taken Anthro 150A and recommended for students who wish to take the more advanced 400-level courses on primates. Prerequisite: Anthro 150A or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L48 Anthro 3661 Primate Biology**

This course takes a multi-faceted introductory approach to the primates, the closest relatives of human beings, by investigating anatomy, growth and development, reproduction, behavioral adaptations, ecology, geographic distribution, taxonomy and evolution. Emphasis will be placed not only on the apes and monkeys, but also on the lesser-known lemurs, lorises, bushbabies, tarsiers, and many others. The importance of primate biology to the discipline of anthropology will be discussed. Intended for students who have already taken Anthro 150A, and recommended for students who wish to take the more advanced 400-level courses on primates. Prerequisite: Anthro 150A or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

---

#### **L48 Anthro 3662 Writing for Primate Conservation Biology**

This class will focus on the ecological diversity of primates and how these and other traits are related to their present day abundance and distribution. In addition, the biological, abiotic and anthropogenic factors related to extinction risk will be examined. It will also review the endangered species of primates, case histories of conservation programs, and management practices in Asia, Africa, South America, and Madagascar. Prerequisites: Anthro 150 or Bio 2970, or permission of instructor.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

---

#### **L48 Anthro 3665 Observing Animal Behavior at the St. Louis Zoo**

This course is an introduction to methods for the collection of behavioral data in studies of animal behavior. Students will be trained in the design of research projects and the analysis and interpretation of behavioral data. Students will learn how different methods are used to answer specific questions in animal behavior research. Research will be conducted at the St. Louis Zoo.

Credit 3 units. Art: NSM

---

#### **L48 Anthro 3666 Comparative Primate Socioecology**

This course focuses on the interface between the behavior and ecology of non-human primates and its applications to primate conservation. We will examine how the basic principles of animal ecology can help us understand primate behavior. We will look at a wide range of primates from a comparative perspective as we explore primate habitats, diets, life histories and communities, social relationships, and much more. Because most primate species are threatened, endangered, or even

facing extinction, we will also focus on how various aspects of ecology are used in the conservation of primates. We will draw heavily on field studies and particular research projects of primates and emphasize their behavior in natural environmental and social settings. The objectives of the course are: 1) to gain an understanding of principles of animal behavior by using primates as a model, 2) to understand variation in behavior and how ecology influences this variation in living primates, 3) to use the comparative approach to better understand why primate societies differ, 4) To understand how we address and answer questions about primate behavior through field research

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

#### **L48 Anthro 367 Paleoanthropology**

The prehistoric Pliocene and Pleistocene evidence for human emergence and evolution. The emphasis will be on the human fossil record and its interpretation in functional and behavioral terms. This will be placed in the context of the Paleolithic archaeological record and issues regarding the biological relationships between various human groups. Prerequisite: Anthropology 150 or equivalent.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L48 Anthro 3692 Blood Feuds and Battlefields: The Archaeology of Warfare and Conflict**

In this course we will explore the origins, causes and consequences of warfare in human societies. Our overall aim will be to gain a broad understanding of the range of variation in which warfare and human societies have influenced one another. The bulk of human history falls outside the scope of written records making archaeology a critical means of understanding our past. Through an examination of diverse case studies students will gain an understanding of the various forms of violence and warfare carried out among and between human populations-from small-scale "blood feuds" among foraging and early agricultural societies to the large-scale warfare and territorial expansion undertaken by states and empires. Particular attention will be paid to the role of warfare in social and cultural change. We will also explore common themes in the archaeology of warfare including sacrifice and ritual violence, gender, and the depiction and commemoration of warfare in art, iconography and monumental architecture. Finally, we will consider how perceptions of past conflicts affect us in the present-day by examining the role that they continue to play in the present. Throughout the course we will remain respectful and mindful of our ethical responsibilities to descendant communities and the contemporary context for studying violence in the human past.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3693 Anthropology of Death, Mourning, and Burial**

This course offers anthropological analysis of death, mourning and burial. It draws on data and theoretical explanations from different sub-disciplines of anthropology (archaeology, cultural anthropology, and physical anthropology). In addition to theoretical conceptualization of mortuary practices, specific case studies will be used to address a wide range of topics. The course covers cross-cultural comparison of burial among hunter-gatherers, pastoralists and complex societies. Mortuary practices will also be conceptualized based on religion and secularity, social organization and biological approaches (eg. paleodiet, paleodemography, disease). Ethical and legal issues of using human remains worldwide will also be addressed. This course will help train and stimulate academic enquiry into ancient and modern societal treatment of death around the globe. The time covered in this course ranges from the Lower Palaeolithic to the contemporary world.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

---

**L48 Anthro 372 Geoarchaeology**

Geoarchaeology involves the application of analytical techniques, concepts, and field methods from the earth sciences to help solve archaeological problems. Issues explored in this course include human and environmental processes involved in archaeological site formation, the sedimentary context of archaeological remains, soils and sediments relevant to archaeology, the relationship between past settlement and landscape evolution, paleoclimatic reconstruction, human impacts on the environment, geological sourcing of artifact proveniences, and remote sensing of the physical environment. Several field trips to local archaeological/geological sites provide an opportunity to understand how geoarchaeology is applied to specific research problems.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L48 Anthro 373 Introduction to GIS for Anthropologists**

Use of GIS is rapidly becoming standard practice in anthropological research. This course will introduce students to the basic theories and techniques of GIS. Topics will include the application of GIS in archaeological survey and ethnographic research, as well as marketing, transportation, demographics, and urban and regional planning. This course will enable students to become familiar not only with GIS software such as ArcGIS, but also the methodologies and tools used to collect and analyze spatial data. Students will gain expertise engaging with data situated across a number of spatial scales, from households, communities and cities to landscapes, nation-states, and global phenomena. Students will need to work on their own laptops, but no software purchases are necessary.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L48 Anthro 374 Social Landscapes in Global View**

From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists, and geographers have developed a wide body of research concerning these socially constructed and perceived settings -- commonly known as "landscapes". This course takes a tour through time and across the globe to trace the formation of diverse social landscapes, starting in prehistoric times and ending in modern times. We will cover various urban landscapes, rural landscapes, nomadic landscapes (and others) and the intersection of the natural environment, the built environments, and the symbolism that weaves them together. Chronologically, we will range from 3000 BCE to 2009 CE and we will cover all the continents. This course will also trace the intellectual history of the study of landscape as a social phenomenon, and will investigate the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world and trace the global currents of your social landscape!

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S  
UColl: CD

---

**L48 Anthro 376 Warriors, Merchants, Monks, and Courtesans: Ancient Narratives of Globalization in Google Earth**

This introductory seminar-style course examines the history of globalization through the narrative accounts of those who lived along some of the great trade routes of the Old World. Through a combination of in-class discussion and hands-on tutorials and projects in Google Earth, we will examine how day-to-day local interactions and the experiences of individuals contributed to broader cultural exchanges and the shaping of ancient cosmopolitan centers. We will use a bottom-up approach to understand the process of globalization, and why it is not only a phenomenon of the modern world. This course will cover a large geographic and temporal span, but it is not about memorizing

lists of dates and places or putting dots on a map - it is about learning how to interpret multiple strands of knowledge and put them together into a cohesive narrative of history. The course will cover four broad anthropological themes related to Old World history and globalization in conjunction with weekly lessons in Google Earth; there are no prerequisites for either. The knowledge and skills gained in the course will lead to a final independent research project consisting of a short paper and an interactive digital map that can be shared online through the Google Earth community.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

---

**L48 Anthro 3773 Culture and Society in East Asia**

This course presents an overview of cultures and contemporary social/political changes in East Asia. In Western society, East Asia has often been viewed as a place of enduring cultural identities, but it has also been a region of one of the world's most dynamic and rapid transformations. In this course, we'll examine both the continuity and change of cultural and social patterns in this region. Students will compare anthropological and ethnographic studies of the Peoples' Republic of China, Taiwan, South Korea, and Japan, supplemented by selected research from sociology, history, and political science. The course will focus on specific areas of cultural and social change in each society, including kinship and family, gender, ethnicity, economic and political development, and health and social policy.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

**L48 Anthro 3775 Ancient Eurasia and the New Silk Roads**

This course will explore the rise of civilization in the broad region of Eurasia, spanning from the eastern edges of Europe to the western edges of China. The focus of the course is the unique trajectory of civilization that is made evident in the region of Central Eurasia from roughly 6000 BC to the historical era (ca. AD 250). In addition to this ancient focus, the course aims to relate many of the most historically durable characteristics of the region to contemporary developments of the past two or three centuries. Fundamentally, this course asks us to reconceptualize the notion of "civilization" from the perspective of societies whose dominant forms of organization defied typical classifications such as "states" or "empires" and, instead, shaped a wholly different social order over the past 5000 years or more. This class provides a well-rounded experience of the geography, social organization, and social interconnections of one of the most essential and pivotal regions in world history and contemporary political discourse.

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

---

**L48 Anthro 379 Meltdown: The Archaeology of Climate Change**

This course examines the temporal, geographical, and environmental aspects of past climate changes, and by using specific examples, explores how climate changes may have affected the evolution of human culture and the course of human history. Archaeological and documentary examples from the Americas, Africa, Asia, Europe, and the Near East will be used to explore if or how significant events in human history have been influenced by changes in climate.

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

---

**L48 Anthro 380 Applications in GIS**

This introductory course in Geographic Information Systems (GIS) is designed to provide you with the knowledge, skills, and confidence to be an independent user of GIS. The course will use the latest version of ESRI ArcGIS. The course is taught using a combination of lectures, demonstrations, and hands-on, interactive tutorials in the classroom. You will also explore the scientific literature to understand how GIS is being used by various disciplines to address spatial questions. The course takes a multidisciplinary approach that is focused on learning the tools of GIS versus working with data from a particular field. The goal is to establish a solid foundation you can use to address spatial



questions that interest you, your mentor, or your employee. The first weeks of the course will provide a broad view of how you can display and query spatial data and produce map products. The remainder of the course will explore the power of GIS with a focus on applying spatial analytical tools to address questions and solve problems. As the semester develops, more tools will be added to your GIS toolbox so that you can complete a final independent project that integrates materials learned during the course with those spatial analyses that interest you the most. Students will have the choice of using a prepared final project, a provided data set, or designing an individualized final project using their own or other available data.

Same as L82 EnSt 380

Credit 3 units. A&S IQ: NSM Arch: ETH, NS, ETH, S, NSM Art: NSM

---

#### **L48 Anthro 3833 Performance and Healing: The Politics of Health Representation**

The purpose of this course is to bridge the disciplines of medical anthropology, global public health, and medical humanities through deep consideration of how variegated knowledge about health, healing, and illness is produced and performed in a variety of public forums. Students will explore the ways in which knowledge is produced about particular global health topics through representation in text, image, sound, film/television, and live performance art. Using interdisciplinary theory and methods, this course answers the following questions: why are these representation modalities important, and how do we analyze them in practice? Drawing on the fields of medical anthropology, media studies, global public health, and performance studies, this course elucidates the relationships between knowledge production, representation, discourse, health, and power through three case studies. Case study topics include: HIV/AIDS, Heroin Injection Use, and Domestic and Sexual Violence. Although the course provides an interdisciplinary perspective for understanding and analyzing different ways of representing illness and healing, it is also deeply grounded within the political-economy of health framework of critical medical anthropology. The following topics will be central to our analyses in this class: gender, sexuality, the body, class, ethnicity, and language.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3851 History and Theory of Anthropology**

This course examines the history of anthropology and the major theoretical frameworks of the field to the present. Key theorists discussed in this class include Geertz, Foucault, Marx, Mead, and Weber, as well as the deep roots of anthropology in strands of philosophy and social thought running back centuries. Ethnographic case studies from around the world are read in order to keep the theories palpable and grounded. Key themes discussed in the class include the concept of culture, how and why societies change and evolve, ways that meanings and identities are made, the role of history in the present, diverse forms of power and experience, and issues of diversity amid contemporary global life.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

#### **L48 Anthro 3860 Sports, Health, and Society**

Sports is a lens onto social issues of health, fitness, and the body. Case studies in this course deal with injury and abuse, the role of medicine and pharmaceuticals, corporations and mass media, gendered aggression, doping scandals, disabled athletes, trans athletes, and video games, among other topics. A wide range of sports will be covered, including basketball, American football, college athletics, sumo wrestling, martial arts, ordinary activities like running and exercise, and mass spectacles such as the Olympics. By adopting cross-cultural and intersectional approaches, this course will consider how race, gender, and other social contrasts shape ableisms, body norms, violences, and hard-driving business interests in sports and society.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 387 Medical Anthropology**

The comparative study of non-Western medical systems, including the definitions of health and disease, the kinds of treatment, and the varieties of practitioners in other cultures (e.g., Navaho, India, China).  
Credit 3 units. Art: SSC BU: IS

---

#### **L48 Anthro 3870 Science and Society**

Encounters with science are ubiquitous in daily life. We read papers hailing scientists' most recent achievements. We adjust our lifestyles to their findings, and we sometimes even allow them to change our beliefs about the world. As students, we learn about the scientific method, run labs, and memorize facts and equations. This course invites students to estrange themselves from these familiar scenes by challenging some assumptions about what science is and how it works. In the course, we launch from the premise that science is itself a cultural activity, permeated by social norms and values. Surveying a rich, cross-disciplinary literature, the course thus aims to unpack the deep imbrications between science, society, technology, economy, and politics from the perspective of the field of science and technology studies.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3874 International Public Health**

This course explores current topics in international public health using a case-study-based approach, emphasizing public health issues affecting low-and middle-income countries; introduction to the tools and methods of international public health research and programs; in-depth examination and critique of the roles of local and national governments, international agencies, and third-party donors in international public health work; and the contributions of anthropology to the international public health agenda.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

---

#### **L48 Anthro 3875 Pharmaceutical Personhood**

This course examines sociocultural dimensions of pharmaceutical production and consumption in the contemporary world. Pharmaceuticals have brought remarkable promises. Their consumption also reflects various social inequalities and substantial transformations in human experience that demand critical attention. We examine the history and global reach of the pharmaceutical industry, the content of pharmaceutical advertising, and pharmaceutical use in the treatment of various kinds of illness, including common mental disorders, post-traumatic experience, chronic illness, eating disorders, and lifestyle disorders. Case studies are drawn from diverse societies. We also explore various angles of public criticism about the pharmaceutical industry. No background in anthropology is required.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

---

#### **L48 Anthro 3876 Darwin and Doctors: Evolutionary Medicine and Health**

Back pain, diabetes, obesity, colds, even morning sickness. These are all common human health problems. But have you ever wondered why we have these and other health conditions? In this class, we will investigate this question - and others - specifically using evolutionary theory to inform current understandings of contemporary health problems.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L48 Anthro 3880 Multispecies Worlds: Animals, Global Health, and Environment**

Amid escalating global environmental and health crises that impact all forms of life, this course critically considers the diverse relationships of humans with other forms of life and varied ecological systems. Although anthropology has long studied humans' use of and impact

on environments, anthropologists have begun to increase their focus on human-animal cohabitations, engagements, and shared cultures and worlds. This seminar looks at how diverse contemporary contexts -- such as zoos, farms, forests, and laboratories -- involve fascinating human-animal relationships and contentious implications for ethics, health, and ecology. In investigating how animals are central to scientific knowledge production, debates about animal welfare, environmental sustainability issues, companionship and pets, entertainment and sports, and zoonotic disease, we will explore the possibility for more richly understanding the world by fully appreciating species diversity and interconnectivity.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3882 Psychological Anthropology**

The objective of this course is to introduce students to the central topics and methods of psychological anthropology. Psychological anthropology is concerned with the interplay of psychology and culture on both the individual and group levels. We will look cross-culturally at such topics as child and adolescent development, religious experience, illness and healing, self and identity, gender and sexuality, reasoning and symbolism, and psychopathology. This class draws upon a range of sources, including ethnographies, psychoanalytic theory, contemporary critical theory, and cross-cultural materials.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 3884 Regulating Reproduction: Morality, Politics and (In)justice**

This course centers on the burgeoning corpus of anthropological scholarship on reproduction, with special attention to the regulation of reproductive behaviors and population management in cross-cultural perspective. Anthropologists and feminist scholars have shown how reproduction-which links individual bodies to the body politic-is a privileged site for processes of governance. Scholars have also shown how seemingly personal reproductive choices made in the micro units of families, are always bound up with broader, if obscured, economic, national, and political projects. In this course, we will cover how diverse entities, including the state, the Church, NGO's and feminist groups, seek to manage reproductive behaviors and politics across the world. We will discuss population control campaigns (such as China's notorious one-child policy) and pronatalist population policies (like those seen in Israel) in order to underscore how the management of fertility becomes a crucial site for nationalist and state-building projects. In this course we examine processes of "reproductive governance" around topics including pregnancy and birth, family planning, abortion, and adoption. We also examine how the global proliferation of Assisted Reproductive Technologies (such as in vitro, sonogram, abortifacient pills, amniocentesis) intersects with efforts to govern reproduction. Crucially, we take class and race as key axes through which reproduction is experienced and stratified in diverse contexts. At the end of this course students should have a solid grasp of key topics and themes in the anthropology of reproductive governance, as well as more in-depth knowledge of a particular controversial reproductive issue that they choose to focus on for their final research paper.

Credit 3 units. A&S IQ: SSC, SC, SD EN: S

---

#### **L48 Anthro 3885 Global Mental Health**

What does global mental health mean for different actors and stakeholders? This course will examine the history, interventions, and critiques of global mental health. We will explore how diagnosis, distress, and treatment are experienced in different cultural and geographic contexts. Moreover, we will consider how biomedical psychiatry complements and conflicts with other forms of healing expertise. We will also consider mental health disparities, and critically reflect on the successes and challenges of global mental health interventions. This course will draw on materials from different disciplines, including anthropology, public health, psychiatry, social

work, long form journalism, and guest speakers to examine topics in global mental health, such as gender and sexuality, migration and displacement, environmental determinants and climate change, and global crises like COVID-19. Our course materials will draw on research carried out in a variety of locations, including the United States, India, Iran, Italy, Botswana, Brazil, and Thailand.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S

---

#### **L48 Anthro 3900 Intermediate Directed Research**

This course level is typically taken by juniors or seniors during their first semester in the lab, or by advanced freshmen and sophomores. The expectations of a 300-level directed research project will be greater than those of a 200 level directed research. Student participation in research activities should include higher-level participation, including completing literature reviews, running complex assays, or similar work. The student is expected to be proficient in the appropriate research techniques of a lab, familiar with relevant literatures surrounding the project, and capable of working with minimal supervision. There should be some form of final evaluation or project, but an independent research project is not necessary. May be taken for 1-3 credit hours, 1-2 recommended. Students must enroll in a specific section with a faculty member and receive approval from the department.

Credit variable, maximum 3 units.

---

#### **L48 Anthro 3942 American Indians and American Empire**

This course critically explores the past and present struggles of Native Americans against white settler colonialism. We trace connections between U.S. domestic policy and imperialist ideologies, politics, and violent war from the United States to the Philippines to Latin America and the Middle East. By reading work by Native American and non-Native scholars, writers, and activists, we will consider how issues of race, class, gender and sexuality, violence, policing and militarism, nature, education, language, and sovereignty are intertwined with coloniality, forms of anti-colonial resistance, and the making of decolonized futures. Readings will be interdisciplinary, drawing on anthropology, history, politics, and literature. Students will develop research projects through case studies of their choosing.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

---

#### **L48 Anthro 397 Proseminar: Issues and Research in Anthropology**

Designed to introduce the student to current issues in Anthropology and to research being carried out by faculty. Topics vary each year. Each departmental member addresses issues in his/her particular specialty. Required of all majors; may be taken before declaring major, and may be taken by non-majors.

Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 399 Undergraduate Teaching Assistant**

Open to advanced undergraduates only. Usual duties of teaching assistant in laboratory or other selected courses. Prerequisite: Permission of instructor.

Credit variable, maximum 3 units.

---

#### **L48 Anthro 3999 Class Mentor**

Classroom instructional assistance through mentoring activities assigned by instructor. Limited to advanced undergraduates only. Permission of instructor required. Class mentors will contribute to the intellectual development and/or pedagogical design. This is a more rigorous commitment that requires the production of additional course material or responsibilities compared to L48 Anthro 399; Undergraduate Teaching Assistant. Prerequisite: Permission of instructor.

Credit variable, maximum 3 units.

---

**L48 Anthro 4002 Internship in Interrogating Health, Race, and Inequalities**

Internship in Interrogating Health, Race, and Inequalities is intended for advanced undergraduates who are enrolled in the course L48-4003 (Interrogating Health, Race, and Inequalities) and who have previous coursework in (medical) anthropology, public health, urban policy, or African and African-American Studies. The internship experience is designed to facilitate students' familiarity with research and evaluation strategies that \*\*both\*\* address structural factors shaping health outcomes and are sensitive to community needs and socio-cultural contexts. The internship experience will contribute to students' in-class understanding of the ways that race as a historically produced social interacts with other axes of diversity and social determinants to produce particular health outcomes. The course requires \*\*permission from the instructor\*\* and L48-4003 is the co-requisite. Same as I50 INTER D 4002  
Credit 1 unit.

---

**L48 Anthro 4003 Interrogating Health, Race, and Inequalities: Public Health, Medical Anthropology, and History**

Interrogating Health, Race, and Inequalities is intended for graduate students in the School of Social Work and in Arts & Sciences as well as advanced undergraduates in Arts & Sciences who have previous coursework in medical anthropology, public health, or urban policy. The fundamental goal of the course is to demonstrate that health is not merely a medical or biological phenomenon but more importantly the product of social, economic, political, and environmental factors. To meet this goal the course is designed to examine the intersection of race/ethnicity and health from multiple analytic approaches and methodologies. Course readings will draw from the fields of public health, anthropology, history, and policy analysis. Teaching activities include lectures, group projects and presentations, videos, and discussions led by the course instructors. These in-class activities will be supplemented with field trips and field-based projects. By the end of the course it is expected that students will have a strong understanding of race as a historically produced social construct as well as how race interacts with other axes of diversity and social determinants to produce particular health outcomes. Students will gain an understanding of the health disparity literature and a solid understanding of multiple and intersecting causes of these disparities. Same as I50 INTER D 4001  
Credit 3 units.

---

**L48 Anthro 4005 The Evolutionary and Health Impacts of Human Parasite Infection**

Are parasites "old friends" or enemies we have been combatting for as long as humans have been around? Throughout our evolutionary history, humans have constantly interacted with parasites and other organisms that make their homes in our bodies. How did these relationships evolve and how does variation in social and economic factors alter human infection risk? Why do some parasite infections cause severe illness while others are often unnoticed? How might an evolutionary understanding of human-parasite relationships help us improve health outcomes? This class will explore these questions and more as we investigate how parasites have affected human evolution and health. Pre-requisites: L48 307A or equivalent highly recommended.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L48 Anthro 401 Evolution of Non-Human Primates**

Discussion and analysis of primate evolution with emphasis on comparative and functional anatomy and primate paleontology. Prerequisite: permission of instructor.  
Credit 3 units. A&S IQ: NSM Art: NSM

---

**L48 Anthro 4011 Popular Culture and Consumption in Modern China**

This writing-intensive seminar explores transformations in popular culture and everyday life in Chinese society since 1949 through an analytical focus on political economy and material culture. Drawing upon ethnographic texts, films, and material artifacts, we will investigate how the forces of state control and global capitalism converge to shape consumer desires and everyday habits in contemporary China. Case studies include eating habits, fashion standards, housing trends, entertainment, sports, and counterfeit goods. Prerequisite: previous course in China studies (anthropology, economics, history, literature, philosophy, or political science) required. Enrollment by instructor approval only.  
Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

---

**L48 Anthro 4022 Transnational Reproductive Health Issues: Meanings, Technologies, Practices**

This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population, and information for reproductive strategies at the local level. We will also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction will serve as a focus to illuminate the cultural politics of gender, power, and sexuality.  
Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L48 Anthro 403 Archaeology and Early Ethnography of the Southwest**

This course integrates archaeological, historical, and early ethnographic dimensions of American Indian societies in the southwestern United States and northwest Mexico, a region famous for its challenging environment, cultural diversity, and the contributions made by its Native inhabitants. Emphasis is placed on the development of sophisticated desert agriculture and on the rise of regionally integrated cultures including Chaco Canyon and Mesa Verde. The impact of Spanish, Mexican, and American colonization are explored. Ethnographies of Tohono O'odham (Papago), Hopi, Zuni, Rio Grande Pueblo, and Navajo societies will be discussed.  
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

---

**L48 Anthro 4033 Culture, Illness, and Healing in Asia**

This course examines the place of health, illness, and healing in Asian societies. We will explore how people experience, narrate, and respond to illness and other forms of suffering - including political violence, extreme poverty, and health inequalities. In lectures and discussions we will discuss major changes that medicine and public health are undergoing and how those changes affect the training of practitioners, health care policy, clinical practice and ethics. The course will familiarize students with key concepts and approaches in medical anthropology by considering case studies from a number of social settings including China, India, Indonesia, Japan, Korea, Taiwan, Tibet, Thailand, Vietnam and Asian immigrants in the United States. We will also investigate the sociocultural dimensions of illness and the medicalization of social problems in Asia, examining how gender, ethnicity, socioeconomic status, disability and other forms of social difference affect medical knowledge and disease outcomes. This course is intended for anthropology majors, students considering careers in medicine and public health, and others interested in learning how anthropology can help us understand human suffering and formulate more effective interventions.  
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

---

#### **L48 Anthro 4041 Islam and Politics**

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.)

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

#### **L48 Anthro 4042 Islam Across Cultures**

In this seminar we examine the variety of historical and contemporary ways of interpreting and practicing Islam, with special attention to issues of ritual, law and the state, and gender. Cases are drawn from Asia, Europe, Africa, and the Middle East, and students engage in fieldwork or library research projects.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC

---

#### **L48 Anthro 4050 The Archaeology of Politics and the Politics of Archaeology**

How we study, interpret, present, and preserve the past is never isolated from broader concerns in society. In the currently polarized environment, the meaning of history and cultural heritage has taken on an unavoidable salience in political discourse. What is at stake is the ability to set the terms of conversations about national identity, cultural patrimony, illicit antiquities, war, and natural resource extraction, among many others. This course therefore addresses three questions: (1) how do archaeologists study politics in the past, (2) how does archaeological knowledge figure into politics (3) how is the creation of knowledge about the past inflected by present-day politics? To answer these questions, we will engage with a range of exemplary case studies that reveal the breadth and depth of the ways that scholars have examined the political in archaeology. Central themes in this course will concern archaeological methods and theory for studying ancient polities and political action in the past, conflict within and between polities, the use and abuse of archaeological knowledge, archaeology and nationalism, colonialism, the political economy of archaeological fieldwork, labor in and as a subject of archaeological research, archaeology and public policy, as well as archaeology as a form of political action. We will confront numerous challenging topics, with the perspective that archaeology is far from a dusty esoteric pursuit, but rather a terrain of meaningful struggle between experts, funders, stakeholders, descendant communities, state bureaucracies, institutions, and a range of publics. Students will gain an in depth understanding of both how archaeologists have valuable knowledge to contribute to the study of politics as such as well as the political issues facing archaeology in the world today.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: HUM Art: HUM EN: S

---

#### **L48 Anthro 4052 Citizenship: Historical, Cross-Cultural, and Interdisciplinary Perspectives**

Although some have posited that citizenship may become obsolete in an increasingly globalizing and interconnected world, citizenship has never been more relevant. Discussions of migration, statelessness, naturalization policies, borders, and so many other contemporary topics hinge on questions of citizenship. In this course, we will be taking an interdisciplinary approach to the study of citizenship, drawing on a wide range of work from historians, social scientists, journalists, and writers. This is an interdisciplinary and transnational course intended for advanced undergraduate and graduate students. Examples will draw from around the world and from a variety of disciplines. Assigned materials include the work of historians, anthropologists, political scientists, sociologists, and journalists as well as novels, films, and audio and visual sources.

Same as L93 IPH 4052

---

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

#### **L48 Anthro 406 Primate Ecology and Social Structure**

Survey of the ecology, individual and social behavior, adaptations, and interactions of the major groups of primates. Emphasis on studies designed to examine the relationships among ecology, morphophysiology, and behavior. Methods used in collecting data on primates in the field. Prerequisite: Anth 150A or one 100-level biology course.

Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L48 Anthro 4082 Origin of Evolutionary Thought**

This course provides an in-depth introduction to classic works in evolutionary biology and evolutionary anthropology. Students will read primary as well as some secondary sources and be expected to discuss those materials each week in class. Students should expect a very heavy reading load, and should plan on reading the assignments throughout the week.

Credit 3 units. A&S IQ: NSM

---

#### **L48 Anthro 4091 Sexuality, Gender, and Change in Africa**

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We will examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance, and meaning. Course materials include ethnographic and historical materials and African novels and films. PREREQUISITE: Graduate students or undergraduates with previous AFAS or upper level anthropology course.

Same as L90 AFAS 409

Credit 3 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4100 Topics in Anthropology: Humanitarianism**

This course offers a critical perspective on the field of humanitarianism—the humanitarian ethos or desire to help those in need as well as the humanitarian norms and practices that guide such interventions. What does it mean to help others, and why (and when) do people choose to do so? When is helping others a moral imperative? Why are some lives saved while others are left to suffer? The course introduces the historical, legal, and political foundations of humanitarian response and investigates into the practices, contexts, and effects of humanitarian intervention. Course content will critically examine humanitarian interventions amid medical, environmental, and conflict contexts and inquire into humanitarian temporalities, spaces, politics, ethics, and care.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4101 Topics in Anthropology**

A course covering topics in one of the three subdisciplines of anthropology

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

#### **L48 Anthro 4102 Latin America and the Rise of the Global South**

The rise of the global south - and the reordering of global geopolitics, economics and cultural imaginaries - is characterized by progressive change and intense conflict. Economic growth coincides with the impacts of global warming, the assault on natural resources, the rise of new consumers and the entrenchment of deep inequalities. We also see the emergence of cultural and political formations that range from the horrific to the inspiring. Latin America is a central node of the new global south. Here history takes unpredictable turns in the face of declining U.S. hegemony, the economic growth of Brazil, legacies of militarism and political violence, a feverish attack on nature, resurgent economic nationalism, and defiant "anti-globalization" movements.

Through close reading of contemporary ethnographies of Latin America we explore emergent cultural and political-economic processes in the region, we consider south-south articulations (theoretical, cultural, political-economic) between Latin America, China, Africa, and India, and we reflect on the changing role, meaning, and relationships of the United States in the region.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

---

#### **L48 Anthro 4104 Topics in Anthropology**

A course covering topics in one of the three subdisciplines of anthropology

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 4106 Topics in Anthropology: Biomechanics**

Humans, like all organisms, live and evolved in a world that is governed by the rules of physics. Such an engineered world has undoubtedly had a profound impact on the human evolutionary trajectory. Biomechanics is the science of understanding the natural world around us in a mechanistic fashion, and it has become a major pillar in investigating the human form and function. Understanding how humans and our closest relatives behave in and interact with the physical world can lead to novel insights into the evolution of complex traits; such understanding can come from investigating the mechanics of tissues and structures of the human body or understanding the principles of movement and locomotion. Through lectures, discussions, and hands-on experience, this course will explain biomechanical terms and principles to demonstrate how this discipline has contributed to biological anthropology.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L48 Anthro 4107 Topics in Archaeology: Archaeology of the Living World**

As anthropologists, archaeologists are familiar with the animate nature of reality as experienced by most people at most times in human history. Guided by such reality, people create material patterns that challenge archaeologists to identify them by attempting to elucidate what the makers might have experienced and intended, not what modern scientists might see through the lens of a clear division between animate and inanimate material. Increasingly, the default position of ignoring this challenge because it is difficult to make convincing arguments regarding the esoteric knowledge generating patterns in an animate world is no longer acceptable, morally or practically. This course explores some of the work archaeologists are undertaking to advance knowledge of past realities experienced by people generating material records we that can study from the perspective of relations between people and things of a mutually constitutive nature.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L48 Anthro 4108 Topics in Anthropology: Representations of Disability**

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 4110 Pushing Daisies: The Anthropology of Death and Dying**

This course examines the dying process and the ways humans around the world come to terms with their mortality. We will critically analyze controversial issues regarding brain death, suicide, euthanasia, and organ donation. We will survey funerary traditions from a variety of cultures and compare the social, spiritual, and psychological roles that these rituals play for both the living and the dying. We will examine cultural attitudes toward death and how the denial and awareness of human mortality can shape social practices and institutions. Finally, we will consider issues regarding quality of life, the opportunities and challenges of caregiving, and hospice traditions around the world.

This course will include readings and films about individuals and groups, both in the United States and around the world, as well as guest speakers (hospice workers, home aides, organ donation facilitators, counselors) who will talk about issues related to end-of-life health and caretaking issues in and around St. Louis.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

---

#### **L48 Anthro 4112 Body and Flesh: Theorizing Embodiment**

This seminar explores a wide range of readings on "the body" as a site of theoretical analysis in social scientific and humanistic inquiry. Issues include: How do we think about the body as simultaneously material (flesh and bone) and constructed in and through social and political discourse? How do we think about the relationship between these contingent bodies and subjective experiences of "self" in various contexts? The course focuses upon the different ways in which these questions have been posed and engaged, and the implications of these formulations for the theorizing of human experience. Prerequisite: Anthropology 3201, or permission of instructor.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

#### **L48 Anthro 4113 Advanced Psychological Anthropology**

This seminar examines the intersection of psychological and anthropological theories and methods and their utility in the study of culture and human experience. This course is an in-depth exploration of some of the key theorists and theoretical domains that have defined the field of psychological anthropology and beyond, including Bakhtin, Bateson, Chodorow, D'Andrade, Ewing, Freud, Goffman, Hollowell, Holland, Irigaray, Kleinman, Kohut, Lacan, Lutz, Rosaldo, Strauss, Sapir, Scheper-Hughes, and Vygotsky, among others. By the end of the course, students will have a solid grounding in linguistic, psychoanalytic, cognitive, symbolic, developmental, interactionist, and critical approaches within psychological anthropology. Prerequisites: At least one of the following -- Anthro 3201, Anthro 3882, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

#### **L48 Anthro 4114 Anthropology and Existentialism**

This course examines what it means to be human. Drawing on existentialist philosophy and ethnography, this course is about appreciating the richness, the deep emotional tone, and also the dangers of human experience. Case studies look at profound aspects of existence, like suffering, healing, mercy, and hope, across diverse cultures. Specific themes covered include the ordinary life, how we perceive the world around us, the feeling of being at home and senses of place, how we experience pain, what makes our bodies powerful or vulnerable, why things really matter, and how communities cope with trauma and violence. This course is especially relevant for students interested in medical anthropology and social dimensions of health and illness. No background in anthropology or philosophy is required.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

---

#### **L48 Anthro 4115 Anthropology of Deviance**

This course provides an anthropological perspective on notions of "deviance" as social, psychological, moral, and medical mechanisms of control and regulation. Students will learn to critically engage and evaluate dominant etiological theories of deviance, local and global contexts of deviance, and social responses to deviance as cultural processes through which communities make (and unmake) meaningful human relationships. Through academic texts, ethnographic accounts, clinical case materials, and first-hand accounts, students will explore multiple dimensions of what it means to be "deviant" or "normal" in a given social or cultural context. Sample topics include: historical trajectories of deviance, deviance and criminology, social class and inequality, prison cultures, deviance and resistance, deviant personalities, forensic psychiatry, deviant vs. socially sanctioned violence, and stigma.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4116 Anthropology and Experiment**

In recent years, many cultural anthropologists have described their work as "experimental." On the surface, the notion of experimentation leads something of a double life. On the one hand, in its ideal form, it stands for rigidly held methodological tenets aimed at answering questions in rigorous ways. This kind of experimentations is the hallmark of "scientific" inquiry. On the other hand, experimentation implies something of open-endedness, of tentative and flexible exploration. Through an examination of works on experiments, as well as purportedly experimental ethnographies, we will pursue the question: What is an experimental mode of inquiry in cultural anthropology, and how does it square with the two idealized meanings of experimentation? We will examine the links and resonances between different notions of what experiments do, what they describe in terms of both form and method, how they begin and end, how they are assessed as successes or failures, and what sort of knowledge they produce. This course involves reading across cultural anthropology, science studies and the philosophy of science to better understand different approaches to experiments across domains of research and writing. Can we learn something about what anthropologists do in experimental works from the wealth of thoughtful scholarship on experiments in other fields? Is there something common to experimentation in cultural anthropology and experimentation elsewhere in the social sciences and beyond?

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

#### **L48 Anthro 4117 Nature/Culture**

What do we mean by "nature" or by designating something as "natural"? How do we distinguish nature from culture and where does such a distinction break down, become political or controversial? Is the distinction between nature and culture itself universal, or does it emerge from a particular history and reflect particular preconceptions and understandings? And how do new technologies reconfigure this distinction? In this course, we will explore such questions, paying special attention to the ways anthropology, as a discipline, has relied on, reinforced, and legitimated this great divide.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4118 The Good Cause: Psychological Anthropology of Moral Crusades**

Why do people join moral crusades? These are social movements based on powerful moral institutions, ranging from the abolitionist and suffragette movements to witch hunts, insurgency and ethnic riots. Such movements are extremely diverse, yet their unfolding and the dynamics of recruitment show remarkably common properties. We will examine a series of empirical cases, including recent events, and assess the relevance of models based on individual psychological dynamics, intuitive moral capacities, and human motivation for participation in collective action.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4119 Becoming Clinicians and Healers**

A great deal of learning in clinical, caring, and healing professions takes place on the job and through interactions with peers and supervisors. To better understand such subtle and hidden forms of learning, we will examine how clinicians- and healers-in-training experience processes of embodiment and the training of the senses in therapeutic encounters. Pairing theoretical scholarship on apprenticeship, tacit knowledge, and the perfection of one's craft, with rich ethnographic research on training in surgery, psychotherapy, and shamanism, this course will explore the subtle and subjective experiences of learning to become a future therapeutic practitioner.

Credit 3 units. A&S IQ: LCD, SSC BU: BA

---

#### **L48 Anthro 411W Anthropology and Existentialism - Writing Intensive Seminar**

This course examines what it means to be human. Drawing on existentialist philosophy and ethnography, this course is about appreciating the richness, the deep emotional tone, and also the dangers of human experience. Case studies look at profound aspects of existence, like suffering, healing, mercy, and hope, across diverse cultures. Specific themes covered include the ordinary life, how we perceive the world around us, the feeling of being at home and senses of place, how we experience pain, what makes our bodies powerful or vulnerable, why things really matter, and how communities cope with trauma and violence. This course is especially relevant for students interested in medical anthropology and social dimensions of health and illness. No background in anthropology or philosophy is required. This is the Writing Intensive version of the course L48 4114.

Credit 3 units. Art: SSC EN: S

---

#### **L48 Anthro 4120 Conspiracies, Cults, and Moral Panics: The Affective Politics of Fear**

This course takes an anthropological look at conspiracy theories, cults, and moral panics as manifestations of cultural distress and modes of everyday knowledge and practice. The thread that connects these phenomena is that they are constituted as counterhegemonic pathways to "truths" that the majority of people cannot (or refuse to) see. As such, they serve as provocative lenses on changing understandings of such issues as the relationship between the individual and the modern state, the contours of civil liberties and responsibilities, and the nature and purpose of human existence. Throughout the semester we will explore the evolution and social impact of conspiracies, cults, and moral panics, and examine the historical, cultural, political, and religious dynamics that inform all three using a variety of critical methods. Among other lines of inquiry, we will ask: What is the cultural and psychological work of these phenomena? And what do they suggest about our own experiences-especially of freedom, the exercise of power, and what counts as knowledge?

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L48 Anthro 4123 Argumentation Through Ethnography**

Ethnography is the traditional mainstay of anthropological academic writing. Through ethnography, anthropologists do more than simply describe a culture or a group of people; rather, they organize and present their field materials in particular ways in order to make intellectual, theoretical, and sometimes even political arguments. This seminar will explore the different ways anthropologists have used ethnography to make intellectual claims and frame theoretical or practical arguments. The aim of the course is to help students develop critical reading skills for engaging ethnographic materials as well as to explore the ways in which ethnography, when done well, can be a persuasive and engaging means of academic argumentation. This course is intended as a sequel to Anthro 472. Prerequisite: Anthro 472 or permission of instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4124 Language and Politics**

Language is a constitutive part of political processes. While many agree that language is used to symbolize or express political action, the main focus of this course is on how linguistic practice and ideology contributes to the creation of political stances, events, and spheres. Topics addressed include political rhetoric and ritual, the emergence of public spheres, discrimination, as well as ethnic conflict, nationalism and colonialism.

Credit 3 units. A&S IQ: SSC, SD Art: SSC EN: S

---

**L48 Anthro 4134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics**

In the year 2000, HIV became the world's leading infectious cause of adult death. In the next 10 years, AIDS killed more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources but rather global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for the cultural analysis of responses to HIV/AIDS. Students will explore the relationships among local communities, wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and "risk" categories, prevention and education strategies, interactions between biomedicine and alternative healing systems, and medical advances and hopes.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S

---

**L48 Anthro 4135 Tobacco: History, Culture, Science, and Policy**

Tobacco is the most important public health and medical problem of our time, the leading cause of cancer and other chronic diseases. This course examines tobacco's important role in shaping the modern world and global health over the course of the last five centuries, from indigenous uses of tobacco to plantation slavery to the cigarette boom to the politics of health and smoking in the 21st century. Through in-depth historical and anthropological case studies, tobacco provides a window onto trends in government and law, medicine and public health, business and economics, society and culture, including changing social meanings of gender, race, class, sexuality, advertising, consumerism, risk, responsibility, and health in the United States and worldwide. This course also introduces students to public health approaches to noncommunicable disease prevention, environmental health, and healthy lifestyle promotion. No background in anthropology or public health is required.

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

---

**L48 Anthro 419 Primate Behavior**

Discussion and analysis of recent research on the social behavior of nonhuman primates. Data from both field and laboratory study.

Prerequisite: Anth 406, or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM BU: BA

---

**L48 Anthro 4191 Primate Cognition**

This course will investigate historical and current views regarding the cognitive capacities of non-human primates, and the extent to which these abilities are shared with humans. Topics for this class will include: social cognition, problem-solving, tool use, culture, communication, theory of mind, deception, self-recognition, imitation, and numerical cognition. The classes will involve discussion and critical evaluation of theory and methods in this challenging and exciting area of primate cognitive research.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L48 Anthro 4194 Primate Ecoimmunology**

The ability of an organism to defend itself against infection by viruses, bacteria, and parasites is critical to organismal survival and fitness. The response of the host immune system is vital in this defense, and like any phenotype, we observe variation in immune function between individuals, populations, and species. The field of ecoimmunology seeks to characterize and explain how the environment of the organism contributes to this observed variability in the host immune response. In this class, we will examine the evolution and function of the primate immune system, primarily in non-human primates, within the context

of the extensive social and ecological variability in the primate order. We will take a broad and integrative approach, synthesizing material from diverse fields including immunology, ecology, physiology, behavior, and genetics. Prerequisites: Anthropology 150A or Biology 112

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L48 Anthro 4195 Advanced Primate Laboratory Methods**

This course provides students with firsthand experience in conducting laboratory work in primatology. This includes laboratory safety, preparing samples, running assays, and analyzing results. Students will learn best practices and the process of validating techniques. In addition to hands-on lab work, students will read peer-reviewed publications that present data generated from the types of techniques we will cover in class. Background reading on all the methods used and learning about the field techniques used to collect the samples will also be required. Students in this course are expected to have sufficient prior experience in a laboratory setting and to already understand the basics of lab work, such as proper pipetting techniques and laboratory safety practices. With these basic skills already obtained, students will be able to focus on more interesting topics, such as hormonal, microbial, and genetic analysis of samples from wild primates. Students will need to make time to conduct laboratory work outside of class time. Each student will coordinate these times with the instructor.

Credit 3 units. A&S IQ: NSM BU: SCI

---

**L48 Anthro 4202 Anthropological Genetics**

This course will examine the principles of evolutionary genetics as applied to complex characters such as morphology, behavior, life history, and disease. Mathematical models of quantitative inheritance and evolution will be discussed. Special topics include kin selection, sexual dimorphism and conservation genetics. Prerequisite: Anthro 150A or introductory biology.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L48 Anthro 4211 Ethnobotany**

Interrelationships between plants and people, especially in past societies. Recovery and analysis of plant remains from archaeological sites; interpreting subsistence and vegetation changes; medicinal, ritual, and technological uses of plants; plant domestication and agricultural intensification. Modern efforts to understand and preserve threatened traditional ethnobotanical practices. Prerequisite: Anth 190BP or an introductory botany course, or permission of instructor.

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

---

**L48 Anthro 4212 Advanced Methods in Paleoethnobotany**

Advanced analytical techniques for the study of archaeological plant remains. Tools and methods for micromorphological recognition, including electron microscopy. Photomicroscopy at low magnification, management, tabulation, and reporting of data. Prerequisite: Anth 4211, or permission of instructor.

Credit 3 units. A&S IQ: SSC Art: SSC

---

**L48 Anthro 4214 The Archaeology of Food and Drink**

Studies of past human diets have moved beyond analyses of animal bones and seeds to encompass new theoretical goals and innovative analytical techniques. In this seminar-style course, students will explore methods of understanding food-related social interactions such as evidence including residues, ancient DNA, isotopes, and trace elements, along with more traditional artifacts and archaeobotanical and zooarchaeological remains. By examining case studies from around the world, we evaluate the current state of research attempting to integrate the biological and cultural aspects of eating and drinking.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4215 Anthropology of Food**

The rising interest in food research crosscuts various academic disciplines. This seminar focuses on aspects of food of particular interest in anthropology. The first 2/3 of the course is reading intensive and discussion-intensive. Each student will write short review/response papers for major readings. For the final third, we will still be reading and discussing, but the reading load will be lighter (and we will have a field trip) as students devote more time to their research paper. The research paper will be a major effort on a topic discussed with and approved by the professor. In most cases it will have to deal with cultural and historical aspects of a food, set of foods, form of consumption or aspect of food production. Papers will be critiqued, assigned a provisional grade, revised and resubmitted.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4240 The Plundered Past: Archaeology's Challenges in the Modern World**

The public imagination thrills at the fantastic adventures of Indiana Jones and Laura Croft, Tomb Raider; but the reality of modern archaeology is more complex, ethically challenging and interesting than a simple treasure hunt. In the U.S. and Canada, our science museums and museums of anthropology still display artifacts that are regarded as sacred and culturally definitive by Indian nations, although such holdings are now subject to negotiation and repatriation. Art museums in Europe and the U.S. are still stocked with looted ancient masterpieces that are revered as vital heritage by the nations from which they were stolen. We display looted art alongside a much smaller number of legitimately excavated artifacts of masterpiece quality, so it is no surprise that our popular images of archaeologists as avid and undiscerning collectors raise little concern. But modern archaeologists are not extractors of art or even of scientific information, from places as passive and inert as the museums' objects ultimately occupy. Archaeologists work with living people inhabiting societies and states that care deeply about their pasts and the relics of it. They are active agents engaged with many other people in the production of knowledge about the past. In our rapidly shrinking world, educated sensitivity to the many ancient cultural legacies that shape the values of modern global society is more than a moral imperative; it is a basic form of collaboration in the common project of survival. Archaeologists are ethically charged to advance that project through education about the complex contemporary arena of artifacts, sites, and information they occupy.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

#### **L48 Anthro 4252 Aging in Cross-Cultural Perspective**

Population aging, driven by increasing longevity and decreasing fertility, is a worldwide demographic transformation that is changing societies and social relationships at all levels, from family household interactions to national debates on policies and expenditures. This course, run in a seminar format, investigates global aging through the lenses of demography and cultural anthropology. The objectives are for students to gain an empirical understanding of current population trends and an appreciation for how the aging process differs cross-culturally. The first part of the course introduces basic concepts and theories from social gerontology, demography, and anthropology that focus on aging and provide a toolkit for investigating the phenomenon from interdisciplinary perspectives. The second part introduces students to data sets and analysis techniques that are key to documenting population aging at local, national, and global levels. The third part is devoted to reading and discussing ethnographies of aging from China, India, and elsewhere. Course assessment is based on data analysis exercises and written assignments.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: HUM Art: HUM EN: S

---

#### **L48 Anthro 4253 Researching Fertility, Mortality, and Migration**

Students will undertake research projects centering on the most fundamental demographic processes -- fertility, mortality, and migration. The first section covers basic demographic methodology so that students understand how population data is generated and demographic statistics analyzed. Course readings will then include seminal theoretical insights by anthropologists on demographic processes. Meanwhile, students will work toward the completion of a term paper in which they are expected to undertake some original research on a topic of their choice (e.g., new reproductive technologies; cross-cultural adoption; ethnicity and migration). Each assignment in this course will be a component of the final term paper. Prerequisite: L48-3612 (Population and Society) or permission of instructor.

Credit 3 units. A&S IQ: LCD, SSC, WI Art: SSC EN: S

---

#### **L48 Anthro 4254 The Anthropology of Maternal Death**

No other commonly-recorded health indicator shows such great disparities between rich and poor nations as does maternal mortality. Over 500,000 women die each year around the world from complications of pregnancy and childbirth, but 99% of these deaths occur in impoverished, non-industrialized countries. This course will examine the reasons for this stunning discrepancy, looking at the biological, social, political, and economic factors involved in maternal death. The course will be conducted as a seminar based on detailed readings of relevant journal articles, group discussion, case studies, and class presentations. Prerequisite: Anthro 3621.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

#### **L48 Anthro 4264 The Myth of Race**

This course describes the history of the myth of race and racism from the Spanish Inquisition to modern times. Since race is not a biological term but a cultural term, it is important for students to understand the origins and connections of ideas of race and racism from its beginnings in western thought to its current usage. The historical and literature connections can be seen though out the writings and behavior of the Spanish Inquisition, to the Renaissance, though colonization and slavery, to the reconstruction, to the late nineteenth century, to the early twentieth century, to modern times. In fact, the early history of anthropology can be traced through racist history.

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 427 Social and Cultural Change**

Analysis of political, economic, and social transformations among societies in the developing and developed world. Examples are drawn from many societies throughout the globe.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD BU: IS EN: S

---

#### **L48 Anthro 4280 Tourism & Sustainability**

This course offers an introduction to the political, cultural, and environmental effects of global tourism (with an emphasis on problematic travel trends, such as ecotourism) and sustainable development discourse. Topics include the history of tourism, tourism studies, critiques of authenticity and aesthetics, virtualism, political economy, island studies, political ecology, and critical social theory. Each student prepares a research paper or podcast on a tourism case study. Readings offer anthropological perspectives on the history of tourism; cultures of consumption; problems of authenticity and aesthetics; political economy and ecology; and the challenge of achieving "sustainable" tourism development across diverse natural environments. We will explore tourism as both a cause and effect of globalization (and "localization" movements) by tracking the consumer habits of emerging tourist markets while also considering ethnographic readings of "ecotourism" and the role that nostalgia plays in influencing domestic and international travel patterns. We will further consider tourism as the production and consumption of "tradition," and we will tackle ethically problematic tourist sites.



Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, IS EN: S

---

#### **L48 Anthro 4282 Political Ecology**

An exploration of how the interactions between culture and environment are mediated by local, national, and global politics. Topics include "overpopulation", agricultural intensification, Green Revolution, biotechnology, corporate agriculture, green movements, and organic farming. Each student prepares an in-depth research paper that may be presented to the class. Prerequisites: Graduate standing, Anth 361, or permission of instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4285 Environmental Archaeology**

This course intends to introduce students to lines of evidence used in the interpretation of past landscapes, to discuss how we can conceptualize changing human ecological relations, and to consider how we can identify the influence that humans have on their environment. Special emphasis is placed on human-animal-plant relations using case studies from around the world. Combining both lecture and seminar sessions, this course aims to ensure that students are aware of several of the basic methods of bioarchaeological and palaeoenvironmental reconstruction as well as the application of these methods to the interpretation of past landscapes and human impacts on them.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4286 Original Research in Environmental Anthropology**

In this course, we will focus our ethnographic lens on environmental issues in Saint Louis. Through readings and original research, this advanced course in anthropology closely engages discussion and debates about methods, ethics and representation in qualitative environmental studies. Students will identify and undertake qualitative, ethnographic research regarding a local environmental issue. The central goal of this class is to provide a forum for students to grapple with the practical and ethical considerations of anthropological research. The class will be segmented into the following three units: ethics in research, data gathering and analysis, and continuing conversations

Credit 3 units. A&S IQ: SSC EN: S

---

#### **L48 Anthro 4287 Anthropology of Water**

This course examines one of the world's largest risks and grandest challenges: water security. By exploring water flows between cultures and landscapes, students will think critically about the challenges faced in different regions and societies of the world which can exacerbate or ameliorate issues of social justice and equity. Topics include cultural notions and values of water, technologies of water purification and conservation, big dam controversies, water as a "right" or water as a "commodity," and how epistemologies of water can drastically impact people and ecosystems. Texts will mainly be anthropological but will also draw from history, political ecology, geography and development economics. These will underscore the importance of multiple contexts (social, religious, economic, political, cultural) to the understanding of the scale and scope of this major problem.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: HUM, SSC EN: S

---

#### **L48 Anthro 4288 Being Human: The Food-Energy-Ecosystem-Water Nexus**

This course examines a trilogy of resources that are essential to producing human life: food, water and energy. These resources are inextricably linked not only to the most common and necessary of our day-to-day activities, but impact each other in profound ways. Until recently, the study of these resources was fragmented in separate sectors, ultimately leading to lack of institutional coordination,

infrastructural lock-in and incomplete modeling systems. These incomplete systems overlook the complex overlaps of natural systems and render sustainability planning more tenuous than it could be. In response, these core resources are being studied together as a "nexus" to enhance synergies and prevent trade-offs across sectors. However, this nexus further requires astute attention to the all too "human" questions of resource use, waste and justice. If water, energy and food security are to be simultaneously achieved, social scientists must be at the forefront, contributing holistic research that brings the human back into socio-natural systems.

Credit 3 units. A&S IQ: SSC Arch: SSP Art: SSP EN: S

---

#### **L48 Anthro 428W Original Research in Environmental Anthropology**

In this course, we will focus our ethnographic lens on environmental issues in Saint Louis. Through readings and original research, this advanced course in anthropology closely engages discussion and debates about methods, ethics and representation in qualitative environmental studies. Students will identify and undertake qualitative, ethnographic research regarding a local environmental issue. The central goal of this class is to provide a forum for students to grapple with the practical and ethical considerations of anthropological research. The class will be segmented into the following three units: ethics in research, data gathering and analysis, and continuing conversations

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: CPSC, SSC EN: S

---

#### **L48 Anthro 4311 Biocultural Perspectives on Obesity and Nutrition**

From pink slime to red wine, causes-and-treatments-for obesity are constantly in the headlines. With more than 35% of Americans currently obese, this is a tremendous biological and social issue in the United States. Obesity rates are also increasing globally despite billions of dollars spent on diets and public health interventions. Why is this happening and what can be done to change this? Why are humans fat and prone to obesity? How do we interpret appropriate body size? These are some of the questions we will investigate in this class, specifically looking at the important physiological functions of adipose tissue and how both biological and cultural factors shape our perceptions of body image, health, and the obesity epidemic.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

#### **L48 Anthro 4312 Environmental Interactions and Human Health**

This course examines key issues related to human health through the lens of human lifestyle factors and environmental modification. Students will be asked to move beyond identifying the physical manifestations of poor health to recognizing larger evolutionary, social, and ecological factors that shape disease risk across individuals and communities. Throughout the term, we will explore how interactions between humans and their surroundings (and other organisms) have shaped disease patterns over time. We will also consider how the concepts we discuss relate to contemporary health challenges and how these perspectives can be applied to better address these issues going forward. In this course, human health is viewed as the result of biocultural processes. This course therefore uses an interdisciplinary approach, drawing on the methods, theories, and bodies of knowledge from various scientific disciplines, including evolutionary biology, genetics, parasitology, physiology, ecology, and medicine.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

**L48 Anthro 4321 History of Biological Anthropology**

The history of biological anthropology is traced from Darwin's time to the present. Factors that influenced major theories and subfields of biological anthropology are discussed along with current directions. Topics will include race, primate and fossil hominin tool use, adaptationism, evolution of the brain, and the human-chimp split, among other issues. Prerequisites: 6 units of coursework in Biological Anthropology or permission of instructor.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

**L48 Anthro 434 Behavioral Research at the St. Louis Zoo**

Students conduct research at the St. Louis Zoo. Training in designing of projects and analysis and interpretation of data. May be repeated for credit. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: BA

---

**L48 Anthro 4361 Culture, Power and the State**

This seminar surveys anthropological theory and ethnography of the nation-state. We will discuss how culture and power are interrelated in the formation of state institutions and ideologies, governance and violence, social and spatial inequalities, and citizen identities, daily lives, and movements for change. We'll read key theoretical works (Weber, Marx, Foucault, Gramsci, liberal political theory, feminism, and post-structuralism, among others) and contemporary ethnographies of the state. Anthropology's place in public debates on "culture" and violent crises of the state -- from Iraq to the U.S. heartland -- will be addressed at the end of the semester.

Credit 3 units. A&S IQ: SSC EN: S

---

**L48 Anthro 4366 Europe's New Diversities**

Since the late 1980s, three major upheavals have transformed European senses of identity. The demise of the Soviet Union has forced citizens of new "post-socialist" nations to forge new senses of belonging and new strategies of survival. The rise of a new public presence of Islam and the growth of children of Muslim immigrants to adulthood have challenged notions that Europe is a secular or post-Christian space. Finally, the heightened authority of European institutions has challenged the nation-state from above, and the granting of new forms of subnational autonomy to regions and peoples has challenged it from below. The new Europe is increasingly constituted by way of regional identifications, transnational movement(s), and umbrella European legal and political organizations; these new realities occasion new rhetorics of secularism, nationalism, and ethnic loyalties. We examine these forms of diversity, movement, and debate by way of new works in anthropology, sociology and political science.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L48 Anthro 4367 Culture, Power, Knowledge**

We often think of knowledge as universal and objective. But anthropologists have long studied ways in which knowledge varies in different cultural settings. In this course, we will ask: What is knowledge, how does it arise, and what does it do? Is there such a thing as universal validity or is knowledge always tied to specific cultural practices? What happens when knowledge travels and how does knowledge figure in relations of power? We will approach these questions through works in anthropology, philosophy, and science studies.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

---

**L48 Anthro 4392 Capitalism and Culture**

Capitalism is perhaps the most important historical and social phenomenon in the modern world. In tribal settings and major cities alike its complex impacts are evident. Through rich case studies of how capitalism touches down in diverse cultures, this course provides an introduction to anthropological perspectives on the economy and economic development. Themes covered include the history

of capitalism and globalization, the cultural meanings of class and taste, the relationship between capitalism and popular culture, major artistic responses to capitalism, social movements such as environmentalism, and the field of international development. No background in anthropology or economics is required.

Credit 3 units. A&S IQ: LCD, SSC, SD Art: SSC EN: S

---

**L48 Anthro 4393 The Archaeology of Trade and Exchange**

Studies of trade and exchange are fundamental to our past, as cultures in contact result in new imaginings of self, communities, and place in the world. This course engages in archaeological and anthropological discussions about the interconnectedness that results from trade.

This seminar concentrates on the discourse of material trade and the mechanisms for exchange, redistribution, dependency, and resistance. It also examines the immaterial exchange of ideas, perceptions, and values that alter concepts of identity, space, and time. Globalization, political economies, and power are also addressed, along with ideas about territory, value, and social and political consequences of trade.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S

---

**L48 Anthro 4394 The Connected World: Social Networks in Anthropology**

This course will serve two purposes. The first is to introduce students, via a broad interdisciplinary survey, to applications of social network perspectives and methods in the social sciences, especially anthropology. We will accomplish this via case studies each week that are organized by topic. Throughout the course, students will be introduced to network research across all four subdisciplines of anthropology, including the sociocultural, biological (including primatology and medical anthropology), archaeological, and linguistic subfields as well as the emerging fifth subfield of applied anthropology. The second purpose of this course is to expose students to the tools necessary to conduct network research, including collecting relational data, visualizing and analyzing networks, and interpreting the results of network analyses. This exposure will come from weekly demonstrations of relevant software and analyses by the instructor, with each week covering the most popularly employed tools for analyzing social networks.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L48 Anthro 4421 Advanced Seminar in Medicine and Society: Patients, Politics, Policy**

This course is designed to build on foundations provided in the First-Year Medicine and Society Seminar. It will interrogate current health-related issues, including gender, sexuality, politics, policy, and economics, and it will also explore how these and many other issues, demographics, and so on impact current health- and healing-related decisions and policies. We will read about and unpack contemporary issues in health care (insurance, big pharma, gender and sexuality, race) and have local experts visit to talk about their practical experience with and in health care. Students will be expected to engage with ethnographic, medical, economic, political and sociological material as well as current journalism to interrogate the topic. Prerequisites: Anthro L48 141 and Anthro L48 142.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L48 Anthro 4452 In the Field: Ethnographic and Qualitative Methods**

This course provides an introduction to ethnographic and qualitative research. Ethnography is the study of culture and social organization primarily through participant observation and interviewing. Ethnographic research provides descriptive and interpretative analyses of the routine practices of everyday life. Ethnographic accounts represent different ways people live and make sense of their experiences; they describe the types of social organization (e.g., gender

relations, class systems, racial divisions, cultural contexts) that, in part, serve to structure or pattern social behavior. Students conduct a small-scale qualitative research project; in the process, they gain skills in various qualitative research methods. This course is suitable for both undergraduate and graduate students. One purpose of the course is to help students plan for subsequent thesis research, independent study projects, or dissertation research.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

#### **L48 Anthro 4453 Studying the City: Approaches to Social Research**

In this course we will explore social science/social scientific research methods. The course is designed primarily for students majoring in urban studies. However, the research skills that students will acquire can be applied to any substantive topic in the social sciences. The main goal of this course is that students develop the skills to independently design and execute high quality social research, regardless of their substantive interests. To develop these skills we will read about methods, assess published research from a methodological perspective, and complete original research projects.

Same as L18 URST 418

Credit 3 units. A&S IQ: SSC EN: S

---

#### **L48 Anthro 4454 Cultures of Science and Technology**

This seminar explores questions of theory, method, and ethics in the anthropology of science and technology. How is biomedicine changing what it is to be human? How can technologies and scientific practices be studied ethnographically? How are the politics of difference linked to the production of scientific knowledge? Through close reading of ethnographic texts and fieldwork experience both on-and off-line, we will investigate how scientific practice and technological innovation reorganize various aspects of human life on both global and local scales. Topics include the social construction of knowledge, the reproduction of racial categories in genomics, the cultures of cyberspace, the commodification of bodies in medical science, and the ways in which various technoscientific projects reshape natural and political orders in diverse locales.

Credit 3 units. A&S IQ: SSC, WI Art: SSC EN: S

---

#### **L48 Anthro 4455 Ethnographic Fieldwork: The Politics of Schooling**

This is a practice-based course in ethnographic fieldwork. Using a local case study (the cultural politics of schooling), we examine ethnographic fieldwork as an academic instrument and public social action. The course prepares students for independent research in academic or professional fields developing skills in critical thought, thesis and question development, background and internet research, perspective and empathy, social and political-economic analysis, observation, interviewing, oral histories, note-taking, data analysis, cultural interpretation, and writing. Student work will contribute to the ongoing "St. Louis Schools' Ethnographic Documentation Project".

Credit 3 units. A&S IQ: SSC Art: CPSC, SSC EN: S

---

#### **L48 Anthro 4456 Ethnographic Fieldwork: Energy Politics**

This is a practice-based course in ethnographic fieldwork that will focus on the politics of fossil fuels and the renewable energy transition in St. Louis and Missouri. We will situate ourselves as anthropologists with an interest in understanding relationships between global warming, the socio-technical arrangements of energy production, circulation, and use in the city and region, public knowledge, health, and social and cultural practices, and the roles and activities of businesses, political institutions, and elected officials. Through case studies we will work to produce critical knowledge aimed at pushing institutions, the city,

and the region toward the transition to renewable energy. Our efforts will produce empirical documentation, case studies, and proposals and may include field trips to resource extraction sites and government offices

Credit 3 units. A&S IQ: SSC Arch: SSP Art: SSP EN: S

---

#### **L48 Anthro 4480 Anthropology and Creative Writing**

Creative writing has much to offer anthropology. This course explores how methods of artistic writing and expression can shape stories and studies of cultural life in the global world. We consider the uses of journalism, fiction, memoir, poetry, and cinema in anthropology's understanding of the richness, the deep emotional tone, and also the dangers of human experience. We look at such issues and themes as the ordinary life and everydayness, coming of age and fitting in, the feeling of being at home and senses of place, narratives of illness and affliction, how people cope with trauma and violence, what makes our bodies powerful or vulnerable, and why things really matter. Although students are actively involved in writing stories, this is not a writing intensive course.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

#### **L48 Anthro 4481 Writing Culture**

Different ways of writing about people, culture, and society in past and present times. Readings include anthropological works as well as works of fiction that represent people and the times, places, and circumstances in which they live. Students conduct and write about their own ethnographical observations.

Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4483 Narrating the Self**

A major "chunk" of the data gathered during ethnographic research projects typically consists of stories told by our interlocutors in the field -- our "informants." In everyday usage, stories are usually taken to be extended, heavily plotted, and artfully delivered narratives. In this course, we take a broader, more inclusive approach to storytelling that encompasses everything people tell, in many different narrative formats, about themselves and the world they inhabit. Such stories are of immense value to us; through narrative, people give shape to and make sense of their lives and tell us where they position themselves in the moral order. Furthermore, in and through storytelling, people structure, comment on, and assert agency over their lived experiences and, by doing so, construct a self. The subject of much debate in philosophy, psychology, and the social sciences, the notion of the self is still upheld by many, although currently it often emphasizes the fragmented, locally constructed, and culture-specific nature of the self. One of the concerns in this course, therefore, will be to assess the theoretical value of the notion of the self in narrative analysis and in anthropology as a whole. More generally, this course explores the (micro-)politics of storytelling to understand how storytelling works as the interface between the self and society as well as between the subject and social structure. Issues of agency and structure will often take center stage, and we will see that the form and content of narratives, cultural norms and values, and power relations are mutually constitutive.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

#### **L48 Anthro 4501 Decolonizing Anthropology**

Through books like Linda Tuhiwai Smith's book *Decolonizing Methodology*, tribal IRB's, and open letters, Indigenous people and tribal governments make clear how they want scientists to conduct research with their communities. How does anthropology reckon with its past ties with colonialism? How do we responsibly use scholarship from the past while working toward decolonization and anti-racism? This class will compare work by Indigenous people and people of color calling for decolonization and anti-racism, studies done using decolonizing methodologies, and widely read works of anthropology

throughout the discipline's history. For example, we will read an excerpt from an anthropology textbook assigned at WashU in 2000 about an "Eskimo" and compare it to Native Alaskan scholar Heather Gordon's participatory research with Native Alaskans. During the last part of the class, we will learn about the roots of global inequality to highlight the structural conditions.

Credit 3 units. A&S IQ: LCD, SSC EN: S

---

#### **L48 Anthro 4517 Anthropology and Development**

What is 'development'? Economic progress for all? A slow and gradual 'improvement' in the human condition? Helping people with 'projects'? Westernization? Modernization? The sorting out of bodies that are useful and can be put to work from those less useful bodies that must be contained, imprisoned, or killed? The militarized accumulation of capital? The commodification of labor? The exhaustion of nature? In this advanced seminar we will consider how anthropologists - as writers, analysts, and theorists - have engaged the theories, meanings, practices, and consequences of (sometimes externally directed) economic and political change. We focus on issues of the contemporary moment: oil; urban poverty and inequality (sex work, migration, water, debt, and cash transfer programs); and cultures of militarism. The course is designed to provide a graduate-level introduction to theory and ethnography based on intensive reading, discussion, critique, and writing, with revision. It is open to advanced undergraduates and fulfills writing-intensive (WI) requirements, as well as capstone requirements for some majors.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD, WI Arch: SSC Art: SSC BU: ETH EN: S

---

#### **L48 Anthro 452 Applied Anthropology**

Credit 3 units. A&S IQ: SSC EN: S

---

#### **L48 Anthro 4555 Digital Digging: An Introduction to Archaeological Geophysics**

In this class we will be exploring the history, technology, and application of geophysics in archaeology. In doing so, students will be provided with the opportunity to gain hands-on experience collecting, processing, visualizing and interpreting data from a variety of instruments that include ground-penetrating radar (GPR), magnetometry, electromagnetic induction (conductivity), and magnetic susceptibility. Prerequisites: Anthropology 190B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4561 Ceramic Analysis**

Methods, techniques, and models for analyzing archaeological ceramics. Students will learn how ceramic artifacts are used by archaeologists to reconstruct social practices in the past, including economics, politics, religion/ritual, migration, social organization, etc. Students will be trained in both qualitative and quantitative methods of analyzing ceramics and ceramic assemblages. While these methods are applicable to the archaeology of societies across the world, students will specifically conduct hands-on analyses of archaeological collections from the St. Louis/Midwestern U.S. region. Prerequisite: at least one archaeology course, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4562 Artifact Analysis: Mississippian Cultures**

The purpose of this course is to provide students with an introductory, hands-on experience of the methods employed in the analysis of archaeological materials common to the Mississippian culture. Students will conduct class projects based on collections from Cahokia Mounds and the St. Louis region. Prerequisite: Anthro 314 or equivalent, or graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4564 Archaeobotanical Analysis**

Advanced laboratory and analytical techniques. Prerequisite: Anthro 4211 or permission of instructor.

Credit 3 units. EN: S

---

#### **L48 Anthro 4565 Biomolecular Archaeology: Are You What You Eat?**

A revolution is underway in archaeology. Working at the cutting edge of isotopic and genetic technologies, researchers have been probing the building blocks of ancient proteins, life-DNA, fats and microfossils - to rewrite our understanding of the past. Their discoveries and analyses have helped revise the human genealogical tree and answer such questions as: Are you what you eat? How different are we from the Neanderthals? Who first domesticated plants and animals? What was life like for our ancestors? In this class, we will address those fundamental issues to understanding human nature. Here is science at its most engaging.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L48 Anthro 4581 Principles of Human Anatomy and Development**

This course will discuss the anatomy of most of the functional systems of the human body. Topics covered will include the peripheral nervous system, respiration, circulation, the skeletal system, the gastro-intestinal tract, the urogenital system, the male and female reproductive systems, locomotion, manipulation, mastication, vocalization, the visual system, the auditory system and the olfactory system. Selected topics in human embryology will also be introduced. The course provides valuable preparation for any student interested in human biology, anthropology, medicine or the health sciences.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L48 Anthro 4582 Human Life History Theory**

Life history theory postulates that organisms must allocate finite time and finite resources between growth, maintenance, and reproductive effort. This balance will necessitate trade-offs in specific traits related to body size and energy allocation between competing functions across the life of the organism. In this class, we will start from this broad theory and look at the specific application of life history theory within anthropology. Humans, in particular, present unique and unusual life history characteristics, which we will discuss in depth.

Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L48 Anthro 459 Human Osteology**

Analysis of skeletal material recovered in human paleontological and archaeological excavations. The development of bone and major diseases that affect skeletal structure. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L48 Anthro 4591 Human Functional Morphology**

A detailed consideration of the functional correlates of muscle-skeletal form in recent and ancient humans and our close primate relatives, as a means for understanding the behaviors responsible for driving the evolution of human anatomy. Emphasis is placed on the structure and development of bones, joints and teeth, the soft tissues which impinge upon individual bones, and the biomechanical demands affecting bone and joint structures.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L48 Anthro 4595 Developmental Plasticity and Human Health**

A look at how early life - gestation plus infancy and childhood - contributes to the establishment of long-term physiology, variation, and individual health from an anthropological perspective. The course will include current disease models of developmental origins, combined with evolutionary and adaptive perspectives on developmental plasticity and the construction of human health. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L48 Anthro 4596 Biomarkers: Measuring Population Health, Reproductive, and Social Endocrinology**

How do we study contemporary human biology and population level health? How do we investigate individual differences in health within a larger population? In this course, we will specifically address these questions by looking at how anthropologists, nutritionists, and public health workers investigate individual and population level health. This will be done through the study of biomarkers collected from individuals. In this class, we will discuss the theory behind the use of biomarkers, the underlying biology and physiology of the human body reflected in these data, and the methods used in collection and analyses of biomarkers. Finally, we will discuss how biomarkers can be integrated into studies of population and individual level health. Credit 3 units. A&S IQ: NSM Art: NSM

---

**L48 Anthro 4597 The Archaeology of Life and Death**

The study of human remains in archaeological contexts offers us a rich perspective on human life and society in the past. Our bodies are shaped by genetics, environmental factors, subsistence, disease, and physical activities over the life course. At the same time, social organization, inequality, and ideologies also shape the human experience; they often become reflected in the built environments of tombs and cemeteries, the grave offerings, and interment styles that surround human remains in archaeological contexts. This course offers an introduction to bioarchaeology and mortuary archaeology as complementary approaches to the study of life in the past. The goal of the course is to understand how activities, norms and beliefs, and environments shaped bodies in life and death, and the different ways in which archaeologists can gain insight into the past through the study of human remains and burials. Course lectures and discussions focus on recent advances in research and ongoing debates in the two fields with examples from prehistory and history around the world, from North and South America, to Europe, Asia and Africa. Although this course will provide a basic overview of human skeletal anatomy, it is strongly recommended that students have taken an introductory course on the subject prior to enrolling in the class. Credit 3 units. A&S IQ: LCD, SSC EN: S

---

**L48 Anthro 4623 Art and Science of Inferential Statistics**

This course examines the historical roots, the scholarly development, and the current applications of inferential statistics in a research context. The emphasis is on how social and natural variables are distributed, framing testable research questions, and choosing appropriate statistical tests. This course will cover the testing of univariate, bivariate and multivariate hypotheses using parametric, non-parametric, and re-sampling methods. Requires students to undertake statistical analyses of their own on real data sets. Familiarity with descriptive statistics is assumed. Designed for graduate students and advanced undergraduates. Permission of instructor is required for undergraduate enrollment. Credit 3 units. A&S IQ: SSC, AN Art: NSM EN: S

---

**L48 Anthro 4655 New Advances in Archaeology**

Archaeological research is moving at an increasingly rapid pace, with advances in archaeological methods and theory propelling new interpretations and understandings of archaeological findings. This course we will focus on contemporary developments in

archaeology, with an emphasis on current trends in theory, method, and discovery. The objectives of the course are to place emerging trends in archaeological research in a historical context, to understand new methods, and to explore how various theoretical approaches influence the conduct of archaeological research around the globe. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L48 Anthro 4661 Historical Archaeology**

This course focuses upon the methods and techniques employed in historical archaeology. We will include method of integration of written records through contextual studies, discussion of specific artifact type identification techniques, and seminar type treatments of other aspects of the field. The class will include some hands-on lab work, working primarily with materials from the first American fort west of the Mississippi (Fort Belle Fontaine) and two Civil War period mansions. Prerequisite: 3 credits of archaeology or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD, WI Art: HUM

---

**L48 Anthro 4682 Ethnoarchaeology**

Ethnoarchaeologists use studies of aspects of the present to strengthen archaeological interpretation. Since archaeologists don't usually study words, we need to understand relations between human actions and the material record. In this class we will explore ethnoarchaeological studies of a wide range of topics from how things are made, to what they mean, or how we might think differently about the past. Student presentations, class reading, and discussion will examine topics that might include whether reindeer herders think of their animals as domestic or wild, how Australian Aboriginal peoples have or have not used dingoes for hunting, the role of feasts in society or how to make and find beer, ceramics, stone tools, beads or smelt iron. Ways that decoration and construction of pots signify ethnic boundaries or what a mother-in-law teaches a new bride have seen famous ethnoarchaeological studies. We can discuss any aspect of archaeology and will pick topics that fit your interests and the questions that you would like to pursue in your papers and presentations. There are no prerequisites for this class. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L48 Anthro 4700 Interdisciplinary Topics: Data Signs-A Literary History of Information**

Various interdisciplinary topics are explored that may includes around the humanities, social sciences and data sciences. Same as L93 IPH 470 Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L48 Anthro 472 Social Theory and Anthropology**

A seminar on social theory and its ethnographic implications. Course combines major works of modern social theory, including Marx, Weber, and Durkheim, with current work by contemporary anthropologists, such as Clifford Geertz, Eric Wolf, Marshall Sahlins, and Fredrik Barth, and ethnographers from related disciplines, such as Pierre Bourdieu and Paul Willis. Prerequisite: Previous anthropology coursework or permission of instructor. Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC EN: S

---

**L48 Anthro 474 National Narratives and Collective Memory**

This course examines how national narratives shape the ideas of nation-states about themselves and others. It considers cultural, psychological, and political aspects of narratives used to interpret the past and understand the present. In addition to reviewing conceptual foundations from the humanities and social sciences, particular national narratives are considered as case studies. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

---

**L48 Anthro 4761 The Pleistocene Peopling of Eurasia**

The paleolithic archaeology, human paleobiology, and paleoecology of the geographical expansions and adaptations of Eurasian humans through the Pleistocene. Prerequisite: Anthro 150A or 190B.  
Credit 3 units. A&S IQ: LCD, SSC Art: SSC

---

**L48 Anthro 4771 Out of the Wild: Domestication and Socioeconomic Diversity in Africa**

The reason for the beginnings and spread of food production during the early Holocene in so many parts of the world is one of the most interesting questions in archaeology. It now seems likely that there are many different pathways to domestication. In Africa, there is a record of up to several million years of human existence as hunter-gatherers before some human populations adopted food production. Domestication of plants and animals about 10,000 years ago resulted in fundamental changes in human societies. It provided the basis for the increase in settlement densities, specialization and social stratification, and general decrease in mobility and dietary diversity, characteristic of non-hunter-gatherer societies in the modern world. In this seminar, the class will explore the phenomenon of domestication, and the spread of food production, surveying the evidence for manipulation and domestication of plant and animal species by prehistoric peoples in Africa. We will focus on how and why domestication occurred, and factors that influenced its spread, and interactions between late hunter-gatherers and early pastoralists, and intersections with complex societies of the Nile. We will also look at the contributions of Africa to understanding pathways to food production world wide.  
Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

---

**L48 Anthro 4792 The Many Paths Leading Toward the Creation of the Ancient City**

The purpose of this class is to examine the emergence of the Ancient City across the globe. We want to begin with the concepts of urbanism, city, and metropolis. These are words whose derivation are to be found in the classical languages of the Mediterranean. Is there any means to reach an understanding of how other civilizations and societies characterized these special places on the landscape? In the past many scholars have argued that market economies and state level societies are essential to their existence. Such arguments reflect issues of sustainability in terms of the economy and the effective control of large populations through state level institutions. While we want to understand the role of the economy and the level(s) of political integration involved in the process of urbanism, are there other cultural institutions such as religion that play a much larger and more significant role? Do these places reflect the "citizens" perception of the cosmos?  
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

---

**L48 Anthro 4803 Advanced GIS Modeling and Landscape Analysis**

The aim of this course is to learn to analyze archaeological data in terms of its spatial layout, geography, ecology, and temporal dynamics, using Geographic Information Systems and associated computer modeling techniques. A focus is placed on the relationship between natural environments, cultural geography, and the mapping of archaeological landscapes, and on the archaeologist's ability to accurately recover, reconstruct, and analyze this relationship in a virtual environment.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L48 Anthro 481 Zooarchaeology**

Archaeologists use ancient objects or material culture to study all of the human past, in its length and diversity. To do this, we have to reconstruct human actions from the things people made and used and the impacts that they had on the environment. Since the 1960's archaeologists have turned in an increasingly systematic way to aspects

of the way people relate to material culture in the present, as sources for analogies for interpreting aspects of the past. Ethnographic field studies designed with archaeological problems in mind have become more common, and have contributed substantially to archaeological interpretation. Questions such as how archaeological sites form, and interpretation of changing human diets, human adaptations to challenging environments, how people domesticated plants and animals, the nature of human foodways, gender roles, the spread of food production or ritual and burial practices have all been informed by ethnoarchaeological studies. We will look at ethnoarchaeological approaches to the interpretation of many different categories of archaeological data including: lithics, ceramics, house structures, and rock art and discuss a wide variety of archaeological topics to which ethnoarchaeological approaches have been applied. The areas that we focus on will depend on the topics in which the class is most interested.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L48 Anthro 4851 Topics in Jewish Studies: Critical Issues in the Study of Popular Music**

Consult Course Listings for current topic. Prerequisite: permission of instructor.  
Same as L75 JIMES 485  
Credit 3 units. BU: HUM EN: H

---

**L48 Anthro 4881 Medicine and Anthropology**

Explores the fundamental relationship of anthropology to the art and science of medicine. Emphasis on impact of anthropology on current modes of biomedical research; alternative systems of health and healing; role of anthropologist in biomedicine and public health; critical medical anthropology; anthropology and epidemiology. Prerequisite: Junior standing.  
Credit 3 units. A&S IQ: SSC Art: SSC

---

**L48 Anthro 4883 The Political Economy of Health**

This course reviews social science contributions to understanding health as a function of political and economic influences. Considers the ways in which personal health is affected by macrosocial processes. Examines effects of globalization, international development and political instability on the health of individuals. Examples drawn from the U.S. and international contexts. Prerequisite: Junior standing or above.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L48 Anthro 4885 Senior Seminar: Medicine and Society**

This course provides a forum for graduating seniors in the Medicine and Society Program to reconvene for a semester of facilitated discussion about issues related to illness, healing, and culture. Prerequisites: Students must be seniors in good standing in the Medicine and Society Program.  
Credit 1 unit. A&S IQ: SSC EN: S

---

**L48 Anthro 489 Seminar: Pathways to Domestication**

Survey of the evidence of the domestication of plants and animals, focusing on processes leading to domestication, and on the recognition of pristine features of domestication in the archaeological record. Prerequisite: one 300- or 400-level course in archaeology.  
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

**L48 Anthro 4892 Hunter-Gatherer Socioeconomic Variation**

This class will explore the nature and extent of variation in hunter-gatherer socio-economic systems as documented in the literature on recent hunter-gatherers, and in the archaeological record of the last 20,000 years. We will discuss Woodburn's concept of delayed return hunter-gatherers, Testart's writing on hunter-gatherer socio-economic

organization, and archaeological concepts of simple and complex hunter-gatherers. We will examine case studies of both delayed and immediate return hunter-gatherers from the Americas, Asia, Africa, and Australia, and emphasize understanding underlying reasons for differences between groups, and implications of differences for patterns of cultural change, including the adoption of food production.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

---

#### **L48 Anthro 489W Seminar: Pathways to Domestication**

The origins of agriculture led to one of the most important transitions in human history, continuing to fascinate anthropologists and all who depend on farmers for food. We examine evidence for the development and spread of settled and mobile farming systems in diverse regions of the world. We discuss old and new theoretical approaches and apply increasingly sophisticated methods for recovering and interpreting the evidence. Recent research puts us in a better position than ever before to understand the preconditions, processes, and possibly the causes of domestication and the spread of food production. This course is the WI version of L48 489 Seminar: Pathways to Domestication.

Credit 3 units. A&S IQ: SSC, WI EN: S

---

#### **L48 Anthro 490 Advanced Directed Anthropological Research I**

Designed to give undergraduates research experience in various subdisciplines of Anthropology. May be taken more than once for credit. Prerequisite: Permission of faculty member under whom the research will be done.

Credit variable, maximum 3 units. A&S IQ: SSC EN: S

---

#### **L48 Anthro 491 Advanced Directed Anthropological Research II**

Limited to those students who have successfully completed L48-490, and have a qualifying continuing research project. Prerequisite: Anthro 490 and permission of the faculty member who will supervise the continuing research project.

Credit variable, maximum 3 units. A&S IQ: SSC EN: S

---

#### **L48 Anthro 4911 Methods in Molecular Anthropology**

We will learn techniques used in molecular genetics and their application to studying the evolution and adaptation of human and non-human primates. This course will cover DNA extraction from biological materials (e.g. buccal cells from cheek swabs, potentially also fecal samples from the primates at the zoo), primer design and polymerase chain reaction (PCR) to amplify a region of interest (student lead, with guidance) from isolated DNA. Use of gel electrophoresis to visualize and purify PCR products and sequencing reactions to view nucleic acid structure will also be conducted. Finally, will also have a lecture on introductory bioinformatics. Throughout the course, we will discuss the mechanisms underlying these techniques, why they work and how to trouble-shoot problems. Students will be expected to submit lab reports and to engage in peer review of others' lab reports. Finally we will discuss how molecular methods inform anthropological research. Students will be also expected to take on-line safety training modules through EH&S.

Credit 3 units. A&S IQ: NSM

---

#### **L48 Anthro 4951 Senior Honors Research**

Limited to students who have qualified for the Anthropology honors program, and who are conducting research for an honors thesis. Prerequisite: permission of the Anthropology faculty member supervising the honors research, and concurrent filing of notification with the Anthropology senior honors coordinator.

Credit variable, maximum 3 units.

---

#### **L48 Anthro 4960 Senior Honors Research**

This course is limited to students who have qualified for the Anthropology honors program and who are conducting research for an honors thesis. Prerequisites: Permission of the Anthropology faculty member supervising the honors research and concurrent filing of notification with the Anthropology senior honors coordinator.

Credit variable, maximum 3 units. A&S IQ: WI

---

#### **L48 Anthro 4961 Senior Honors Thesis**

Limited to students who have qualified for the Anthropology honors program, and who are actively engaged in writing a senior honors thesis. Prerequisite: permission of the Anthropology senior honors coordinator.

Credit variable, maximum 3 units.

---

#### **L48 Anthro 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories**

This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, and it considers how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political, and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market, and cross-cultural ethics impact the placement, study, and display of a culture's material heritage? We will build the seminar around the history of collecting in America, with a focus on Midwestern examples and particularly important case studies in St. Louis. We will consider, for example, the significant local collections built by Joseph and Emily Rauh Pulitzer (modern art) and Morton May (modern and Oceanic art), as well as the histories of both modern European and non-Western collections now owned by St. Louis-area museums. This course will be complemented by various local field trips, including to the Saint Louis Art Museum, the Pulitzer Arts Foundation, the Mildred Lane Kemper Art Museum, and Cahokia Mounds State Historic Site. Prerequisites: L01 113; L01 215; or permission of instructor. One 300-level course in Art History preferred. Same as L01 Art-Arch 4975

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

#### **L48 Anthro 4999 Capstone Experience**

The Department of Anthropology offers several options for completing a capstone experience, which is recommended by the College of Arts and Sciences. One option is for students in any 400-level course in the department, to secure permission of the instructor to simultaneously enroll in Anthropology 4999. The instructor and student will develop an individualized plan for expanding the normal content of the selected 400-level course into a capstone experience. Prerequisite: junior or senior standing. Enrollment requires permission of the department and the instructor.

Credit 1 unit.

---

## **Anthropology Major**

### **Program Requirements**

- **Total units required:** 34

## Required Courses

Code	Title	Units
Anthro 140	Proseminar	1
Anthro 150A	Introduction to Human Evolution	3
Anthro 160B	Introduction to Cultural Anthropology	3
Anthro 190B	Introduction to Archaeology	3
<b>Total Units</b>		<b>10</b>

## Elective Courses

Students must complete 24 advanced units (300 level or higher) of elective courses, of which 9 units must be at the 400 level.

## Additional Information

- Students should register under the L48 department code for any courses that will count toward the anthropology major.
- Courses taken Pass/Fail and courses in which a student earns less than a C- do not fulfill the major requirements.
- A maximum of 12 units of nontraditional courses — including School of Continuing & Professional Studies, study abroad, transfer (non-study abroad), honors, and directed-research courses — may be counted toward the advanced electives in the major. For details, please see below.

## School of Continuing & Professional Studies

Anthropology courses taken in the School of Continuing & Professional Studies (U69) may be counted toward the major or minor. Courses listed as electives for the GHE specialization that are offered in the School of Continuing & Professional Studies may be counted toward the GHE specialization major or minor. A maximum of 6 units of credit from School of Continuing & Professional Studies courses may be counted toward the electives. Required introductory courses taken through the School of Continuing & Professional Studies do not count toward the maximum number.

## Study Abroad

The department recognizes and accepts courses from a number of semester and year abroad programs. Specific information about study abroad policies is available on the anthropology department website or by consultation with the study abroad coordinator. Students may petition to count up to 9 units of study abroad elective credit toward the general anthropology major or up to 6 units of study abroad elective credit toward the GHE specialization of the major. Students should contact the anthropology study abroad coordinator to discuss the requirements for study abroad credit and to gain approval for the transfer of credit.

## Transfer Credit

Students who wish to transfer credits from other institutions (non-study abroad units) for use toward the major in anthropology must have approval from the director of undergraduate studies. With approval, students may transfer a total of 9 units of credit from other U.S. institutions.

## Senior Honors

Anthropology majors in the College of Arts & Sciences who wish to conduct a research project for Latin Honors, who have a minimum grade point average of 3.65, and who have received the approval of a faculty advisor and the department honors coordinator may be enrolled in the honors program. Latin Honors involves both the demonstration of acquired knowledge (based in part on GPA) and a report on an original research project. Two courses, Anthro 4960 and Anthro 4961, are available to allow students to receive credit for the extra research involved in the honors thesis. Students may count one of these courses toward their 400/0-level course requirement for the major.

## Research

Many anthropology courses include research components and final projects. Majors can also take part in research at the beginning, intermediate, or advanced level in any subdiscipline and gain credit through approved directed research with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoarchaeology, zooarchaeology, genetic studies, geographic information systems, human osteology, human ecology, and primate studies. Students may count a maximum of 3 units of directed research credit with any individual faculty member toward the major.

## Internships

Anthropology majors may gain pre-professional experience by taking part in supervised internships in businesses, cultural institutions, and community agencies. Students must have department approval for an internship and must work with an anthropology faculty sponsor during the fall or spring semester. Internships may only be taken for Pass/Fail credit and do not count toward the major requirements.

Contact: Kirsten Jacobsen  
Phone: 314-935-7770  
Email: [kjacobsen@wustl.edu](mailto:kjacobsen@wustl.edu)  
Website: <http://anthropology.wustl.edu>



# Anthropology Major, Global Health and Environment Specialization

## Program Requirements

- **Total units required:** 34 units

Anthropology majors may choose an optional specialization within the major called Global Health and Environment (GHE) if the students' interests lie primarily within this area of anthropology. Students enrolled in the GHE specialization must complete the anthropology major required courses and the GHE required and elective courses as outlined below.

## Required Courses

- **Departmental requirements:** 10 units

Code	Title	Units
Anthro 140	Proseminar	1
Anthro 150A	Introduction to Human Evolution	3
Anthro 160B	Introduction to Cultural Anthropology	3
Anthro 190B	Introduction to Archaeology	3
<b>Total Units</b>		<b>10</b>

- **Global Health and Environment Track requirements:** 6 units

Code	Title	Units
Anthro 3283	Introduction to Global Health	3
Anthro 361	Culture and Environment	3
<b>Total Units</b>		<b>6</b>

## Elective Courses

Students must complete 18 advanced units (300 level or higher) of elective courses, of which 9 units must be at the 400 level, chosen from the approved list of GHE electives available on the Department of Anthropology website. GHE electives consist of approved courses listed under the Global Health heading and courses listed under the Environment heading. Students may take no fewer than 6 units from either list, with the remaining 12 units to come from the other list.

## Additional Information

- Students should register under the L48 department code for any courses that will count toward the anthropology major.
- Courses taken Pass/Fail and courses in which a student earns less than a C- do not fulfill the major requirements.

- A maximum of 12 units of nontraditional courses — including School of Continuing & Professional Studies, study abroad, transfer (non-study abroad), honors, and directed-research courses — may be counted toward the advanced electives in the major. For details, please see below.

## School of Continuing & Professional Studies

Anthropology courses taken in the School of Continuing & Professional Studies (U69) may be counted toward the major or minor. Courses listed as electives for the GHE specialization that are offered in the School of Continuing & Professional Studies may be counted toward the GHE specialization major or minor. A maximum of 6 units of credit from School of Continuing & Professional Studies courses may be counted toward the electives. Required introductory courses taken through the School of Continuing & Professional Studies do not count toward the maximum number.

## Study Abroad

The department recognizes and accepts courses from a number of semester and year abroad programs. Specific information about study abroad policies is available on the anthropology department website or by consultation with the study abroad coordinator. Students may petition to count up to 9 units of study abroad elective credit toward the general anthropology major or up to 6 units of study abroad elective credit toward the GHE specialization of the major. Students should contact the anthropology study abroad coordinator to discuss the requirements for study abroad credit and to gain approval for the transfer of credit.

## Transfer Credit

Students who wish to transfer credits from other institutions (non-study abroad units) for use toward the major in anthropology must have approval from the director of undergraduate studies. With approval, students may transfer a total of 9 units of credit from other U.S. institutions.

## Senior Honors

Anthropology majors in the College of Arts & Sciences who wish to conduct a research project for Latin Honors, who have a minimum grade point average of 3.65, and who have received the approval of a faculty advisor and the department honors coordinator may be enrolled in the honors program. Latin Honors involves both the demonstration of acquired knowledge (based in part on GPA) and a report on an original research project. Two courses, Anthro 4960 and Anthro 4961, are available to allow students to receive credit for the extra research involved in the honors thesis. Students may count one of these courses toward their 400/0-level course requirement for the major.

## Research

Many anthropology courses include research components and final projects. Majors can also take part in research at the beginning, intermediate, or advanced level in any subdiscipline and gain credit through approved directed research with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoarchaeology, zooarchaeology, genetic studies, geographic information systems, human osteology, human ecology, and primate studies. Students may count a maximum of 3 units of directed research credit with any individual faculty member toward the major.

## Internships

Anthropology majors may gain pre-professional experience by taking part in supervised internships in businesses, cultural institutions, and community agencies. Students must have department approval for an internship and must work with an anthropology faculty sponsor during the fall or spring semester. Internships may only be taken for Pass/Fail credit and do not count toward the major requirements.

Contact: Kirsten Jacobsen  
Phone: 314-935-7770  
Email: [kjacobson@wustl.edu](mailto:kjacobsen@wustl.edu)  
Website: <http://anthropology.wustl.edu>

# Anthropology Minor

## Program Requirements

- **Total units required:** 18 units

## Required Courses

Two of the following three courses must be taken for a total of 6 units, and it is recommended that all three be taken:

Code	Title	Units
Anthro 150A	Introduction to Human Evolution	3
Anthro 160B	Introduction to Cultural Anthropology	3
Anthro 190B	Introduction to Archaeology	3

## Elective Courses

Students must complete 12 additional units, at least 9 of which must be at the 300 level or higher.

## Additional Information

- Students should register under the L48 department code for any courses that will count toward the minor.
- Courses taken Pass/Fail and courses in which a student earns less than a C- do not fulfill the minor requirements.

- A maximum of 3 units of course work taken in the School of Continuing & Professional Studies (U69) may be counted toward the minor. Online courses taken through the School of Continuing & Professional Studies do not count toward the minor.
- A maximum of 6 units of nontraditional courses — including School of Continuing & Professional Studies, study abroad, honors, and directed-research courses — may be counted toward the advanced electives in the minor. For details, please see below.

## Research

Many anthropology courses include research components and final projects. Minors can also take part in research at the beginning, intermediate, or advanced level in any subdiscipline and gain credit through approved directed research with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoarchaeology, zooarchaeology, genetic studies, GIS, human osteology, human ecology, and primate studies. Students may earn a maximum of 3 units of credit from directed research under a specific faculty member.

## Study Abroad

The department recognizes and accepts courses from a number of semester and year abroad programs. Specific information about study abroad policies is available on the anthropology department website or by consultation with the study abroad coordinator. Students may petition to count up to 6 units of study abroad elective credit toward the general anthropology minor or up to 3 units of study abroad elective credit toward the GHE specialization of the minor. Students should contact the anthropology study abroad coordinator to discuss the requirements for study abroad credit and to gain approval for the transfer of credit.

## Transfer Credit

Students who wish to transfer credits from other institutions, including those abroad, must have approval from the director of undergraduate studies.

## Internships

Anthropology minors may gain pre-professional experience by taking part in supervised internships in businesses, cultural institutions, and community agencies. Students must have department approval for an internship and must work with an anthropology faculty sponsor during the fall or spring semester. Internships may only be taken for Pass/Fail credit and do not count toward the minor requirements.

Contact: Kirsten Jacobsen  
Phone: 314-935-7770  
Email: [kjacobson@wustl.edu](mailto:kjacobsen@wustl.edu)  
Website: <http://anthropology.wustl.edu>

# Anthropology Minor, Global Health and Environment Specialization

## Program Requirements

- **Total units required:** 18

Anthropology minors may choose an optional specialization called Global Health and Environment (GHE) if the student's interests lie primarily within this area of anthropology. Students in the GHE specialization of the anthropology minor must take the departmental, specialization, and elective requirements as outlined below.

## Required Courses

### Departmental Requirements: 3 units

Any 100-level introductory anthropology course from the following list:

Code	Title	Units
Anthro 150A	Introduction to Human Evolution	3
Anthro 160B	Introduction to Cultural Anthropology	3
Anthro 190B	Introduction to Archaeology	3

### Global Health and Environment Track Requirements: 6 units

Code	Title	Units
Anthro 3283	Introduction to Global Health	3
Anthro 361	Culture and Environment	3
<b>Total Units</b>		<b>6</b>

## Elective Courses

Students must select 9 units of courses from the approved list of GHE electives available on the Department of Anthropology website. GHE electives consist of approved courses listed under the Global Health heading and courses listed under the Environment heading. Students may take no fewer than 3 units from either list, with the remaining 6 units to come from the other list.

## Additional Information

- Students should register under the L48 department code for any courses that will count toward the minor.
- Courses taken Pass/Fail and courses in which a student earns less than a C- do not fulfill the minor requirements.
- A maximum of 3 units of course work taken in the School of Continuing & Professional Studies (U69) may be counted toward the minor. Online courses taken through the School of Continuing & Professional Studies do not count toward the minor.

- A maximum of 6 units of nontraditional courses — including School of Continuing & Professional Studies, study abroad, honors, and directed-research courses — may be counted toward the advanced electives in the minor. For details, please see below.

## Research

Many anthropology courses include research components and final projects. Minors can also take part in research at the beginning, intermediate, or advanced level in any subdiscipline and gain credit through approved directed research with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoarchaeology, zooarchaeology, genetic studies, GIS, human osteology, human ecology, and primate studies. Students may earn a maximum of 3 units of credit from directed research under a specific faculty member.

## Study Abroad

The department recognizes and accepts courses from a number of semester and year abroad programs. Specific information about study abroad policies is available on the anthropology department website or by consultation with the study abroad coordinator. Students may petition to count up to 6 units of study abroad elective credit toward the general anthropology minor or up to 3 units of study abroad elective credit toward the GHE specialization of the minor. Students should contact the anthropology study abroad coordinator to discuss the requirements for study abroad credit and to gain approval for the transfer of credit.

## Transfer Credit

Students who wish to transfer credits from other institutions, including those abroad, must have approval from the director of undergraduate studies.

## Internships

Anthropology minors may gain pre-professional experience by taking part in supervised internships in businesses, cultural institutions, and community agencies. Students must have department approval for an internship and must work with an anthropology faculty sponsor during the fall or spring semester. Internships may only be taken for Pass/Fail credit and do not count toward the minor requirements.

Contact: Kirsten Jacobsen  
Phone: 314-935-7770  
Email: [kjacobson@wustl.edu](mailto:kjacobsen@wustl.edu)  
Website: <http://anthropology.wustl.edu>

## Applied Linguistics

The minor in Applied Linguistics emphasizes language acquisition and language use in foreign and second-language settings. Applied Linguistics is concerned with increasing the understanding of the role of language in human affairs and, thereby, with providing the knowledge necessary for those who are responsible for making

language-related decisions, whether the need arises in the health care setting, courtroom, classroom, or laboratory. Students learn to evaluate theory and research in different areas of the field, including second-language studies and sociolinguistics. Required introductory courses provide the necessary foundation for advanced classes. Courses at all levels include the critical analysis of different theories, conceptual models, and research methodologies. Students of Applied Linguistics may engage in international or domestic studies that involve research projects with faculty members from Public Health, Global Studies, Law, Business, Anthropology, Education, and Engineering.

Specifically, the minor in Applied Linguistics at Washington University meets the increasing domestic and international demand for positions that involve linguistically and culturally diverse people in the United States and around the world. The minor is suitable for students who wish to pursue graduate studies or advanced degrees in Public Health, Medicine, Law, Business, Engineering, Applied Linguistics, Global Studies, Psychological & Brain Sciences, Education, and more.

The Applied Linguistics minor is an independent minor administered by Global Studies.

Contact: Cindy Brantmeier  
Email: cbrantme@wustl.edu  
Website: <https://artsci.wustl.edu/applied-linguistics-minor>

## Faculty

### Director

#### Cindy Brantmeier

Professor of Applied Linguistics, Global Studies, Psychological & Brain Sciences (by courtesy), and Romance Languages and Literatures (by courtesy)

Director and Advisor of Applied Linguistics

Faculty Fellow of International Research, Office of the Vice Chancellor for Research

Faculty Scholar, Institute for Public Health

PhD, Indiana University

### Faculty

#### Joe Barcroft

Professor of Spanish and Second Language Acquisition

Director of Undergraduate Studies in Spanish

PhD, University of Illinois at Urbana-Champaign

#### John Baugh

Professor of Psychology, Anthropology, Education, English, Linguistics, and African and African-American Studies

Margaret Bush Wilson Professor in Arts & Sciences

PhD, University of Pennsylvania

#### Linling Gao-Miles

Senior Lecturer in Global Studies

Affiliated faculty for the Asian American Studies minor

PhD, Nagoya University, Japan

#### Katherine Kerschen

Lecturer in German

PhD, Pennsylvania State University

#### Mungai Mutonya

Teaching Professor in African and African-American Studies

Kenya Summer Program Coordinator

PhD, Michigan State University

#### Mitchell Sommers

Professor of Psychological & Brain Sciences

PhD, University of Michigan

#### Michael Strube

Professor of Psychological & Brain Sciences and Education

Professor of Physical Therapy (School of Medicine)

PhD, University of Utah

#### Rebecca Treiman

Professor Emerita

Burke & Elizabeth High Baker Professor of Child Development in Arts & Sciences

PhD, University of Pennsylvania

## Majors

There are no major programs in Applied Linguistics.

## Minors

- Applied Linguistics Minor (p. 311)

## Courses

Visit online course listings to view semester offerings for L92 Applied Linguistics.

---

#### L92 APL 300 Independent Research Study

Prerequisite: permission of the director of the applied linguistics program.

Credit 3 units.

---

#### L92 APL 3006 Global Health and Language

Long before COVID-19, scholars across the globe postulated that language in health care is one of the most significant, and yet underexplored, social determinants of health in underserved linguistic diverse communities. This new course attempts to harmonize work across the disciplines of Global Public Health and Applied Linguistics by analyzing studies that examine language acquisition and language use across contexts with populations that experience serious health disparities- immigrants, refugees, indigenous peoples, racial and ethnic minority groups- and the course offers corresponding implications for health equity. Broadly speaking, this course addresses global health literacy issues, in both spoken and written communications, and its relationship to public health. As part of the seminar, students will apply the theory and research they learn to help meet the local language health needs of a changing population of refugees and immigrants in St. Louis community.

Same as L97 GS 3006

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, ETH, IS  
EN: S

---

---

### L92 APL 304 Educational Psychology

This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters. Enrollment Note: Undergraduate students must enroll in Educ. 304. Graduate students must obtain approval of instructor and their advisor before enrolling in Educ. 5004.

Same as L12 Educ 304

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L92 APL 315 Introduction to Social Psychology

An introduction to the scientific study of social influence. Topics include person perception, social cognition, attitudes, conformity, group behavior, aggression, altruism, prejudice and psychology's interface with law, health, and climate change. PREREQ: Psych 100B/1000

Same as L33 Psych 315

Credit 3 units. A&S IQ: SSC Arch: SEM, SSC Art: SSC BU: BA EN: S

---

### L92 APL 320 Debating Cultures: How Spanish Works

This course offers an introduction to the study of the Spanish language as a science. It focuses on the main linguistic subsystems: the sound system (phonetics and phonology), the formation and use of words (morphology), and the formation and structure of sentences (syntax). When working with each linguistic subsystem, students are provided with opportunities to reflect on and improve their own abilities in Spanish, such as with regard to how mood (indicative versus subjunctive) and aspect (preterit versus imperfect) work in the Spanish verbal system. Similarities and differences between Spanish and other languages, such as English, are highlighted. The course also provides students with an introduction to the history of Spanish in its evolution from Latin as one of many Romance languages (a diachronic view) and an exploration of various regional varieties of Spanish today (a synchronic view). The goals of the course include understanding linguistics and Hispanic linguistics as cognitive sciences; understanding language acquisition and use as neural processes; disentangling linguistic rules and linguistic variation from pedagogical rules and stigmatization; and applying one's knowledge of linguistics in general and Hispanic linguistics in particular to practical issues and challenges. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Same as L38 Span 320

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

---

### L92 APL 3248 Intercultural Communication

"Intercultural communication" and "cross-cultural communication" are interchangeable terms in referring to the field of studies covered in this course. We will start with a critical examination of Geert Hofstede's cultural dimensions theory and then explore theories of verbal and non-verbal cues, space and time, tastes and smells, and shame and politeness from multidisciplinary angles and by using varied case studies in intercultural settings. Finally, we will tackle intercultural dynamics through the lens of foods as well as the people who produce and consume them. The readings cover case studies of different world regions across various cultural, linguistic, and ethnic groups. This course aims to provide analytical tools to understand and navigate cultural difference and to develop critical skills of intercultural competence.

Same as L97 GS 3248

---

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L92 APL 3386 Language, Culture and Society

Although this is an introductory course, students who have taken Linguistics 170D, namely, "Introduction to Linguistics", will benefit from knowledge of phonology, morphology, syntax and semantics. The primary content of this course explores the relationship between linguistic practice and other social and cultural processes. Anthropological linguistics, including alternative approaches to fieldwork and data collection are introduced, along with various studies of language usage in social and cultural contexts that consider language and thought, language and identity, language and gender, as well as multilingualism and other forms of language contact. The ethnography of speaking and communication are central to this course, as is conversation analyses, which will introduce a combination of qualitative and quantitative linguistic research methods.

Same as L48 Anthro 3386

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L92 APL 3512 "Model Minority": The Asian-American Experience

Through multidisciplinary inquiries, this course provides a lens into the complexity and heterogeneity among Asian Americans. It situates Asian American experiences in the broader American ethno-racial and social-political contexts as well as considering transnational dimensions. From a brief historical survey of Asian immigration and exclusion to analysis of the contemporary landscape of Asian America, this course explores Asian American cultures and identities, intermarriage and religious practices, and Asian Americans in popular culture, higher education, and professional fields while facilitating discussion of new forms of invisibility and marginalization in the contemporary era.

Same as L97 GS 3512

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: IS EN: H

---

### L92 APL 358 Language Acquisition

This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include; biological bases of language development; development of phonology, syntax, and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. Prerequisite: Psych 100B and Ling 170D.

Same as L33 Psych 358

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L92 APL 368 Emerging Africa: Language, Identity, and Social Change

Beginning with a review of key issues that shape Africa's linguistic history, the course explores linguistic situations in several African countries, including examining the role language plays in constructing identities, maintaining social cohesion, and empowering marginalized communities. An integral part of the course will be a critical look at the growth and influence of urban slang and pidgins in Kenya, South Africa, Senegal, Zambia, DR Congo, and Cameroon.

Same as L90 AFAS 368

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: HUM EN: S

---

### L92 APL 370 Introduction to Hispanic Linguistics

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics).

At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional, and social varieties of Spanish and situations of Spanish in contact with other languages. Same as L38 Span 370

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

### **L92 APL 394 World-Wide Translation: Language, Culture, Technology**

This course considers the crucial role played by translation across the world today: from new technologies and digital media, to the global demands of professionals working in fields as diverse as literature, law, business, anthropology, and health care. We will begin our exploration of the concept of translation as a key mechanism of transmission between different languages by looking at works of literature, and film. Students will then examine how different cultures have historically required translation in their encounter with each other, studying how translation constitutes a necessary transcultural bridge both from a colonial and postcolonial point of view in different historical moments and parts of the world. The course also analyzes from practical and real-world perspectives whether concepts such as war, human rights, democracy or various illnesses have the same meaning in different societies by considering the diverse frames of reference used by linguists, lawyers, anthropologists, and medical doctors across the world. Finally, we will focus on translation from a technological perspective by examining various modes of transfer of information required for the functioning of digital tools such as Google Translate, Twitter, Duolingo, or various Iphone applications. Throughout the semester we will also examine a range of creative artworks, and various forms of digital technology and computing (AI, machine translation) related to the theory and practice of translation. Readings will include works by Jorge Luis Borges, Walter Benjamin, Gayatri Spivak, Kwame Anthony Appiah, Susan Basnett, Lawrence Venuti, Emily Apter, Gideon Lewis-Krauss, and Karen Emmerich among others. Prerequisite: None. Same as L16 Comp Lit 394

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

---

### **L92 APL 400 Independent Research Study**

Prerequisite: permission of the director of the applied linguistics program.

Credit 3 units.

---

### **L92 APL 4023 Second-Language Acquisition and Technology**

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors.

Credit 3 units. A&S IQ: SSC EN: S

---

### **L92 APL 4036 Children of Immigrants: Identity and Acculturation**

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic

community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants. Attendance on the first day of class is mandatory to reserve class enrollment.

Same as L97 GS 4036

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

### **L92 APL 407 Old English, Introductory**

Study of the Anglo-Saxon language and introduction to major prose and short poetry of the period. Prerequisites: junior standing and 6 units of literature.

Same as L14 E Lit 407

Credit 3 units. Art: HUM

---

### **L92 APL 4111 Linguistics and Language Learning**

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, etc. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prereq: Ling 170 is recommended but not required.

Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

---

### **L92 APL 417 Spanish Phonetics, Phonology and Dialectology**

This course, conducted in Spanish, explores the linguistic varieties of the 21 Spanish-speaking countries from both a historical and a synchronic perspective. The course begins with a traditional look at Spanish phonetics and phonology, with all students memorizing and utilizing the International Phonetic Alphabet. Course readings and discussions extend beyond the descriptive and include a search for the sources of language variation within the Spanish speaking world. Particular attention is devoted to language contact and bilingualism. Students will read in areas such as history, sociolinguistics, dialectology, and sociology, as well as traditional linguistic studies, in designing their projects concerning phonetics, phonology and dialect diversification.

Same as L38 Span 417

Credit 3 units. A&S IQ: LCD BU: IS EN: H

---

### **L92 APL 4302 Cognitive Psychology Applied to Education**

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning, and comprehension with special focus on areas, theory, and research that have potential application to education. Thus, the course will provide selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes will be explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is expected to be of interest and benefit to

education majors and to psychology majors interested in cognitive psychology and its applications. PREREQ: Junior/Senior status, 9 units in Psychology and Psych 100B OR Junior/Senior status, 9 units in Education and Psych 100B.  
Same as L33 Psych 4302  
Credit 3 units. A&S IQ: SSC EN: S

---

**L92 APL 433 Complex Learning in Education**

This course will focus on psychological research and theory pertaining to higher-order learning. Each week, we will delve into a different topic, such as memory, transfer of learning, analogical reasoning, conceptual change, metacognition, and problem solving. Prerequisite: Junior standing or L12 304.  
Same as L12 Educ 433  
Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

**L92 APL 4330 Psychology of Language**

This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases, and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student will carry out an original research project on some aspect of psycholinguistics. Prereq: Ling 170D and Psych 100B  
Same as L33 Psych 433  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L92 APL 467 Grammar and Vocabulary Acquisition**

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such a learning context and processing resource allocation; and comparisons of incidental and direct vocabulary instruction techniques. Major theories of language acquisition (e.g., nativism, emergentism) are critically examined in light of the research presented, and research findings are applied to instructional practices.  
Same as L38 Span 467  
Credit 3 units. A&S IQ: LCD BU: BA EN: S

---

**L92 APL 4692 Reading Across Languages and Cultures: Theory, Research and Practice**

The United Nations has declared that literacy is a fundamental human right. This course, which is taught in English, connects to the mission of UNESCO and examines the wide range of theoretical and research issues -- both historical and current -- related to reading and writing across languages and cultures. Literacy acquisition among second-language learners involves a number of variables, including both cognitive and social factors. Topics to be discussed include universal cognitive operations, individual learner differences, text types and literary forms, literacy and social power, and the extent to which reading and writing are interrelated. Students will discuss how to bridge scientific research in the laboratory to practice, and they will be involved in St. Louis community outreach projects with refugees and immigrants at the International Institute, where they will create and implement reading and writing activities driven by theory and empirical investigations. Students will take the theory and research they learn, and they will help meet the local reading and writing needs of a changing population with a variety of backgrounds, values, and educational preparations. The course is required for the minor in

applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors, such as Global Studies and Educational Studies.  
Credit 3 units. A&S IQ: SSC EN: S

---

**L92 APL 472 History of the English Language**

Concepts and methods of linguistic study: comparative, historical, and descriptive. Application of methods to selected problems in the history of English. Contrastive analysis of excerpts from Old, Middle, and later English; sounds, meanings, syntax, and styles.  
Same as L14 E Lit 472  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L92 APL 481 History of Education in the United States**

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students will be enrolled onto the waitlist. Because this is a writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given to students who are majoring/minoring in Educational Studies, Teacher Education, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment. Undergraduate students must enroll in Educ. 481W, and graduate students must enroll in Educ. 5810.  
Same as L12 Educ 481W  
Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: BA, HUM EN: H

---

**L92 APL 5023 Second-Language Acquisition and Technology**

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors.  
Same as L92 APL 4023  
Credit 3 units. A&S IQ: SSC EN: S

---

**L92 APL 5111 Linguistics and Language Learning**

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, etc. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around

the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prereq: Ling 170 is recommended but not required. Same as L92 APL 4111  
Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

**L92 APL 5501 Contemporary Issues in the Psychological Science of Learning**

The purpose of this course is provide a vehicle for students to explore contemporary issues in the psychological science of learning. The general topic of the course will rotate so that different contemporary issues can be explored from semester to semester. Potential topics include motivation and emotion, error-correction and conceptual change, and higher-order learning. Regardless of the topic, the majority of the course will be structured around discussing primary and secondary research articles. The main product of the course will be a research proposal in which students will identify a question, situate it within existing theory/research, describe the methodology to answer the question, and discuss the predicted results. The goal of the course is to provide students with opportunities to practice evaluating research and theories, designing research, communicating ideas both orally and in writing, and providing constructive criticism. Prerequisite: Graduate standing or permission of the instructor. Same as L12 Educ 5501  
Credit 3 units.

## Applied Linguistics Minor

### Program Requirements

- **Total units required: 15**

All participating students must have a declared primary major. Minors must receive a grade of C+ or higher in all Applied Linguistics courses; all courses taken for Applied Linguistics credit must be taken for a letter grade, including language courses.

### Required Courses

**Note:** These courses are taught in English unless otherwise indicated.

- The following courses:

Code	Title	Units
APL 4111	Linguistics and Language Learning	3
Ling 170D	Introduction to Linguistics	3

- One of the following courses focused on language acquisition:

Code	Title	Units
APL 4023	Second-Language Acquisition and Technology	3
APL 4692	Reading Across Languages and Cultures: Theory, Research and Practice	3
GS 3006	Global Health and Language	3
Ling 466	Second-Language Acquisition	3

Span 3202	Debating Cultures: How Spanish Works	3
Span 370	Introduction to Hispanic Linguistics	3
Span 411	Spanish Grammar and Syntax	3
Span 467	Grammar and Vocabulary Acquisition	3

- One of the following courses focused on language use:

Code	Title	Units
AFAS 210	The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective	3
AFAS 368	Emerging Africa: Language, Identity, and Social Change	3
Anthro 3386	Language, Culture and Society	3
Comp Lit 394	Worldwide Translation: Language, Culture, Technology	3
GS 3006	Global Health and Language	3
GS 3248	Intercultural Communication	3
GS 4036	Children of Immigrants: Identity and Acculturation	3
Ling 263	Linguistics for Legal Purposes	3
Ling 339	Introduction to Sociolinguistics	3
Ling 341	Linguistic Diversity in the United States	3

### Elective Courses

- One of the following:

Code	Title	Units
APL 300	Independent Research Study	3
APL 400	Independent Research Study	3
Educ 304	Educational Psychology	3
Educ 481W	History of Education in the United States	3
E Lit 407	Old English, Introductory	3
E Lit 472	History of the English Language	3
GS 3512	"Model Minority": The Asian American Experience	3
Ling 311	Introduction to Semantics	3
Ling 312	Phonetics	3
Ling 317	Introduction to Computational Linguistics	3
Psych 315	Introduction to Social Psychology	3
Psych 358	Language Acquisition	3
Psych 4302	Cognitive Psychology Applied to Education	3
Psych 433	Psychology of Language	3
Span 417	Spanish Phonetics, Phonology, and Dialectology	3

Under certain circumstances, students may count a limited number of relevant courses not listed above toward their minor in Applied Linguistics. Such circumstances include study abroad. Students are required to complete both Ling 170D Introduction to Linguistics and



APL 4111 Linguistics and Language Learning prior to applying for study abroad. Select study abroad programs are approved for the Applied Linguistics minor. A specific plan of study must be worked out in advance with the advisor in the Applied Linguistics program.

Contact: Cindy Brantmeier  
Email: cbrantme@wustl.edu  
Website: <https://artsci.wustl.edu/applied-linguistics-minor>

## Art History and Archaeology

Art history provides the opportunity to explore the fine arts, architecture, and visual culture as well as the social, aesthetic, and personal values that helped to shape these disciplines.

Students are introduced to the study of art history and archaeology through general introductory courses that focus on American, Asian, and European art as well as world archaeology. In more advanced courses, students enjoy studying original works of art owned by Washington University's Mildred Lane Kemper Art Museum, the Saint Louis Art Museum, the Pulitzer Arts Foundation, and local private collectors. Students are also invited on annual field trips organized by the faculty to visit cities with major museum collections.

A variety of career paths are available to majors in art history and archaeology. Many graduates earn advanced degrees in both related and unrelated fields and work in museums or academia or for art publishers, commercial art galleries, auction houses, nonprofit organizations, and other arts-related organizations.

Contact: Brad Parton  
Phone: 314-935-5270  
Email: [artarch@wustl.edu](mailto:artarch@wustl.edu)  
Website: <https://arthistory.wustl.edu/>

## Faculty

### Chair

#### William E. Wallace

Barbara Murphy Bryant Distinguished Professor of Art History  
PhD, Columbia University

### Director of Graduate Studies

#### Nathaniel Jones

Associate Professor  
PhD, Yale University

### Director of Undergraduate Studies

#### Kristina Kleutghen

David W. Mesker Associate Professor  
PhD, Harvard University

## Department Faculty

#### Nicola Aravecchia

Assistant Professor  
PhD, University of Minnesota

#### Elizabeth C. Childs

Etta and Mark Steinberg Professor of Art History  
PhD, Columbia University

#### David Freidel

Professor Emeritus of Archaeology, Department of Anthropology  
PhD, Harvard University

#### Esther Gabel

Lecturer  
PhD, University of Cambridge

#### John Klein

Professor  
PhD, Columbia University

#### Angela Miller

Professor  
PhD, Yale University

#### Susan Rotroff

Jarvis Thurston & Mona Van Duyn Professor Emerita  
PhD, Princeton University

#### Ila Sheren

Associate Professor  
PhD, Massachusetts Institute of Technology

#### Claudia Swan

Mark Steinberg Weil Professor in Art History & Archaeology  
PhD, Columbia University

#### Sarantis Symeonoglou

Professor Emeritus  
PhD, Columbia University

## Affiliated Faculty

#### Rebecca Messbarger

Professor of Italian; History; and Women, Gender and Sexuality Studies  
PhD, University of Chicago

#### Eric Mumford

Rebecca and John Voyles Professor of Architecture  
PhD, Princeton University

## Affiliated Directors and Curators, Mildred Lane Kemper Art Museum, Washington University

#### Sabine Eckmann

Director and Chief Curator  
PhD, University of Erlangen-Nürnberg

### **Meredith Malone**

Curator  
PhD, University of Pennsylvania

### **Dana Ostrander**

Assistant Curator  
PhD, University of Illinois Urbana-Champaign

## **Affiliated Curators, Saint Louis Art Museum**

### **Nichole Bridges**

PhD, University of Wisconsin–Madison

### **David Conradsen**

MA, University of Delaware

### **Philip Hu**

MA, Institute of Fine Arts, New York University

### **Simon Kelly**

PhD, University of Oxford

### **Clare Kobasa**

PhD, Columbia University

### **Eric Lutz**

PhD, University of California, Santa Barbara

### **Judith Mann**

PhD, Washington University in St. Louis

### **Alexander Brier Marr**

PhD, University of Rochester

### **Amy Torbert**

PhD, University of Delaware

### **Melissa Venator**

PhD, Rice University

### **Melissa Wolfe**

PhD, Ohio State University

## **Affiliated Directors and Curators, Pulitzer Arts Foundation**

### **Cara Starke**

Director  
MA, Williams College

### **Tamara Schenkenberg**

Curator  
PhD, University of Wisconsin–Madison

### **Stephanie Weissberg**

Curator  
MA, New York University

## **Majors**

- Art History and Archaeology Major (p. 341)

## **Minors**

- Art History and Archaeology Minor (p. 343)

## **Courses**

Visit online course listings to view semester offerings for L01 Art-Arch.

---

### **L01 Art-Arch 1002 Colloquium: How to Work with Art**

This course offers an introduction to the many different ways we interact with art in our daily lives, and explores a spectrum of ways in which we all "work with art," whether as a student on campus or as a career. Learn to articulate an argument based on visual evidence, with case studies drawn from around the world and across millennia. Issues examined will include public art and monument removal, looting and repatriation, Nazi-era provenance, conservation and curatorial practices, legal issues, art investment, and more. Very light course preparation such as short videos, blog posts, podcasts, and newspaper articles provided the basis for weekly discussion. Biweekly guest speakers will offer professional insights from different fields in conversation with students. This discussed-based class is aimed at students who want to learn more about how to look at and think about art in the twenty-first century globalized world, and learn how to apply those skills to diverse careers including business, law, medicine, academia, museums, and more. Prerequisite: none.

Credit 1 unit. Art: AH

---

### **L01 Art-Arch 1040 First-Year Seminar: The Trojan War in Myth, Art, and Reality**

The Trojan War was one of the most significant events in the history of the world. It was also, almost certainly, fictional. The goal of this class will be to examine the wide-ranging and varied evidence for the story of the Trojan War and its long-lasting cultural influence, from antiquity to the present day. Ultimately, we will seek to understand how every reflection on the Trojan War as a past event - whether poetic, artistic, or archaeological - has also been a reflection of a contemporary society - Iron Age Greece, Imperial Rome, Modern Europe - and an attempt to situate that society within a global history. In doing so, the class will also address questions of pressing contemporary relevance: including how civilizations form and collapse, how fact and fiction are intertwined in the construction of civic and ethnic identities, and how certain kinds of evidence may be alternately privileged or suppressed in the creation of historical narratives. Prerequisites: none

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

---

### **L01 Art-Arch 1050 First-Year Seminar: Topics in Art History: Islamic Art**

Credit 3 units.

---

### **L01 Art-Arch 106 First-Year Seminar: Van Gogh and the Avant Garde**

This first-year seminar focuses on the art and career of Vincent Van Gogh and his relationship to artists of the 1880s in France. We explore his art in connection with the movements of Impressionism, Japonism and Symbolism. We examine the avant-garde world of Paris as well as Van Gogh's relationship to such figures as Gauguin, Bernard, and Toulouse-Lautrec. The larger current of fin-de-siecle nostalgia for the countryside informs our study of Van Gogh's work in the south of France. Van Gogh's life and the critical reception of his art offer an excellent opportunity to study how the legends of modern art are formed. Visits to the Saint Louis Art Museum will complement our study.

Readings include the artist's letters, critical studies, and biographies of Van Gogh and key figures in his circle. There are no prerequisites for this course, but completion of L01 113 or co-enrollment in L01 215 is recommended.

Credit 3 units. A&S: FYS Art: AH BU: HUM

---

**L01 Art-Arch 1061 First Year Seminar: Pleasure and Pain: European Fashion as (Art) History**

In the words of Louis XIV, "fashion is the mirror of history." This first-year seminar will explore what fashion in (art) history can tell us about gender, sexuality, class, race, and revolution. Incorporating a global perspective (although concentrating primarily on the West), further themes to be considered include the textile trade, commerce and empire, identity politics and nation-building. From the chopine to the corset, the pannier to the Pompadour pump, we will incorporate surviving examples of material culture as we explore the art and history of European fashion from the 15th to the 19th century. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L01 Art-Arch 107 First Year Seminar: Public Art/Art and Its Publics in St. Louis**

The course will consider the history and functions of public art, with special attention to public art in St. Louis. Part of our investigation will be to inquire into the conditions that seem to be necessary for visual art to be considered public. So we'll consider not only the obvious forms of public art in urban sculpture and murals, but also less traditional intersections of art and public in such sites as video and the internet. We'll also examine the operations of institutions--national and local arts agencies, international exhibitions, non-profit centers and the like--that foster a public engagement with contemporary art. After studying aspects of the history of public art, we'll proceed to selected case studies today, many of them in St. Louis, including projects for Arts in Transit (the Metrolink), the Regional Arts Commission, Grand Center, and Missouri SOS (Save Outdoor Sculpture). This will lead us, finally, to theorize the function of public art in a variety of contemporary forms. Local field trips to study important public art; visiting speakers from arts agencies; student projects proposing a work of public art in St. Louis, which will acquaint students with procedures in arts administration. 3 units.

Credit 3 units. A&S: FYS Art: AH BU: HUM EN: H

---

**L01 Art-Arch 1071 First-Year Seminar: Whose Art Is It Anyway?: St. Louis Art Museums and Their Audiences**

Art museums in the United States today face a daunting set of challenges: budget shortfalls, a lack of diversity with regard to both staff and collections, and maintaining visibility in an inundated, ever-changing virtual world. These struggles are undoubtedly unique to an era defined by COVID-19 and Black Lives Matter, but at their core they are long-standing debates about audience, accessibility, and function. What is a museum's mission? To preserve art or serve the community? Which communities does the museum serve? What is the museum's relationship to power and nationhood? What are the politics and ethics of collecting objects of art, culture, and nature? How is a museum's mission reflected in its architecture? This first-year seminar offers an opportunity to consider such issues within the context of art museums across St. Louis. Through weekly discussions and in-person visits, students will become acquainted with foundational texts in museum theory and history, then apply those ideas to local art institutions. Although art museums are our particular focus, the ideas and issues are relevant to a variety of collecting institutions, from history to the biological sciences. This course is therefore useful to any student interested in art history and museums, as well as those seeking a better understanding of the St. Louis region.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

---

**L01 Art-Arch 1075 First-Year Seminar: What's New? Contemporary Art in St. Louis and Beyond**

This course will introduce a broad range of practices within the field of contemporary art (i.e., art of the last two to three decades), paying particular attention to museum collections and exhibitions in St. Louis at the Kemper Art Museum, the Saint Louis Art Museum, the Contemporary Art Museum, the Pulitzer Foundation for the Arts, and the Museum of Contemporary Religious Art. Works in both new and traditional media will be discussed and will range from photography and sculpture to installation, performance, film, and mixed media. Readings will include artist statements, theoretical texts, art criticism, and art historical essays. Students with little or no background in art history are encouraged to register. Class meetings will be complemented by local field trips and visits to the studios of local artists.

Credit 3 units. A&S: FYS A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

---

**L01 Art-Arch 1076 A Big Beautiful Wall: Contemporary Art of the U.S.-Mexico Border and Beyond**

Over the course of the last U.S. election cycle, the nation's border with Mexico proved to be a galvanizing issue. The exhortation to build a "big, beautiful wall," however, is nothing new in the history of U.S.-Mexican international relations. Since its establishment by the 1853 Gadsden Purchase, the border has loomed large in both the U.S. and Mexican cultural imaginaries, and in the post-Chicano period, spurring the production of politically engaged art. This course considers the U.S.-Mexico border and its artistic production in-depth, as well as the art of other border regions around the world.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HT Art: AH BU: HUM, IS EN: H

---

**L01 Art-Arch 1095 First-Year Seminar: Art in the Golden Age of Venice**

The art and architecture of Venice are inextricably linked to the city's distinct socio-political structure, cultural past and geography. This freshman seminar will consider the arts in Renaissance Venice within the city's unique context. Exploring the influence of the "Myth of Venice", we will examine the styles of painting, sculpture and architecture that were specific to Venice - and very different from contemporaneous developments in Rome or Florence. We will also study the unique physical characteristics of Venice, its economy and society, its political and religious life and cultural culture. We'll also learn about its food and music while we study the magnificent works of its most celebrated artists, Titian, Tintoretto and Veronese, to name a few. The course will address issues such as the family workshop, the introduction of oil paint, the role of Antiquity in a city without ancient ruins, domesticity and the ceiling painting. From the private patronage of its confraternities, or scuole, to public programs sponsored by the Great Council, the course will examine the reflections of the "ideal state" in the art and architecture of the Serenissima, the most serene Republic. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: AH BU: HUM, IS EN: H

---

**L01 Art-Arch 1096 First-Year Seminar: Spectacle! Popular Entertainment in Ancient Greece and Rome**

The grand spectacles of the Greco-Roman world still resonate today as some of the most familiar and celebrated images of antiquity, including Athenian tragedy, the Olympic Games, chariot-racing, and gladiatorial combat, among many other forms of visually arresting rituals staged before public audiences. In this seminar students will analyze a range of paintings, mosaics, sculpture, coins, graffiti and other media depicting these spectacular performances, as well as their specific archaeological and cultural contexts, in order to reach a better understanding of how each society defined themselves through such complex and ephemeral phenomena. Drawing on recent work in history, media studies, and political theory, we will also explore together scholarly debates about the function of spectacles in each society, from moral instruction or

expressions of communal identity to social control or negotiations for power. By the end of the semester students will be equipped to compare the highly artificial and theatrical aesthetics characteristic of Julio-Claudian Rome with spectacular modes of expression in our own age of mass production and global telecommunications, including modern protest movements and blockbuster films such as *Ben-Hur* and *Gladiator*.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

---

#### **L01 Art-Arch 111 Introduction to Asian Art**

Beginning with the birth of the Buddha and continuing through the present, this course introduces the most influential art and architecture from all across Asia. Each class covers both historic and modern works to emphasize the continuing dialogue between past and present in Asian art today. Classroom lectures; smaller, bi-weekly discussion sections. NO PRE-REQUISITE.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, HUM BU: HUM, IS EN: H UColl: CD

---

#### **L01 Art-Arch 113 History of Western Art, Architecture & Design**

This course presents a history of the visual arts -- including architecture, sculpture, painting, and design -- from the ancient world to the present, with emphasis on the relationship of art to society and to political and cultural events. Classroom lectures and smaller, biweekly discussion sections.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS EN: H

---

#### **L01 Art-Arch 1135 Freshman Seminar: The World of Cleopatra**

Cleopatra -- the last queen of ancient Egypt -- captivated her contemporaries and has fascinated the Western world ever since her famous suicide by asp in 31 BCE. She was a woman of contrasts: Pharaoh of Egypt and Greco-Macedonian queen; seductive woman and shrewd political strategist; a ruthless monarch using every means available to consolidate her position in the face of the encroaching power of the Roman Empire. Through texts and material culture, the seminar will seek to understand Cleopatra in the context both of her native Egypt and of the wider Mediterranean world. We will thus examine the traditions of Pharaonic Egypt; the historical events that brought Egypt under the control of the Macedonian Ptolemies (Cleopatra's dynasty); the wider stage of East-West tension and conquest in which Cleopatra struggled to maintain her power; her relationships (political and personal) with famous men of her day (Caesar, Herod, Mark Antony); her capital city of Alexandria, the largest metropolis of its day; Cleopatra's brilliant court and its luxury arts; and finally the many Cleopatras that have populated art and literature of later times. We will emerge with a sense of Cleopatra, both as a unique individual and as a product of her time.

Same as L08 Classics 1135

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: CPSC BU: IS EN: H

---

#### **L01 Art-Arch 116 Pompeii: Uncovering the Past**

This course examines the Roman city of Pompeii from archaeological, art historical, and literary perspectives. Topics include the city's public spaces and religious sanctuaries, its grand mansions and common houses, its political systems and leisure activities. Class discussions probe the problems inherent in the interpretation of a city captured in a moment of crisis, and how ancient literary tropes have affected our understanding of the archaeological remains. Students also investigate modern interpretations of the site in the form of novels, exhibitions, and documentaries. Freshmen and sophomores only. No prereqs.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS EN: H

---

#### **L01 Art-Arch 1171 First Year Seminar: Beethoven and Van Gogh: Myths of Creativity, Genius and Madness**

This course draws into dialogue the creative ambitions, artistic production, critical reception and the historical construction of personae and oeuvres of two exceptionally productive and iconic artists who worked in different media: Ludwig von Beethoven (1770-1827) in music and Vincent van Gogh (1853-1890) in painting. We will introduce students to methods of musical and art historical analysis, and then build on those skills to examine the historical contexts within which these artists worked, as well as the ways in which their reputations were established. This course will also consider how Beethoven and Van Gogh became exemplars of creativity and genius for later audiences and artists, leading us to explore fundamental and provocative questions in the humanities. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L01 Art-Arch 118 Introduction to Illuminated Manuscripts**

Illuminated manuscripts are some of the most complex, intriguing, and beautiful works of art to survive from the medieval period. Not only were they often hugely expensive and highly prized by their owners, but they are also some of the most illuminating (pun intended) documents regarding artist production, patronage, devotion, and transmission of knowledge in the period we roughly define as the Middle Ages. The goal of this course is to investigate the history of illuminated manuscript production between the years 800 and 1500. However, this course intentionally takes a non-chronological approach to the study of these objects, to more comprehensively explore connections across time, geography, technical practices, and patronage circles. It similarly aims to look broadly across Christian, Jewish, and Islamic traditions. This course will investigate this material through engagement with primary sources, workshops on the physical aspects of making manuscripts, visits to Special Collections and the Saint Louis Art Museum's Print Study Room. The overarching goal is to foster strong critical reading and thinking skills, while also developing specialized knowledge in the field of manuscript studies. No prerequisite. Note: this course is for first-year non-transfer students only

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

---

#### **L01 Art-Arch 125 First-Year Seminar: Body Images in the Ancient Americas**

In this seminar, students will examine how the human body was understood, manipulated, and represented in a variety of ancient American cultures, including the Olmec, Maya, Aztec, Moche, and Inka. Through analysis of various arts (e.g., stone sculpture, ceramics, murals, metalwork, textiles, architecture) and archaeological evidence, we will explore the physical body as locus for culturally specific ideals, political ideologies, and the maintenance of social order. Discussion and scholarly readings will cover topics including facial piercing, cranial modification, bloodletting, costume, gender, and disease. Assignments and class meetings will incorporate multisensory, digital, and active learning methods in recognition of the diverse ways that individuals and ancient cultures accumulated knowledge. The course includes an in-depth research project of an object of the student's choice on view at the Saint Louis Art Museum.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: BA EN: H

---

#### **L01 Art-Arch 1250 St. Louis and the Documentary Image**

From magazines to maps to documentary movies and TV, we look to pictures to tell us the truth. But no image is ever completely objective; every visual reflection of the real world is mediated by technology, culture, politics, and memory. How do we-as viewers, as creators, as people-sort out the complicated claims pictures make on the world around us? Drawing on collaborations between four areas in two schools-Visual Arts, English, American Culture Studies, Film and Media

Studies-this class will introduce students to theories and practices of visual nonfiction within the city of Saint Louis. Through immersive, site-specific course units focused on a variety of approaches to visual nonfiction in different media, students will engage with the tumultuous history, material culture, and landscapes of St. Louis. The course will introduce first-year students both to their city and their university, preparing them to explore existing coursework in Arts & Sciences and the Sam Fox School. This course is for first-year (non-transfer) students only. Students who are not first year students will be unenrolled from this course.

Same as I60 BEYOND 125

Credit 3 units. A&S IQ: HUM, SC Art: FAAM

---

**L01 Art-Arch 144 FYS: Collecting Art/Excluding People: The Contradictions of Chinese Art in U.S. Museums**

Tomb raiders, curators, archaeologists, politicians, dealers, and collectors all contributed to the arrival of Chinese art in the United States since the late nineteenth century. But at the same time as Chinese objects arrived in great quantities, Chinese people were actively excluded from the U.S. In this course we consider the contradiction between U.S. enthusiasm for collecting Chinese art and negative U.S. responses to Chinese immigrants, from the 1882 Chinese Exclusion Act to contemporary anti-Asian racism. Through the lens of museums, private collections, and public exhibitions, we study what the movement of Chinese art into the United States says about changes in U.S.-China relations from the nineteenth century through today. No prerequisite: enrollment limited to first-year students.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: BA, HUM EN: H

---

**L01 Art-Arch 146 First Year Seminar: Beijing and the Forbidden City**

The Forbidden City has been the heart of Beijing for nearly six hundred years, and continues to influence both China and its capital today. Through art, architecture, and urban design, this seminar examines the intertwined relationship of the palace and its surrounding city: their origins and constructions, the coded symbolisms of their plans, their most influential characters, their modern identities as the backdrops to major political events, and their roles in contemporary art and the Olympics. This discussion-based seminar also aims to help students develop their skills in writing and critical analysis as a foundation for future classes. No previous experience with Art History or Asian Studies required. Course is for first-year students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: AH BU: HUM, IS EN: H

---

**L01 Art-Arch 175 Mythologies of Modern Art: Fact, Fiction and Film**

The history of art -- and its translation into other media -- has celebrated the cutting-edge, the experimental, and the controversial, especially in its examination of modern artists and their work. This course introduces students to the life and work of modern artists Paul Gauguin, Vincent van Gogh, Paul Cézanne, Henri Matisse, and Pablo Picasso. From this introduction, students will then interrogate the representation of these artists' lives and works in multiple media, including fiction literature and film. This course includes visits to the Saint Louis Art Museum and required film screenings. Students will work to collaboratively transform their research into a dramatization of two artists' lives and works as part of their final project.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

---

**L01 Art-Arch 185 First-Year Seminar: American Monuments: Memory, Identity, and Ideology**

This seminar examines public monuments in the United States through the lenses of collective memory, identity, and ideology. It surveys an evolving tradition from Americans' early and short-lived reluctance to fund public monuments -- John Quincy Adams famously declared that "democracy has no monuments" -- up to the recent controversies over Confederate monuments. The course defines "monument" broadly to encompass a range of commemorative forms, including traditional structures like statues, arches, and obelisks; utilitarian "living memorials" like parks and libraries; and "countermonuments" that challenge core premises of the monument, such as its fixed meaning and permanence. Readings and class discussions will explore how these projects have shaped Americans' cultural beliefs and social relations as well as how they failed to achieve consensus or to reconcile the diverse and competing points of view of varied groups and individuals. We will interrogate the impact of monuments on the nation's historically disempowered communities, including those of African Americans, Native Americans, women, immigrants, and the poor. We will also consider more inclusive modern memorials and evaluate strategies for grappling with outmoded monuments in changing times. This course is for first-year, non-transfer students only. Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM EN: H

---

**L01 Art-Arch 190B Introduction to Archaeology**

Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important finds in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological, and cultural issues facing humans from the earliest times to the present. Students gain practice reconstructing the past through hands-on participation in two 1-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically about how the past is presented, and why, and the importance of the past as it relates to the present and future.

Same as L48 Anthro 190B

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L01 Art-Arch 214 American Art and Material Culture of the Gilded Age**

This sophomore seminar explores American art and material culture from the aftermath of the Civil War to the dawn of the 20th century. Readings and classroom discussions consider the interplay between artworks and complex cultural and historical developments of the period, including the rise of international travel and trade, rapid industrialization and urbanization, mass consumerism, growing income inequality, immigration, the crisis of faith, the closing of the West, and the changing status of women and African Americans. Key artists to be considered include James McNeill Whistler, John Singer Sargent, William Merritt Chase, Thomas Eakins, Mary Cassatt, and Henry Ossawa Tanner. We will end the semester with a sustained consideration of the work of Winslow Homer, in which major concerns of the Gilded Age -- about truth and falsehood, the boundaries of citizenship, and the power of art -- converge.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

---

**L01 Art-Arch 215 Introduction to Modern Art, Architecture and Design**

This course provides an introduction to major developments in modern art, architecture and design in Europe, the Americas, and across the globe, from the mid-19th century to the present. Focus will be on the history and theories of modernism and its international legacies as well as the relationship of the visual arts, architecture and visual

culture more generally to the social, cultural and political contexts of the modern era. Although the precise topics covered may vary from one instructor to another, foundational movements and trends to be discussed will typically include the Beaux-Arts style, the Arts and Crafts Movement, Impressionism, Symbolism, Art Nouveau, Cubism, Dada, Surrealism, Purism, Art Deco, the Bauhaus, the International Style, Abstract Expressionism, Pop Art, Minimalism and Post-Modernism. Cross-currents in various media will be emphasized as we seek to understand the origins and complexity of modern visual forms in relation to political and cultural history and to critical theory. Students will engage a wide range of readings in historical sources; theories composed by artists, architects and designers; critical responses to the arts; and secondary critical literature. Classroom lectures; smaller biweekly discussion sections.

Credit 3 units. A&S IQ: HUM, LCD Arch: HT, HUM Art: AH BU: HUM EN: H

---

### **L01 Art-Arch 2153 Topics in African American Studies: Afro-Latin America on Camera**

In this course, we will see how the camera, in still and moving photography, has served to register blackness in Latin America as a structure, experience, and representation frequently neglected in popular media. Starting with the images of enslavement and freedom in the form of painting, sketches, prints, daguerrotypes, and other early photographs in nineteenth-century Latin America, we will explore how the camera has marked the passing of time and created racial histories—actual and fictional—that educate us, move us, and influence how governments make policy. We will view an array of films, video, and still photography, across multiple genres, that center the histories and present-day joys and struggles of black people in Latin America while actively considering how our own consumption of media informs our racial perceptions of Latin America. The work that we view and read about will be used to question Latin America's perceived racial exceptionalism narratives, such as *mestizaje*, *mulatismo*, and racial democracy, and how they depend on sugarcoated histories of race mixture during slavery and colonization. This course will also focus heavily on how image-making becomes a persuasive means to make one's blackness known in the framework of the Latin America nation-state, to stake claims to rights, and to document black life in productive, pleasurable ways that do not always center the ongoing gentrification, annihilation, and genocide of black communities.

Same as L90 AFAS 2153

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM, VC BU: BA, ETH EN: H

---

### **L01 Art-Arch 232 Myths and Monuments of Antiquity**

An introduction to the ancient world (circa 3500 B.C. to A.D. 400) based on masterpieces of art and architecture from Mesopotamia, Egypt, Greece, and the Roman Empire. The monuments are accompanied by a selection of myths and documents representing the cultural life of these ancient societies and constituting their legacy to our modern world.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM EN: H

---

### **L01 Art-Arch 236 Cities and Towns of the Ancient World**

This course is an introduction to ancient urbanism in the Mediterranean region, the Near East, and the Indus Valley. The chronological span is wide, ranging from the Neolithic era to the Late Roman/Early Byzantine period. The archaeological evidence of some of the earliest known cities will be presented and discussed, with the aim of understanding the formation process of urban centers and how these shaped and influenced their sociopolitical, economic, and cultural life. Broad issues that will be considered in class concern the origin of urban life and its different manifestations; the relationship between the natural landscape and the built environment and how the former affected the development of the latter; and the ways in which ancient civilizations

constructed and used space in order to shape social relations. The course will also highlight the available evidence of monuments and artworks in context as integral parts of the urban landscape of ancient cities and towns. When available, ancient documentary sources will be introduced in order to present a more comprehensive picture of those urban centers and of the communities that created and inhabited them. The readings assigned for each session (and discussed in class) will also provide a broad sample of primary and secondary sources, the latter consisting of relevant scholarship on the topic of ancient urbanism.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

---

### **L01 Art-Arch 238 Gothic Art: Patronage, Piety, and Power**

In the twelfth century, a new style of art and architecture flourished in Europe. Known since the sixteenth century as the Gothic, this aesthetic pervaded visual culture from towering architecture to stained glass, monumental sculpture, panel paintings, and jewelry. Primarily focusing on art made in Northern Europe, this course explores the making of images in the period 1200 to 1500 and how issues of patronage, devotion, political power, and collaboration were part of this process. In addition to serving as a foundation in the history of medieval art, this course also functions as an introduction to art-historical method. Attention will be paid to the cultivation of visual analysis skills and academic writing, as well as the synthesis of course themes through the final "Virtual Exhibition" project. Prerequisites: none

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

---

### **L01 Art-Arch 2396 The "Orient": Europe and Islamic Art from 1851 to Today**

In the 19th century, the expansion of British and French colonial rule in North Africa, the Middle East, and India facilitated a variety of cultural exchanges, including the movement of Islamic carpets, textiles, manuscripts, ceramics, metalwork, and other artforms to European collections. These collections, both public and private, presented a new repertoire of forms, motifs, and techniques that dramatically transformed cultural production in the west. Taking the Great Exhibition of 1851 in London as its starting point, this course explores the relationships between Islamic art, European modernism, and the artistic currents that traverse the globe today by examining the ways in which Islamic art has been circulated, acquired, understood, appreciated, utilized, and imitated in the west. As a result, students will gain a better understanding of the particular relationship between modern cultural production, museology, and colonialism, and obtain a good overall grasp of the artistic phenomena associated with the interaction between Islam and the West from the Modern Era to the present day. Prerequisite

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM EN: H

---

### **L01 Art-Arch 280 Picturing Race**

This course offers an introduction to the cultural roots of cultural roots of modern Western conceptions of race and of racism. It traces a history of visual constructions of race and ethnicity in Europe and America—by way of paintings, sculpture, prints, caricature, photography, public art, maps, and other forms of visual depiction of racial difference. Together we analyze visual representations of race and racial difference from their origins in the classical Mediterranean world to the present. How have images of racial difference been produced, circulated, and understood in different historical periods and according to western notions of beauty and the ideal? How does visualization relate to concepts and practices and politics? Readings, discussion, and visual and critical analyses are formulated to consider how visual cultures of race have been shaped by the histories of colonization, enslavement,

nation-building, and immigration. From the fine arts to popular imagery and public monuments, we aim to trace how the visual construction of race has translated human difference into hierarchies of power.

Prerequisites: none

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: AH, HUM BU: BA EN: H

---

#### **L01 Art-Arch 290 Latinx Art**

What is Latinx art? This seemingly simple question holds a number of complicated, contradictory answers. Latinx art is art created by (and often for) Latinx communities in the United States, but who determines the scope of representation? Is Jean-Michel Basquiat, the famed Haitian-Puerto Rican-American of 1980s NYC, a Latino artist? How about the Cuban-born Ana Mendieta, who lived and worked primarily in the United States? This course will consider who gets counted as Latinx in the art world and why. Topics covered include the Chicano/a movement in the 1970s, the Border Art movement in the 1980s and 1990s, the rise of "multiculturalist" rhetoric in the United States, and the contemporary global art market and its relationship to the category "Latinx." We will also consider issues of gender, sexuality and race, as they pertain to Latinx artists. This is an introductory course, and requires no prior knowledge of Art History or Latinx Studies.

Prerequisites: none

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: AH, HUM EN: H

---

#### **L01 Art-Arch 299 Internship in the Art Community**

Prerequisite, a major or minor in Art History; permission of the undergraduate advisor requested in advance; and a letter from the sponsoring institution stating the nature of the internship. Variable credit, 1-3 units.

Credit variable, maximum 3 units.

---

#### **L01 Art-Arch 3001 Writing Intensive Topics**

TBD

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

#### **L01 Art-Arch 307 Northern Renaissance Art**

A survey of the major artistic developments in Northern Europe, c. 1400-1575. The course looks at the production of painting, sculpture, printmaking, drawing, manuscript illumination and architecture in social, political, and religious contexts. The major artists to be covered include Jan van Eyck, Rogier van der Weyden, Albrecht Durer, Hans Holbein, Hieronymus Bosch, and Pieter Bruegel the Elder.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM, IS EN: H

---

#### **L01 Art-Arch 3090 African Art in Context: Patronage, Globalisms, and Inventiveness**

This course offers an introduction to principal visual arts from Africa, pre-historic to contemporary. It explores traditions-based and contemporary arts made by African artists from across the continent in conjunction with their various contexts of creation, use, understanding, and social history. Theoretical perspectives on the collection, appropriation, and exhibition of African arts in Europe and North America will be examined. Coursework will be complemented by visits as a group or independent assignments at the Saint Louis Museum, the Pulitzer Arts Foundation, and possibly a local private collection.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H UColl: CD

---

#### **L01 Art-Arch 311C Ancient Civilizations of the New World**

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico through the inquiry into the roots, development, form, and evolutionary history of pre-Colombian civilization in each region from its earliest times to the rise of the classic kingdoms.

Examples of respective artistic accomplishments will be presented and discussed.

Same as L48 Anthro 310C

Credit 3 units. A&S IQ: HUM, LCD Arch: SSC BU: HUM

---

#### **L01 Art-Arch 320 Independent Study**

This course permits students to pursue upper-level research and reading programs with individual faculty at the 300-level.

Credit variable, maximum 6 units.

---

#### **L01 Art-Arch 3212 Art & Archaeology of Cleopatra's Egypt**

This course is an introduction to the art and archaeology of Egypt from its conquest by Alexander the Great (332 BCE) to the early fourth century CE. It will examine the rich and multi-faceted history and artistic legacy of Egypt under the Ptolemies and their last queen Cleopatra, followed by the Roman conquest under Emperor Augustus up to the flourishing of Egyptian Christianity. Students will become familiar with a wide range of ancient sources, including documentary and literary texts, coins, architecture, paintings and sculpture. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

---

#### **L01 Art-Arch 325 Pompeii: Cultural Mosaic of the Ancient Mediterranean**

This course will provide an in-depth survey of artistic, architectural, and archaeological material from the ancient town of Pompeii, a river port of middling size and importance in southern Italy with remains that were remarkably well preserved by the ash and pumice stones of Mt. Vesuvius during the eruption of 79 CE. Starting with an overview of its development -- an Oscan settlement under Greek and Etruscan influence that expanded after the conquest of the Samnite and then Roman armies -- students will explore all aspects of urban life through Pompeii's uniquely rich archaeological record, with a particular focus on the social, cultural, and ethnic diversity that can be difficult to detect and appreciate even in the much larger, wealthier, and more cosmopolitan capitals of the Roman Empire. Over the course of the semester, students will learn various methods for applying different types of material evidence (including wall paintings, sculpture, architecture, furniture, and graffiti) to a series of scholarly questions about key points of conflict and tension within society, such as local attitudes toward foreign cultures, resistance to imperialism, the marginalization of women and slaves, opportunities for social mobility, and religious censorship. By the end of the course, a dynamic and colorful mosaic of Pompeii will have emerged, far removed from the image of a static Roman town supposedly frozen in time. Prerequisite: L01 113 or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU:

HUM, IS EN: H

---

#### **L01 Art-Arch 326 Archaeology of Roman Slavery**

Slavery was a fundamental part of the ancient Roman world. In this course, we will survey various ways in which the institution of slavery played a critical role in shaping Roman society. Through an exploration of social, economic, legal, and cultural aspects of Roman slavery, we will pose questions of what it means to be a slave society, how the ubiquity of forced labor impacted the lives of ancient Romans, and the extent to which we can recover the experiences and subjectivities of enslaved people. Throughout the course, we will confront the interpretive problems posed by biased and/or scarce evidence and

by assumptions we may carry as the inheritors of modern slaveries. A recurring theme we will explore is the extent to which evidence of slavery and the material traces of enslaved people's lives are visible in the archaeological record. At the end of the term, we will contextualize Roman slavery by comparing it with modern examples and by considering the legacy of ancient slavery in modern visual culture and representations of enslaved people. Prerequisites: Any 100- or 200-level course in art history or archaeology; or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

---

#### **L01 Art-Arch 3261 Design within Context: Scroll to Screen**

This course traces the history of graphic design from the origins of ancient writing systems to the turn of this century, with content that is organized both chronologically and thematically. We will examine the work and methodologies of design movements and participants, and we will critically consider the reciprocal relationship with cultural shifts, sociopolitical factors, and technologies. Focus will lie heavily upon Western European tradition in the 20th century. This course counts toward the degree program as an Art History/Visual Culture elective, and it also counts toward the design minor.

Same as I50 INTER D 3261

Credit 3 units. Art: FADM, VC

---

#### **L01 Art-Arch 331 Greek Art and Archaeology**

A survey of the artistic achievements and material culture of the Greeks in the first millennium BCE (Iron Age through the Hellenistic period). Development of architecture, sculpture, and painting, as well as minor arts and utilitarian objects, with emphasis on the insights they offer into Greek society and interactions with the wider Mediterranean world.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

#### **L01 Art-Arch 3321 African American Design History**

This course surveys African American contributions to the design arts and professions from 1619 to now, from media of print and textiles to ceramics and architecture, from the scale of community crafts and protest to corporate business enterprise and mass social movements, from the diaspora to outer space. African American history not only offers a critical perspective on design history but also challenges us to reconsider what design is and what it can do as a medium of cultural expression, social transformation, and political change. While learning this history via lectures, readings, and hands-on archival research, students will develop their own artifact-based public history project. No prerequisite

Same as I50 INTER D 3321

Credit 3 units. Art: VC

---

#### **L01 Art-Arch 3330 Greek and Roman Painting**

This course provides a survey of the major achievements of ancient Greek and Roman painting, broadly understood and encompassing wall painting, panel painting, painted pottery, and mosaic. We will study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention will be paid to the social, political, and religious aspects of ancient Greco-Roman painting and to questions of innovation in artistic practice. Special emphasis will be placed on students' cultivation of the tools of art-historical analysis and of the presentation of that analysis in written form. Prerequisite: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215) or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

---

#### **L01 Art-Arch 3412 Japanese Art**

Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern, and contemporary art. Emphasizing painting, sculpture, architecture, and print culture, the course will also explore the tea ceremony, fashion, calligraphy, garden design, and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

---

#### **L01 Art-Arch 3415 Early Chinese Art: From Human Sacrifice to the Silk Road**

How does ancient and medieval Chinese art inspire contemporary artists? This course examines Chinese art, architecture, and material culture from the prehistoric period through the end of the medieval Tang dynasty to demonstrate how the past continues to affect contemporary Chinese art and the art of its future. Topics covered include Neolithic ceramics and jades, the early bronzecasting tradition, the Terracotta Army and its predecessors, early brush arts and Buddhist sites, and the varied exotica of the Silk Road. Each class teaches early and contemporary works side by side to demonstrate how artists today continue to look to the past as they create the art of the future. Prerequisite: One course in Art History at the 100 or 200 level or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

#### **L01 Art-Arch 3422 Art of the Islamic World**

This course surveys the art and architecture of societies in which Muslims were dominant or in which they formed significant minorities from the seventh through the 20th centuries. It examines the form and function of architecture and works of art as well as the social, historical, and cultural contexts; patterns of use; and evolving meanings attributed to art by the users. The course follows a chronological order, and selected visual materials are treated along chosen themes. Themes include the creation of a distinctive visual culture in the emerging Islamic polity; the development of urban institutions; key architectural types such as the mosque, madrasa, caravanserai, palace, and mausoleum; art objects and the art of the illustrated book; cultural interconnections along trade and pilgrimage routes; and Westernization and modernization in art and architecture.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: IS EN: H UColl: CD

---

#### **L01 Art-Arch 3425 Classical to Contemporary Chinese Art**

Surveying Chinese art and architecture from the 10th century through today, this course examines classical and imperial works as the foundation for modern and contemporary art. By engaging with the theoretical issues in art history, we will also pay particular attention to questions of gender, social identity, cultural politics, and government control of art.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

---

#### **L01 Art-Arch 3426 Modern & Contemporary Chinese Art**

This course will explore the ways in which Chinese artists of the 19th, 20th, and 21st centuries have defined modernity and tradition against the complex background of China's history. By examining art works in different media along with other documentary materials, we will also engage with theoretical issues in art history, such as modernity, cultural politics, and government control of art.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H



---

**L01 Art-Arch 3442 Chinese Painting, Then and Now**

Tracing the unbroken history of Chinese painting from the 1st through 21st centuries, we explore the full evolution of its traditions and innovations through representative works, artists, genres, and critical issues. From its ancient origins to its current practice, we will cover topics such as classical landscapes by scholar painters, the effects of Western contact on modern painting, the contemporary iconography of power and dissent, and theoretical issues such as authenticity, gender, and global art history. Prerequisites: Intro to Asian Art (L01 111) or one course in East Asian Studies recommended.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 3482 The Floating World of Japanese Prints**

The relationship between Japanese printmaking and popular culture from 1600 to 1900. Woodblock and copperplate printmaking techniques, key masters, kabuki drama, pleasure quarters, fiction, travel, modernization will be explored. Prerequisite: L01 111, Intro to Asian Art, or background in printmaking or Japanese culture.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM EN: H

---

**L01 Art-Arch 3533 Pilgrimage and the Medieval City**

In this course we will explore one of the primary ways people traversed Europe and beyond: pilgrimage: Specifically, this course will explore the material culture of pilgrimage in the context of the urban environment, considering the role of art in guiding, encouraging, and visualizing pilgrimage to and through some of the important religious centers in the medieval Christian world. We will begin in Jerusalem and move outwards to Constantinople as a gateway to holy sites across the Byzantine Empire. We will then move to Paris and London to explore the different ways that pilgrimage could be undertaken, both physically and in the mind's eye. Finally, we will move to the conceptual, considering how the Heavenly Jerusalem was manifested in art and architecture across the medieval world. This course will investigate this subject through engagement with primary sources, object-focused study, and visits to the Saint Louis Art Museum. The overarching goal is to foster strong critical reading and thinking skills, while also developing specialized knowledge in the history of medieval art. Emphasis will lie in critical interpretation and analysis, in engaging in rigorous class discussion, and in writing coherently at a high academic level. Prerequisite: any 100- or 200-level course in art history

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

---

**L01 Art-Arch 3545 The Art and Architecture of Ancient Mesoamerica: Objects of Ritual, Places of Power**

This course will examine the artistic and architectural achievements of the civilizations of ancient Mesoamerica, a cultural region that covers most of modern-day Mexico, Guatemala, Belize, and Honduras. From the emergence of complex societies during the second millennium BC through the rise of the spectacular cities of the Maya and ending with the violent fall of the Aztec Empire in the 16th century AD, rulers of ancient Mesoamerica relied on a consistent set of themes, images, and media to proclaim their religious and political authority. This course will explore how artists, farmers, priests, elites, kings, and other community members created a vast array of images and objects that expressed cultural ideals, political and religious narratives, and distinct ethnic and civic identities. Prerequisites: L01 113; A46 200; L48 335; or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

---

**L01 Art-Arch 3549 The Art of Mexico: From Aztec to Contemporary**

This survey course draws from selected examples of art and architecture to tell the changing story of Mexico. Beginning with the Aztec and ending with contemporary works, this course chronologically traces artistic manifestations of beliefs, politics, and placemaking.

Through movements, revolutionary moments, individuals, and trends, the course creates a portrait of Mexico that is multicultural, dynamic, and creative. Course themes include international relationships, diversity, identity, and politics. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; L45 165; or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H

---

**L01 Art-Arch 360 Renaissance Architecture**

The modern concept of the architect as creator and genius began with Filippo Brunelleschi, the great innovator of fifteenth-century Florentine art. The course explores the spread of architecture and architectural theory as it begins in the hands of the innovator and is expressed and changed by other men of genius such as Leon Battista Alberti, Donato Bramante, Michelangelo Buonarroti and Andrea Palladio.

Credit 3 units. Art: AH, GFAH BU: HUM

---

**L01 Art-Arch 3602 Italian Renaissance and Baroque Architecture**

This course will survey the development of architecture in Italy from 1400 to 1700. From long-established medieval models, we will explore the reintroduction and reinterpretation of Antiquity from the late 14th century onward. The course will then explore how these foundational Renaissance ideals evolved to become Mannerism and found their ultimate expression in Bernini's Baroque. Following a chronological progression, the course will address the structures and theories of the period through its leading architects: Brunelleschi, Alberti, Michelangelo, Palladio, and Bernini, among others. The course will explore a wide range of architectural types, from the centralized church to private palaces and villas. Further themes to be considered will include the development of the architect as a professional, regional styles and their relationship with antiquity, patterns of patronage, and the interior. Prerequisite: L01 113.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

**L01 Art-Arch 361 Art of the Early Italian Renaissance**

This course is a survey of Italian Renaissance art, from its origins to the end of the 15th century. It includes an examination of artists such as Giotto, Masaccio, Donatello, Botticelli, and Leonardo da Vinci. Prerequisite: L01 113.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

**L01 Art-Arch 3612 Rome in the Renaissance**

Renaissance Rome, called by many the Caput Mundi or capital of the world, was the cultural capitol of Europe. It was a tumultuous, vibrant city characterized by ancient structures, medieval foundations and new artistic and architectural projects that were bigger and more luxurious than anywhere else in Europe. These new structures and masterpieces were incorporated into, and built on top of, the extant classical and medieval city. We will take a journey through the Renaissance city, using Andrea Palladio's two guidebooks of Rome, written in the 1550s. Maps, guides and artists' renderings of the city will contribute to the journey. We will discuss chapels, churches, palaces, monuments and piazzas as we encounter them. In addition to works of art and architecture, we will encounter legends (ranging from feasible to preposterous) and popular traditions associated with specific sites. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

---

**L01 Art-Arch 3613 Women of the Renaissance: Artists, Patrons, and Subjects**

This course will examine the varied roles of women in the production of Renaissance art: as makers of art; as commissioners, collectors, and patrons of art; and as subjects of the artistic gaze. In conjunction with the courts of Europe, we will also address women in the arts through a global lens. Using a variety of primary sources, including painting, sculpture, print material, textiles, and archival documents, we will explore both the historical spaces women occupied as well as contemporary scholarship situating women within the history of art. In the process, students will gain a deeper understanding of women's agency in Renaissance art, cultivate tools of art-historical analysis, and hone skills in presenting such analysis in written form.  
Credit 3 units. A&S IQ: HUM, SC EN: H

---

**L01 Art-Arch 3625 Global Renaissance**

This course provides an overview of transcultural encounters within and beyond Europe circa 1450 to 1650. During this period, visual forms and artistic practices linked places in disparate corners of the world, such as Venice and Istanbul, Mexico City and Florence, Manila and Acapulco, Amsterdam and Agra. Focusing on cities as cosmopolitan centers of artistic production, the course will consider the mercantile networks, imperial strategies, and artistic technologies that heightened the mobility of art, as well as the local manifestations and native traditions that continually reshaped it. Students will gain a deeper understanding of the diversity of art and architecture during this period of increased cultural exchange, cultivate tools of art-historical analysis, and hone skills in presenting such analysis in written form. Prerequisites: One course in Art History or permission of instructor  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 3627 By Sea and Sand: Modern Art in the Mediterranean**

This course surveys the representation of Mediterranean spaces and cultures in the visual arts from the late eighteenth to the mid-twentieth century during which time transformations across economies, governance, society, and technology took place alongside the expansion and subsequent deterioration of French and British colonial rule in the Middle East and North Africa. In this course, the modern Mediterranean will be viewed from multiple vantage points along its shores and through a range of media, including popular culture, visual culture, material culture, and fine art. In addition to obtaining a strong grasp of the artistic phenomena associated with the Mediterranean during the modern era, students will come to understand the region as a place possessing a remarkably diverse and polymorphous identity, and as a place of fracture, confrontation, mutual incomprehension, innovation, and exchange.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 3634 Pleasure and Pain: European Fashion as (Art) History**

In the words of Louis XIV, "Fashion is the mirror of history. It reflects political, social and economic changes, rather than mere whimsy." This course will survey the history of dress in early modern Europe, using art and material culture to explore the relationship between society and style. Beginning with the Renaissance, we will explore what fashion in (art) history can tell us about gender, sexuality, class, race, and revolution. To incorporate a global perspective (although concentrating primarily on the West), further themes to be considered include the textile trade, commerce and empire, identity politics, and nation-building. From the chopine to the corset, the pannier to the Pompadour pump, we will incorporate surviving examples as we explore the art and

history of European fashion from the 15th to the early 19th century. This course is open to students who have previously taken or are currently enrolled in Intro to Western Art. Prerequisite: One course in Art History at the 100 or 200 level.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: BA, HUM, IS EN: H

---

**L01 Art-Arch 365 Baroque Art**

This course is a survey of the development of painting and sculpture in 17th-century Europe. Emphasis is on the works of Caravaggio, Bernini, Poussin, Rubens, Rembrandt, and Velazquez. Prerequisite: L01 113 or permission of department.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

---

**L01 Art-Arch 3654 Baroque Art: Materiality and Experience**

The materiality of art is evident and central to how art looks, how it means, and how it endures. This course is intended as an introduction to the materiality of objects and works of art made during the Baroque era (c. 1550-1700) and to concepts for understanding and interpreting them. Works in a variety of materials—ivory, wax, woods, feathers, shells and mother-of-pearl, oil paint, lacquer, metal, fresco, stone, porcelain and earthenware—populate a series of case studies drawn from European, Mesoamerican, and East Asian workshops. In addition to learning about what goes into making these works, students will trace the geographies of materials, and the ways in which materials, format, and durability all affect the viewer's experience. Students will read, analyze, and discuss current research on the makings of art, on theories of the materiality of art, and problems in art conservation—and will participate in close examination of works in local museums and special collections. This course will introduce students to some of the central topics in early modern art history as it is practiced by scholars/historians \*and\* by archaeologists, museum curators, archivists, and conservators. Students will be introduced to a wide data set of objects and art works, and will learn how to analyze, articulate, discuss, and research aspects of their materiality. Rather than focusing on memorization, this course encourages using concepts from a set of assigned readings to reflect on the objects we discuss together. Students will work in small groups and as a class to advance their own vocabulary for and understanding of early modern materiality and experience. Prerequisites: L01 113, L01 215, or permission of instructor  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 3655 The Baroque: Art in an Age of Crisis**

The late 16th century was a time of crisis and conflict, and change echoed across Europe and its empires. Religious reform, scientific discovery, and political upheaval shook the foundations of early modern society. Yet from this turbulent time, an era of extraordinary artistic achievement emerged, defined by a dynamic new visual language. This course will examine how "the Baroque" became a global language, from its early beginnings in Rome to Spain, France, Flanders and the Dutch Republic, even extending beyond the borders of Europe to Asia and the Americas. In addition to studying leading artists such as Caravaggio, Bernini, Rubens, Vermeer and Velázquez, important themes to be considered will include space and spectacle in urban planning; the mundane and profane in still life and genre; collections and curios; the church triumphant; and the portrait. Prerequisite: Intro to Western Art (L01 113).

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 3671 Michelangelo: Painter, Sculptor, Architect**

This course presents an examination of the life, work, and time of Michelangelo. It considers the artist's painting, sculpture, and architecture in relation to his contemporaries and to the broad historical, political, and artistic currents of his day. Prerequisite: L01 113.

Credit 3 units. Art: AH BU: HUM

---

**L01 Art-Arch 3682 Mirrors of Nature, Dreams of Art: Northern Renaissance Art**

This course surveys the visual culture of the Netherlands and Germany from approximately 1400 to 1550: from Burgundian court culture around the time of Jan van Eyck to the fantastic works of Hieronymus Bosch to the international renown of imperial artist Albrecht Dürer and later Flemish urban culture as represented by Pieter Bruegel the Elder. Works in a variety of media will be presented in light of broader consideration of the role of art within devotional practice and the Reformation, courtly culture and the cultivation of artistic imagination, and the rise of print and "popular" culture. We will consider the power of images to mediate religious experience; the representation of folly and death; the social position of the artist; and the relevance of naturalism. We will also survey the predominant interpretive models that have been developed to analyze the significance of these works. Prerequisite: One course in Art History at the 100 or 200 level.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 3683 Global Baroque: Art and World-Making**

Europe and along Eurasian contact routes between 1500 and 1700 is a primary focus. The course will open with an examination of the significance of the early modern category of "the exotic" and the role of the exotic or foreign in shaping artistic and collecting practices during a period that tends to be studied with Europe at the center of the world. Throughout the semester, we will explore different modalities of "otherness," and the political stakes of representations of self and other within the context of early modern empire- and nation-building. We will analyze paintings, prints, drawings, sculptural objects, naturalia, featherwork, ceramics, porcelain, and textiles alongside primary sources, early modern history and art history, cultural and material history, the history of science, and maritime and diplomatic history. The course attends to the atrocities of slavery in the early modern world and trace the relationship of enslavement to procuring and appreciation of exotic materials. Lectures will incorporate contemporary art (installations, photography, collage, and painting) that actively engages the modern era. The course involves close study of works of art in local collections, and will include visits to the Saint Louis Art Museum, where students will be introduced to the extraordinary holdings, in particular the Phoebe Dent Weil and Mark S. Weil collection of early modern prints, drawings, and sculpture. Prerequisites: One 100- or 200-level course in Art History; or permission of the instructor

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 3684 Picturing Race in the Early Modern World**

Many social and cultural roots of modern Western European and American conceptions of race and ethnicity lie in the early modern era, when enslavement came integrally to be linked with Blackness and ideas-and representations-of power relied on a hierarchical politics of racialization and othering. Throughout the early modern era, in Renaissance and Baroque visual art, iterations of racialized identity took hold, in ways and by means this seminar will explore in depth. Through close analysis of paintings, sculptures, architectural and urban design, and the graphic arts, and with frequent reference to chronicles, literature, and legal language of the time, we will trace visual representations of racialized difference throughout the early modern (European) world and to the present. How did early modern European images participate in and help to form a visual culture of race? This seminar will explore fifteenth-, sixteenth- and seventeenth-century European representations of racialized others by artists Albrecht Dürer, Hans Burgkmair, Hieronymus Bosch, Peter Paul Rubens, Rembrandt van Rijn, and others. We will also consider ethnographic imagery,

maps, and other forms of representation-as well as responses by contemporary (20th- and 21st-century) artists to the conventions of "race-crafting" laid down in the early modern era. Geographically, the materials we study issue from western Europe and focus on encounters with Western Africa, but the seminar considers European engagement in the American colonies, Melanesia/Indonesia, the Atlantic and Brazil-and with the Islamic world. Prerequisites: One 100-level Art History course or permission of the instructor

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 370 The American West: The Image In History**

Examines representations of the American West and of the frontier encounter between Euro- and Native American cultures, from the early nineteenth to the early twentieth centuries. We will consider travel accounts, fiction painting, ledger drawings, photography, and film in order to analyze the ways in which historical circumstances have shaped artistic and literary representations. At the same time, we will look at how images and texts have shaped formative myths about the West that in turn leave their impact on history.

Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM

---

**L01 Art-Arch 371 American Art to 1900**

This course is a survey of the broad social, cultural, and nationalist themes in the visual arts from European contact with the New World to 1900. Topics include the encounter of New World cultures with European colonizers and the ongoing relationship between America and Europe; the changing image of the artist; and the role of art in the formation of national identity. Prerequisite: L01 113 or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

---

**L01 Art-Arch 3712 Art and Culture in America's Gilded Age**

This course covers developments in American culture from the end of the Civil War to the turn of the century, including the novels, buildings, images, and public and private spaces of this transitional period. The Gilded Age was a time of new class formation, of unparalleled social diversity, and of new urban forms. The connections between art, literature, and social experience will be addressed. Representative figures include Henry James, Henry Adams, Louis Sullivan, Stanford White, Thomas Eakins, and Louis Tiffany.

Credit 3 units. A&S IQ: HUM Art: AH BU: BA, HUM

---

**L01 Art-Arch 372 American Art to 1970**

From the beginnings of modernism in the visual arts of the United States, around 1900, to Abstract Expressionism and the Beat aesthetic. Focus on the cultural reception and spread of modernism, native currents of modernist expression, from organicism to machine imagery, the mural movement and the art of the WPA, the creation of a usable past, abstraction and figuration, regionalism and internationalism, photography and advertising.

Credit 3 units. A&S IQ: HUM Arch: SSC Art: AH, HUM BU: HUM EN: H

---

**L01 Art-Arch 376 American Modernism, 1900-1940**

American modernism: What is it? What is the nature of its encounter with mass culture? What happened to modernism as it migrated from its "high" European origins to its "middlebrow" version in America between the turn of the century and the eve of World War II? What was the rhetoric of modernism in everyday life, and what was its impact on design, photography, and advertising? In addition to the fine arts, we will look at popular media, film, and photography. Lecture/discussion. Prerequisite: L01 215 or permission of instructor.

Credit 3 units. A&S IQ: HUM, WI Art: AH, HUM BU: ETH, HUM

---

**L01 Art-Arch 3763 Bodymorph: Fantasy Worlds of American Visual Culture, Animation, and Product Design**

This lecture and discussion-based course engages students in media beyond the fine arts, which shaped in fundamental ways how ordinary Americans experienced life during decades of dynamic change and modernization over the first half of the 20th century. We consider cartooning and animation, film, advertising, product design, department stores and the visual strategies of consumer culture, jazz aesthetics, the skyscraper city, and more. We set these new forms within broad changes in the rhythms of everyday life driven by industrialization and new technologies, as well as how filmmakers, animators, and artists both expressed these new realities, as well as how they turned in response to the handmade, the "primitive," and the embodied. We look at the uneasy exchanges between high art and mass media; and at the open borders between surrealism, advertising, and art. Prerequisites: Any introductory or 300-level course in Art History or American Culture Studies, History, or literature  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 3782 Modern Art 1905-1960**

This course investigates topics in European painting, sculpture, architecture, photography, and film. Lectures and readings will address major artistic developments, including Cubism, De Stijl, Futurism, Expressionism, Dadaism, Constructivism, Surrealism, the Bauhaus, and Art Brut. Prerequisite: L01 215 or permission of instructor.  
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

---

**L01 Art-Arch 3783 The Modernist Project: Art in Europe and the United States, 1905-1980**

This course surveys major tendencies in painting and sculpture, from Fauvism in France and Expressionism in Germany to the beginnings of Postmodernism in photo-based work in the United States. About two thirds of the course will treat European art, and about one third will treat American art. Photography, architecture, and work in other forms will be considered selectively when pertinent to the individual class topics. Within the lecture topics, emphasis is on avant-garde innovation; the tension in modernist art between idealism and critique; reaction by artists to current events; the relationship between art and linguistics, philosophy, literature, economics, and science; the role of geopolitics in art production; the intersections of art and society; the role of mass culture; issues of race and gender in the production and reception of art; and the challenge to the concept of authorship and creativity posed by Postmodernism at the end of this period. Prerequisite: One course in Art History at the 100 or 200 level.  
Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

---

**L01 Art-Arch 3785 Photography in America**

This course will consider the practice and use of photography in America, from its invention up to the present, and it will offer various ways of thinking about the medium and its relation to society and culture. Students will come to understand the ways photographic practices shape public perceptions of national identity, ethnicity and gender, nature, democratic selves, and a host of other concerns. We will discuss famous practitioners such as Matthew Brady, Jacob Riis, Lewis Hine, Walker Evans, and Robert Frank. We consider not only the social and public uses of the medium (through such episodes as the New Deal/FSA and photojournalism) but also the private explorations of "fine art" photographers and the everyday practices of the snapshot. Prerequisite: One course in Art History at the 100 or 200 level.  
Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

**L01 Art-Arch 3795 Global Contemporary Photography**

This course explores contemporary photographic traditions from around the world. We begin by grappling with a few of the theoretical issues that lie at the heart of the medium's power, such as the aura of a photograph and its potential evidentiary value. We examine how photography emerged as distinct from other artistic forms such as painting and was deployed in unique ways across the globe to assert power, counter claims of hegemony, and express identity. The scope of the class is not limited to high-art photography, but also explores the family photography and vernacular traditions, focusing on a range of genres including portraiture, narrative, and performance. Finally, we end by exploring how contemporary photographers have stretched the potential of the medium by experimenting with digital technology and non-traditional modes of display. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 3810 Mexican Visual Culture**

This course will explore the ways in which different aspects of visual culture were used to construct national, regional, political, social and cultural identities in Mexico. The omnipresence of the visual in the everyday life of Mexicans -including state-sponsored muralism, cinema, photography, graphic press, wide-circulating comic books and nationalist architecture- allows for the study of different ways in which citizens become embedded both in official national projects and in projects of political dissidence. The class will thus use the Mexico in the 20th and 21st centuries to introduce students to the study of the visual as a social practice, through theoretical discussions that will run parallel to the study of different visual manifestations. The course will discuss the changing social and political role of art, the influence that Mexican visual culture exerts in other parts of the world and the way in which visual culture allows Mexicans to think about their identity. Same as L45 LatAm 381  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC EN: H

---

**L01 Art-Arch 3815 Rococo to Revolution: Art in Eighteenth-Century Europe**

The Long Eighteenth Century serves as a bridge between two fundamentally different times. The Europe of 1700 was dominated by absolutism and the ancien régime. The Europe of 1800 was in an age of revolution. This course will explore the dramatic shift in artistic representation and individual self-conception that occurred throughout the century to usher in our modern age. Important topics to be considered include: the rise of the Academy; the Enlightenment and the Encyclopédie; the Grand Tour; Art and Science; and the French Revolution. Focusing on the development of artistic trends, the course will address transformations in painting, sculpture and architecture throughout Europe.  
Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 3830 Topics in Women, Gender, and Sexuality Studies: Spectacular Blackness, Race, Gender, and Visual Cult**

Topic varies. See semester course listings for current offering.  
Same as L77 WGSS 383  
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: AH, GFAH, HUM BU: BA EN: H

---

**L01 Art-Arch 3831 Art in the Age of Revolution: 1789-1848**

This course covers European painting, sculpture, and printmaking from the French Revolution to the mid-19th century. French, English, German, and Spanish artists are discussed in a social and aesthetic context, with a focus on links between art and ideology in times of

political turmoil. The styles of Classicism and Romanticism, the rise of history painting, and the development of Realism in both landscape and genre painting are also addressed. Prerequisite: L01 113 or permission of instructor.

Credit 3 units. Art: AH BU: HUM

---

#### **L01 Art-Arch 3833 Realism and Impressionism**

This course examines the development of European art from approximately 1848 to the mid-1880s, with a focus on the development of Realism and Impressionism in England and France. Issues to be explored include the breakdown of academic art, the rise of landscape and naturalist themes, the emergence of alternative exhibition spaces and new dealer systems, and the relationship between gender and avant-garde practice. Prerequisites: L01 113 and L01 215 or permission of instructor.

Credit 3 units. Art: AH BU: HUM

---

#### **L01 Art-Arch 3836 The Art Museum from the Louvre (Paris) to the Louvre Abu Dhabi**

This course explores the cultural politics of modern and contemporary art museums in the nexus of London-Paris-New York from the late 18th century to today. It analyzes important works of art collected, displayed, and studied in the museum context as well as the politics, philosophies, and people who shaped the history of modern and contemporary art via museums and exhibitions. Students will interrogate institutions and spaces that condition the experience and reception of modern and contemporary art. Prerequisites: L01 113, L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

#### **L01 Art-Arch 3838 Modern Art in Fin-de-Siecle Europe, 1880-1907**

This course examines artistic production at the turn of the century in France, Belgium, England, and Scandinavia. Beginning with the reevaluation of impressionism and naturalism in France, we examine Neo-Impressionism (Seurat and Signac) and Symbolism (Moreau, Van Gogh, Gauguin, the Nabis, Rodin, and Munch), as well as later careers of Impressionists (Cassatt, Monet, Degas, and Renoir). We will consider cross-national currents of Symbolism in Belgium and Scandinavia; the Aesthetic Movement in Britain; the rise of expressionist painting in French art (particularly with the Fauvism of Matisse and Derain), and the juncture of modernist primitivism and abstraction in early Cubism (Picasso). Prerequisite: L01 113 or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM

---

#### **L01 Art-Arch 3862 The Mediterranean and French Modernism**

This course will survey the development of the Mediterranean region as an important site of modernist artistic practice. Among the artists to be considered are Pierre-Auguste Renoir, Henri Matisse, Pablo Picasso, Marc Chagall and Yves Klein. Excursions to museums and other artistic sites.

Credit 1 unit. A&S IQ: HUM Art: AH BU: HUM, IS EN: H

---

#### **L01 Art-Arch 3874 The Modern and Contemporary Art Market, 1863 - Present**

The modern and contemporary art market is a strange and irrational entity, seemingly ungoverned by traditional economic laws of supply and demand. In 2019, *Rabbit*, a sculpture by Jeff Koons, sold for \$91.1 million at auction, setting a record for the most expensive artwork by a living artist ever sold. A few months later, at the Art Basel Miami Beach art fair, Maurizio Cattelan's *Comedian*, an installation artwork featuring a fresh banana duct-taped to a wall, sold for \$120,000. More than just a source for headlines, today's art market is also a growing art historical subfield, one that offers crucial insight into artistic production, shifts in the sociopolitical landscape, and even the practice of art history

itself. This course offers a historical overview of the modern and contemporary art market, from 1863 to the present. In this thematic survey, students will chart the art market's development by examining key concepts, personalities, and events, including the 1863 Paris Salon des Refusés, the Galerie Durand-Ruel and Impressionism, the avant-garde myth, Nazi-era art crime, the 1997 Sensation exhibition, and international biennials. Students will also become acquainted with basic art market research methods and resources. Prerequisites: Any 100- or 200-level course in art history; L01 215, Intro to Modern Art, recommended; or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

---

#### **L01 Art-Arch 3875 Rejecting Reason: Dada and Surrealism in Europe and the United States**

In this multimedia interdisciplinary course, we will consider the history, theory, and practice of Dada and Surrealism, from its Symbolist and Expressionist roots at the end of the 19th century and the beginning of the 20th century through its late expressions in the beat culture and pop art of the 1950s and 1960s. Dada's emergence in Zürich and New York in the midst of World War I set the tone for its stress on irrationality as an oppositional strategy. Surrealist research into the domain of the unconscious continued this extreme challenge to dominant culture but in a revolutionary spirit that proposed new possibilities for personal and collective liberation. The international character of the movements -- with substantial cross-transmission between Europe and the United States -- will be emphasized. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

---

#### **L01 Art-Arch 3877 Cubism and Its Global Legacies**

During the early 20th century, Cubism marked a radical break in the European representation of three-dimensional space in painting through a bold reconsideration of atmospheric and linear perspective. Early Cubists such as Pablo Picasso achieved this formal breakthrough in part through studying African and Oceanic art. Between the summer of 1908 -- when Braque and Picasso developed the style collaboratively in France -- and the advent of WWI in the summer of 1914, Cubism became the most influential style in the international art world.

This course examines the development of Cubism in France, and it analyzes how artists throughout Europe and the world adapted Cubism for their own purposes. Of particular interest will be how artists from outside Europe and the United States have responded to Cubism's appropriation of non-Western art. Class format is lecture and discussion. Prerequisites: L01 113, L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

#### **L01 Art-Arch 388 Contemporary Art**

This course is a survey of global contemporary art from 1970 to the present. Topics include happenings, minimalism, body art, and neo-expressionism as well as their placement in their social and political contexts. Prerequisite: One course in Art History at the 100 or 200 level.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

#### **L01 Art-Arch 3884 Modern Design and Modern Culture**

This course explores key issues of modernity (industrialization, consumerism, mass culture, nationalism, etc.) through the study of material culture. Focusing primarily on modern design in Europe and North America from William Morris to Charles Eames and Aleksander Rodchenko to Bruce Mau, we will examine major developments in design thinking and practice as both reactive to and generative of broader political, economic, and social concerns. The course will be organized around important and influential exhibitions, from World's Fairs to storefront shows, where design professionals, institutions, and publics came together to reflect on topics of urgency, identify alternatives, and imagine the implications of design on everyday life.

Wherever possible, class discussions/lectures and assignments will make use of objects and archives in area collections. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215) or permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

#### **L01 Art-Arch 3888 Museum Theory and Practice**

This course explores the history of fine art museums and related debates on the nature of collecting and modes of display. Using historical and theoretical texts as well as select case studies, we will focus on how the evolving structure and mission of the museum impact our understanding of art. Topics will include the Renaissance "cabinet of curiosities," the Salon controlled by the French Academy, the rise of the modern art museum, and the proliferation of contemporary curatorial strategies in today's global art world. In addition to the study of the history of exhibitions and the role of the museum, the course will investigate the various jobs and responsibilities that people hold within museums. Guest speakers will include members of the curatorial, publications, registration, education, and installation staff at the Mildred Lane Kemper Art Museum. We will also take advantage of exhibitions and permanent collection displays at the Kemper Art Museum, the Saint Louis Art Museum, the Pulitzer Foundation for the Arts, and the Contemporary Art Museum. Prerequisite: L01 113, L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

---

#### **L01 Art-Arch 3892 Modern Sculpture: Canova to Koons**

This course will survey sculpture in Europe and the United States from about 1800 to the present, with an emphasis on the period from 1890 to 1980. A rapid traverse of Neoclassicism, Realism, and the rage for statuary during the later 19th century will take us to the work of Rodin and to a more systematic exploration of developments in the sculpture of the 20th century. Particular emphasis will also be placed upon the work of Brancusi, Picasso, Matisse, Duchamp, Giacometti, Oppenheim, David Smith, Serra, Morris, Judd, Hesse, and Bourgeois. An important theme running through the course as a whole -- from an age of nationalism and manufacturing to our own time of networks and information -- is the changing definition of sculpture itself within its social and political context. We will also explore various new artistic practices (e.g., video, performance, installations, body art) and interrogate their relationship to sculptural tradition and innovation. Prerequisite: L01 113, L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

---

#### **L01 Art-Arch 3961 Art & Ecology**

This course provides an overview of the twentieth-century history and contemporary debates concerning art and ecology. It begins with the nuclear age in the postwar United States and the Pacific, on through the techno-utopian "hippie modernist," Land Art, and early ecological movements of the 1960s. We situate contemporary "eco art" within this longer historical context, as well as climate science and politics. This course takes a case study approach, with one "key" artwork each class period, around which we will build context and trace relevant connections. Students will be responsible for identifying key artworks and articulating their significance on the exams. We will also locate eco art discourse within our St. Louis context, undertaking a site-specific project during the course of the semester. Undergraduate Prerequisites: one introductory Art History course or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L01 Art-Arch 3972 Alterna-Art**

Can contemporary art be truly alternative? What does the term even mean, when the channels for distributing art are available to all? This course will present a survey of art created outside of institutions and official channels. Students will be exposed to a variety of different media, from graffiti and muralism to performance and Internet art. The

course will also deal with questions of agency, "authenticity," and co-optation of street art by commercial means. Classes will consist of a hybrid lecture/discussion format, with weekly readings. Prerequisites: Intro to Western, Intro to Modern or permission of the instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

#### **L01 Art-Arch 3973 New Media, New Technologies**

In the summer of 2013, Random International's "Rain Room" was installed at the Museum of Modern Art in New York. Lines to experience the sensation of being rained on without getting wet ranged up to seven hours at times. This merging of new technology with the gallery space proved irresistible, but it also raises questions as to the uses of technology in contemporary art and whether or not this could be much more than a gimmick. As one Yelp reviewer put it, "The Rain Room is definitely an experience. Let's be honest... I'm mostly upset that I didn't get a cool, new Facebook profile pic out of it." This course will consider technological developments in modern and contemporary art -- including photography, video and new media, and digital and Internet art -- as well as forays into new technology that blur the lines between art and science. Prerequisite: L01 113, L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L01 Art-Arch 3975 Art and Activism**

This course will examine political and social activism in art and visual culture, focusing on the role that visual representation has played in social movements and how artists/activists have employed visual media to challenge and resist dominant visual representations and political formations. We explore key theoretical developments in activist discourse as well as the role of art practices and aesthetic commitments in these developments. This course seeks to represent the development of the relation of art and activism in its broadest intellectual and cultural context within the 20th century and to encourage an appreciation of the complex array of disciplinary perspectives that are implicated in this development. Prerequisite: L01 113, L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, CPSC, HUM BU: HUM EN: H

---

#### **L01 Art-Arch 4000 Topics in Art History and Archaeology**

Prereqs: L01 113, L01 215; one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

#### **L01 Art-Arch 4002 The Decorative Aesthetic in Modernism, 1860-1960**

In the criticism of modern art, "decoration" and "decorative" have often been used as pejorative terms, designating art that has no intellectual basis but is merely pleasing, intended to fill space and delight the eye. However, in the late 19th century, these terms carried important cultural value and opened the door to significant experiments in abstraction. Moreover, the decoration of a public space or surface may have political implications. This course will investigate decoration and theories of "the decorative" in modern art in Europe and the United States, with special attention paid to the evolution of ideas of modernism in both two-dimensional and three-dimensional environments. We will also consider some of the political meanings that may be borne by both public mural painting and domestic decoration as well as easel painting that aspires to conditions of the decorative. Key figures include Puvis de Chavannes, Morris, the Nabis, Van de Velde, Monet, Matisse, the Mexican muralists, Pollock, and Shapiro. Prerequisites: L01 215; any 300-level course in Art History; or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

---

**L01 Art-Arch 4013 The Digital Art Historian**

Within the digital humanities, it has often been asserted that art history lags behind other disciplines when it comes to technology adoption. But in fact, art historians are among the earliest adopters of technologically mediated academic practices, though the breadth of methodologies utilized within the digital humanities are not always suitable to or capable of fully accommodating the added layer of visual culture intrinsic to art history. While this course will explore all of the significant facets of the digital humanities and how they can be adapted to art history, it also more broadly aims to create technologically astute and nimble students and future professionals capable of "learning to learn" technologies as they emerge; determining when and how a technology may be useful in research, scholarship, instruction, and other professional work; assessing both data and the tools that represent it with a critical mind; and understanding how to effectively apply technology in a broad range of academic and professional contexts.

Credit 1 unit. A&S IQ: HUM Arch: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 4015 Theories of Modern Art and Architecture**

This course will present theories of art and architecture from the 19th to the 21st centuries in their historical contexts through a set of in-depth investigations of selected topics. Some knowledge of history and theory is integral to contemporary understandings of the disciplines of art, art history, and architecture. To foster a historical understanding of theories of modern art and architecture, we will discuss a selection of key texts, divided into three sections: theoretical sources of modern art and architectural history in the 19th century; theories of modernism, from the formalist to the Marxist; and postmodern critiques of modernism, in such areas as feminist theory and poststructuralism. Class visits to Sullivan and Adler's Wainwright Building (1890-91), Saarinen's Arch at the Jefferson National Expansion Memorial (completed 1964), Ando's Pulitzer Foundation for the Arts (2001), and Maki's Kemper Museum of Art (2006) will be integral to the work of the course. Prerequisite: Either L01 113 or L01 215 plus any 300-level course in art history, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L01 Art-Arch 4045 Beyond Painting: Innovation in Prints and Sculpture in Early Modern Europe**

Prints and sculpture are frequently overlooked in the study of early modern European art, yet the issues they raise are critical to our understanding of the period. Both categories, too often seen as secondary to painting, entail frequently complex technical and intellectual innovations that were fundamental to their time. This course will focus on these two important media in order to offer a fuller and richer picture of how artists of the Renaissance and baroque periods reinterpreted and expanded their visual vocabularies in response to, and in participation with, changing technologies and ideologies. Beyond Painting is based on direct interaction with works of art with the aim of facilitating enhanced looking and evaluation skills essential to the study of art history. Held at the Saint Louis Art Museum, each session will focus on the Museum's collection as well as the objects in the exhibition "Learning to See: Renaissance and Baroque Masterworks from the Phoebe Dent Weil and Mark S. Weil Collection." Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM EN: H

---

**L01 Art-Arch 4230 The Reception of Egypt in the Graeco-Roman World**

Ancient Greeks and Romans found Egypt to be an exceptionally enthralling world, in terms not only of its physical features but also of its people, monuments, and traditions. This course will explore how different views of Egypt emerged in the Graeco-Roman world; it will

also investigate the possible reasons for the remarkable popularity and allure of Egypt and things Egyptian as reflected in the writings of Greek and Roman authors as well as in the art and architecture of the Mediterranean world in Classical antiquity. In this seminar, we will read primary literary sources (in translation) that focus on the reception of ancient Egypt and, more specifically, its history, religion, and customs. Several of these sources also offer a privileged viewpoint to investigate how the perception of notable Egyptian figures -- chiefly Cleopatra -- was shaped by Rome to suit a specific agenda. In addition to the written sources, we will look at the artistic and archaeological evidence that best showcases the impact of Egypt's legacy on Graeco-Roman traditions. The readings assigned for each class will also provide a broad sample of secondary sources, consisting of some of the most significant scholarship on the image of Egypt in Classical antiquity. Same as L08 Classics 4230

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L01 Art-Arch 4235 Rome in Egypt: The Archaeology of an Oasis City**

This seminar will focus on the results of the archaeological fieldwork carried out at Trimithis / Amheida, a Graeco-Roman city in Egypt's Western Desert. It will investigate the available documentary and archaeological evidence, including a wealthy house with paintings inspired by Classical themes, a public bath built in the Roman tradition, a rhetorical schoolroom, pyramid-shaped Roman tombs, remains of a temple, and one of the earliest churches discovered in Egypt so far. We will explore how this evidence compares with that from neighboring sites in Egypt's Western Desert as well as in the Nile Valley. The goal is to develop an appreciation and understanding of Romano-Egyptian architecture, Classical and late antique art in Egypt, and Egypt's religious, social, and cultural history. Students will also have the opportunity to familiarize themselves with notions of archaeological methods and practice, as adopted in the context of an Egyptian excavation project. Prerequisites: One course at the 100- or 200-level in Art History, Classics, or Archaeology recommended

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

---

**L01 Art-Arch 4250 The Archaeology of Christian Monasticism**

Same as L08 Classics 4250

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 428 The Invention of the Image: From Classical Art History to Modern Visual Studies**

The scholarly field of Image or Visual Studies has developed in response to the widespread proliferation of images, both still and moving, in contemporary life. It distinguishes itself from traditional art history by examining visual representations of all types, not only works of high art, and by concentrating on the role those representations play in the formation of culture. Though most of the scholarship produced in this field focuses on the modern world, it depends upon ideas first developed in Mediterranean antiquity. This course has two primary goals. We will conduct an historical examination of practices and theories of image making from Near Eastern antiquity to modernity. In so doing, we will also carry out an historiographical survey of the major works in Image/Visual Studies, thereby gaining an appreciation for the wide range of methods of inquiry employed in this important field of research. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

---

### **L01 Art-Arch 429 Art and Death in Ancient Rome**

Perhaps more than any other phenomenon, death spurred the creation of art in the ancient Roman world. The practice of materially commemorating the deceased -- of perpetuating the memory of the dead through the creation of funerary monuments designed to appeal to both intimate familial relations and the public at large -- stretched across Roman social boundaries and endured for many centuries. But death also frequently provided the subject matter of art even outside the confines of the funerary realm. The goal of this course will be to explore the complex relationship between art and death in the Roman world. It will range from early Rome to the end of the empire and the changes brought about by widespread conversion to Christianity. In conjunction with historical readings, the course will also engage with theoretical texts in the anthropology and philosophy of death. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

### **L01 Art-Arch 430 Topics in Northern Renaissance Art**

Credit 3 units. Art: AH

---

### **L01 Art-Arch 4375 Ancient Greek Sculpture in Context**

Sculpture counts among one of the greatest artistic achievements of ancient Greece, and one that has had the greatest impact on the art of later periods. This course will focus on original works of art of the Archaic and Classical periods (600-300 BCE), placing emphasis on how study of their contexts - the places in which they were produced, displayed, and found - contributes to our understanding of their place in the ancient world. Background material, to be covered at the beginning of the semester, will include the origins of monumental Greek sculpture at the beginning of the Archaic period (late 7th-early 6th c. BCE), and the stylistic development of the Archaic and Classical periods. We will then proceed to discussion of various types of sculpture (architectural, cult statue, votive, commemorative, funerary) and how these works functioned within the context of the Panhellenic sanctuary, the city sanctuary, the secular center of the city, and the necropolis. In a different view of context, we will also consider sculpture recovered from ancient shipwrecks, looted art on its way to the ancient Roman art market. Prereqs: L01 331 or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

### **L01 Art-Arch 4376 Pictorial Illusion in the Ancient Mediterranean**

Among the many accomplishments in the history of Greco-Roman art, ancient writers especially valued the development of pictorial illusion. Pictorial illusion refers to the techniques of reproducing or approximating aspects of the visual perception of the material world on a two-dimensional surface. These include foreshortening, the application of highlights, and the indication of multiple points of depth in space relative to the picture plane. The purpose of the course is to explore the material, stylistic, and technical history of illusionistic painting practices in the ancient Mediterranean world from Classical Greece to Late Antique Rome and to seek to understand the cultural and social significance of those practices. In addition to examining specific historical questions in the development of ancient painting, the course will investigate trans-historical connections between vision, visuality, and methods of representation. Prerequisites: Either L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

### **L01 Art-Arch 439 Greek Art in Rome: Discourse, Dedication, and Reflection**

Throughout the modern period, Ancient Greek art has been perceived as a genuinely original and creative tradition in which both individual artists and regional schools made some of the most significant advances in the long development of European art. Roman art, by contrast, has been seen as derivative and secondary; Johann Joachim Winckelmann, the founder of modern art history, classified it among the "style of the imitators." However, this traditional dichotomy rests in large part on the Romans' own reactions to their encounters with the arts of Greece. Through the analysis of textual sources, architecture, statuary, and painting, this course will investigate the status and influence of Greek art in the city of Rome from the third-century BCE until the late Imperial period, and it will seek to understand how Roman responses to and uses of Greek art have come to shape the modern perception of both traditions. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred. Credit 3 units. A&S IQ: HUM Art: CPSC, GFAH, HUM BU: HUM EN: H

---

### **L01 Art-Arch 4395 Rome: The First 2,000 Years**

Weaving together the ancient and the early modern, this course offers students an overview of the history, topography, art, and architecture of the city of Rome. Rome has been continuously inhabited for more than three millennia, and its urban fabric both reveals and conceals a unique history of occupation, destruction, reconstruction, revival, and excavation. The course will move between the ancient and Renaissance periods of Roman history, and will examine the city's most important and lasting contributions to the history of art and architecture. It will center especially around a week-long trip to Rome over Spring Break, during which students will present on-site research reports. The trip, and the course as a whole, will be limited to fourteen students. Flights, lodging, ground transportation and two meals will be paid for by the Department's West Bay View Travel Seminar endowment. Travel plans are subject to change due to changing pandemic restrictions. The course is limited to graduate students, majors, and possibly minors in the Department of Art History & Archaeology, and admission is contingent on an interview with the faculty shortly after registration. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH EN: H

---

### **L01 Art-Arch 444 The Forbidden City**

Home to 24 emperors of the Ming and Qing dynasties (1368-1911), the Forbidden City today occupies the heart of Beijing and comprises the largest ensembles of premodern architecture in China. This seminar examines the origins of the palace; its construction in the early Ming; the coded symbolisms of its plan and decoration; the rituals of court; and the lives of its denizens, from emperors (including Pu Yi, the "last emperor") to concubines and from Jesuit missionaries to eunuchs. The course also considers the 20th-century identity of the site as a public museum and a backdrop to major political events, as well as its role in the urban design and contemporary art of 21st-century Beijing. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred. Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

### **L01 Art-Arch 4482 Japanese Prints: Courtesans, Actors and Travelers**

Woodblock prints of the 18th and 19th centuries and their relationship to literature and popular culture. Topics include the life of the pleasure quarters, sexuality and the "erotic," parody, kabuki theater, and the representation of women. Prerequisite: 3 units in Japanese painting, or permission of instructor. Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

---



---

**L01 Art-Arch 4489 The Three Emperors: Redefining Chinese Art in the Golden Age**

Ruling imperial China during its last Golden Age, the Qing emperors Kangxi, Yongzheng, and Qianlong patronized the arts during an unprecedented period of prosperity and international exchange. Many of the works they commissioned are now icons of Chinese culture, but in their time these three Manchus redefined Chinese art with ideas and styles from Baroque Europe, Tibet, Mongolia, and even Islamic Central Asia. This seminar focuses on the ethnically and culturally diverse art, architecture, and material culture patronized by these three emperors to examine how they and their multi-ethnic empire changed the definition of Chinese art during the long eighteenth century. Prerequisites: Intro to Asian Art (L01 111); or one 300-level course in Asian Art History, History or Literature; or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L01 Art-Arch 4490 Art, Vision, and Science in China**

After China and Europe began sustained contact, the introduction of Western science, math, and technology often affected Chinese art more than anything else. New optical devices and ways of visually understanding the world produced a range of positive and negative responses. Often expressed in art, these works demonstrate how new ideas affected Chinese conceptions of vision, looking, cognition, and visibility. Covering the seventeenth through mid-twentieth centuries, this course discovers how Chinese art became entwined with vision and modern science, covering prints, paintings, objects, and photographs across medicine, astronomy, cartography, optics, and mathematics. Prerequisite: L01-111, one course in Art History or Asian Studies, or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD Arch: HT Art: AH

---

**L01 Art-Arch 4494 East, Meet West: Asia Encounters Europe**

This seminar, which is grounded in cross-cultural aesthetics, examines East Asian visual responses to European art and science from the 16th through 19th centuries. The same Western ideas and works that were first introduced by Jesuit missionaries, that were continued by merchants, and that culminated with colonial enterprises left very different impressions on China and Japan. An introduction to cross-cultural aesthetics from both Western and East Asian perspectives lays the theoretical foundation to engage these works of art before the course proceeds thematically through time to cover painting, cartography, woodblock prints, ceramics, and photography within transregional and transcultural contexts. One upper-level course in Art History is recommended but not required before taking this course. Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 4496 Porcelain and Lacquer Abroad: Europe Encounters Asia**

From 1500 to 1800, Europeans primarily used exported porcelains and lacquers to engage with China and Japan, which were neither under colonial control, nor easily accessible by travel. Collected first in *kunstkammern* by rulers and nobles as emblems of power, these initially rare, exotic luxuries retained their prestige even as they became more widely available and explicitly gendered. Combining deep object studies with collectors' case studies from across Europe, this course examines how early modern Europeans used porcelains and lacquers to satisfy their curiosity about and material desire for China and Japan. In addition to practical training in essential primary sources such as inventories, it will also introduce theories of luxury and consumption, gift exchange, cross-cultural interaction, material culture, and the global movement of objects. Prerequisites: L01 111 preferred; one art history course or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 4615 Caricature: The Culture and Politics of Satire**

This course examines the golden age of caricature. Beginning with the prints of William Hogarth, we will look at the caricatural traditions in France and England from the late 18th century through the early 20th century. Special emphasis will be placed on visual satire as a vehicle for social and political critique; on theories of humor (particularly Baudelaire and Bakhtin); and on the development of a mass market for this imagery. Other figures to be discussed include Rowlandson, Cruikshank, Daumier, Gavarni, Philipon, and Gil. We will take advantage of a major collection of French caricature in the Mildred Lane Kemper Art Museum at Washington University as well as collections available for study in Olin Library and at the Saint Louis Art Museum. Prerequisites: L01 113, L01 215, or a 300-level course in modern European history or literature; or permission of instructor. Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L01 Art-Arch 4616 Lasting Impressions: Early Modern Print Culture**

The advent of movable type (the Gutenberg press) in western Europe heralded a new era, and this enabled the dissemination of information in text and image that was fundamental to the Renaissance and early modern culture in all sorts of ways, not least artistic. Alongside the use of the printing press for public ends, the early modern era witnessed some of the most remarkable artistic achievements in relief (woodblock) and intaglio (copper plate) printmaking. This seminar will study a series of charged moments in the production and consumption of printed artefacts, attending to the aesthetic, material, and epistemological significance of printed images between roughly 1480 and 1650. We will focus on the printed works of artists Lucas van Leyden, Albrecht Dürer, Marcantonio Raimondi, Hercules Segers, and Rembrandt as well as the role of printed images in the sciences. A variety of media and techniques—from early stipple engravings to chiaroscuro woodcuts and from *Naturselbstdruck* to sugar-lift—populate the course, as do theories of impression and the role of prints in transcultural, early modern global encounters. Students in this seminar will be directly involved in research towards an exhibition at the St. Louis Art Museum co-curated by Dr. Swan and Dr. Elizabeth Wyckoff, Curator at SLAM, slated for spring 2024. Class meetings will take place in the Study Room at the museum, where students will have ongoing access to works in the collection and discussions with museum professionals. Prerequisites: One 300-level art history course \*and\* permission of the instructor. Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 4621 Leonardo da Vinci**

Leonardo da Vinci is universally recognized to be one of the greatest artists of all time. But who was Leonardo? Artist or scientist? Master, magus or myth? This seminar explores the reality and fiction of a fascinating, yet enigmatic genius, as well as placing this unique individual in the contexts of Renaissance Italy and the modern imagination. Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

---

**L01 Art-Arch 4624 Michelangelo**

An examination of the life and works of Michelangelo. The most important developments in his architecture, painting, and sculpture; with special attention to his assistants, friends, family, and contemporaries. Prerequisite: Permission of instructor. Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM EN: H

---

**L01 Art-Arch 4625 Venice**

A seminar focusing on the art of Venice, in particular on Bellini, Giorgione, and Titian. Special attention to the international reputations of these three artists and to problems of patronage, connoisseurship, and interpretation. PREREQUISITE: ART-ARCH 361 or 362, OR PERMISSION OF THE INSTRUCTOR.

Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 4629 Caravaggio: Master and Murderer**

Michelangelo Merisi (Michael Angelo Merigi or Amerighi) da Caravaggio (29 September 1571 - 18 July 1610) was one of the most important and influential painters of the Seventeenth Century, in Italy and throughout Europe. He was active in Rome, Naples, Malta, and Sicily between ~1592 and 1610. But who was Caravaggio? What do we really know about his tempestuous life, and how it factors in the art he created? Caravaggio was a powerful, brilliant, brutish, and hugely influential artist; a belligerent personality, brawler, and murderer. He was a man of contradictions: a devout Christian and bi-sexual sodomite; a Knight of Malta and a fugitive from the law. This seminar explores the reality and fiction of this fascinating and influential genius, and places him in his historical, social and artistic contexts -- from Baroque Italy to the modern imagination. Prerequisites: L01 113; one 300-level course in Art History; and permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HT Art: AH, GFAH BU: IS EN: H

---

**L01 Art-Arch 4652 Worldly Goods: Early Modern Art, Trade, Knowledge, Possession**

The history of the early modern era has in recent decades been reconceived and rewritten as a history of things and goods. Global trade vectors in particular have shaped new histories of the Renaissance and Baroque eras. Material goods -- many of them newly available on a global scale -- shaped aesthetics, scientific investigation, political relations, identity formation, and devotional practices. This seminar studies the circulation of worldly goods between approximately 1500 and 1700, charting encounters around the globe by studying objects and persons in circulation. In orientation, the seminar is European, with a focus on the Dutch Republic in the world. Through secondary source readings and encounters with primary source materials, students will gain an understanding of how early modern objects relate to a newly "global" economy and horizon. Works of art, luxury trade goods, and pirated treasures are the principal sorts of "worldly goods" under consideration. We will consider the movement of individuals and the slave trade in the context of early modern colonialism as well as how the biographies of objects involve shifts in status and value over geographical space and time. Prerequisites: L01 113 and one 300-level course in Art History or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 4662 Michelangelo the Architect**

When, why, and how did the great Renaissance sculptor, painter, and poet Michelangelo Buonarroti become an architect? This seminar will survey Michelangelo's built and unbuilt architecture, his methods and extant drawings, and the process and influence of his creations.

Credit 3 units. Art: AH

---

**L01 Art-Arch 467 Topics in Baroque Art**

Credit 3 units. Art: AH BU: HUM

---

**L01 Art-Arch 4675 Picturing Race in the Early Modern World**

Many social and cultural roots of modern Western European and American conceptions of race and ethnicity lie in the early modern era, when enslavement came integrally to be linked with Blackness and conceptions-and representations-of power relied on a hierarchical politics of racialization and othering. Throughout the early modern era, in Renaissance and Baroque visual art, iterations of racialized identity took hold, in ways and by means this seminar will explore in depth. Through close analysis of paintings, sculptures, architectural and urban design, and the graphic arts, and with frequent reference to chronicles, literature, and legal language of the time, we will trace visual representations of racialized difference throughout the early modern

(European) world and to the present. How did early modern European images participate in and help to form a visual culture of race? This seminar will explore fifteenth-, sixteenth- and seventeenth-century European representations of racialized others by artists Albrecht Dürer, Hans Burgkmair, Hieronymus Bosch, Peter Paul Rubens, Rembrandt van Rijn, and others. We will also consider ethnographic imagery, maps, and other forms of representation-as well as responses by contemporary (20th- and 21st-century) artists to the conventions of "race-crafting" laid down in the early modern era. Geographically, the materials we study issue from western Europe and focus on encounters with Western Africa, but the seminar considers European engagement in the American colonies, Melanesia/Indonesia, the Atlantic and Brazil- and with the Islamic world. Prerequisites: One 300-level course in Art History or permission of the instructor

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 4677 Early Modern Art, Science, Collecting**

Encyclopedic or microcosmic early modern collections also known as Wunderkammers or Cabinets of Curiosities brought together all manner of artifact and natural object, and offered an arena for aesthetic contemplation and natural historical or scientific investigation alike. A space of knowledge-production and a highly socialized domain as well, the early modern collection responded to and activated the senses; some called the sorts of objects assembled in Wunderkammers-rhinoceros horns, ivory lathework carving, resins and gems, instruments, feather work, paintings, and carved coconuts and shells set in elaborate filigree-"sensualities." This seminar examines early modern collections in Spain and Portugal, at Hapsburg and Medici courts, and in Dutch and Flemish cities. Intended as both an introduction to the ways in which the practices of art and science depended on and informed one another in the early modern period in Europe, this seminar will also offer students the opportunity to engage with and make interventions in an ongoing scholarly discussion about art, science, wonder, and the social order of objects in early modern Europe. Prerequisites: One 100- or 200-level course, and one 300-level course in Art History; or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

---

**L01 Art-Arch 4721 Hydrogen Jukebox: American Art and Culture, 1945-1960**

The rise and 'triumph' of Abstract Expressionism has long dominated the story of American art following World War II. This new seminar will put Abstract Expressionism into context with parallel developments in the arts, photography, and film. Among the topics we will consider: the conversation between émigré artists and American culture during and after the war; the emergence of a 'noir' aesthetic in film and literature; the early work of Jasper Johns and Robert Rauschenberg and the so-called 'aesthetic of indifference' in relation to Ab. Ex.; artistic collaborations at Black Mountain College; New York school photography and photojournalism; and the cultural impact of the A bomb. PREREQUISITES: A 300-LEVEL COURSE ON 20TH CENTURY ART, PHOTOGRAPHY, OR HISTORY, OR PERMISSION OF THE INSTRUCTOR.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

**L01 Art-Arch 473 Art and Culture in Fin-de-Siècle America**

The particular climate of the fin-de-siècle and its expression in art, architecture, and letters. Concurrent development in Vienna, Paris, and London as basis for comparison. Themes include new theories of mind and perception, the fate of rationalism, the "crisis in bourgeois values," and redefinitions of gender. Prerequisite: permission of instructor.

Credit 3 units. Art: AH

---

**L01 Art-Arch 4744 TransAmerica: The United States and Mexico Between the Wars**

Many areas of 20th-century U.S. culture between World Wars I and II were inspired by postrevolutionary Mexico. The Mexican Revolution (1910-1917) profoundly reoriented modern Mexico, introducing new cultural and aesthetic forms and historical themes over subsequent decades. Mexican artists contributed to a new national consciousness drawing on indigenous Mexico and on the new politics of workers and peasants, which were given monumental expression in mural painting. The bidirectional exchange between U.S. and Mexican artists was of great importance for the cultural revitalization of the New Deal and after in the United States. Among artists, writers, anthropologists, and tourists, the vogue for things Mexican was fed by many sources, including increasing travel, diplomatic exchange, and a yearning for alternatives to U.S. modernity. This seminar will support travel to Mexico City, funded by the Department of Art History and Archaeology. Students in this course must be graduate students or undergraduate majors or minors in Art History and Archaeology or Latin American Studies. Recommended prerequisite courses include one 300- or 400-level course in 20th-century U.S. art or history or one relevant course in the Latin American Studies program.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

---

**L01 Art-Arch 4745 Cahokia to Contemporary: Native American Arts, Past(s) and Future**

The arts of Native American communities demand a primary place in both American and global art histories. The historic depth, variety of cultural expression, and circumstances of the collection, exhibition and interpretation of native arts continue to demand our careful and critical attention. We are well situated in St Louis to consider both the indigenous artistic cultures of our own region, and to observe the vitality of native modern and contemporary art practice. Key concerns include the artists' relationship to space and place, their presentation of identities, politicized and activist dimensions of their practices, their negotiation of issues of race and gender, and their conscious relationships to both historic traditions and to contemporary culture. Through the study of local collections and special exhibitions on view in 2023, we will examine a significant range of works--from the Mississippian cultures exemplified by the nearby sites of Cahokia and Sugar Loaf Mound, to the collection of historic materials we will study at the Kemper Art Museum, to the modern and postmodern works on view locally by such artists as Fritz Scholder, Edgar Heap of Birds, Juane Quick-to-See Smith, Faye HeavyShield, Wendy Red Star, Rose Simpson, and others. Class field trips to Cahokia, to the CounterPublic Triennial in St. Louis, and on a spring weekend to Washington DC to visit the National Museum of the American Indian are funded by a generous grant from the Mark S. Weil and Joan M. Hall Endowment for Art History & Archaeology. Prerequisites: One 300-level course in Art History or permission of instructor

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 4746 California Dreamin': Los Angeles Culture and the Making of the 20th Century**

"California Dreamin'" delves into the many cultures of Los Angeles, a dynamic global city with its cultural origins in the early 20th century. Over its decades of development and transformation we will explore continuities and new directions. The region has always been an encounter zone: between indigenous cultures, colonizers from Mexico, Pacific rim, and Anglo settlers. How has this cultural richness taken different shapes over the course of the 20th century? LA offers an especially cogent site for understanding how a city with a very specific if layered urban identity has been constituted by and through representation. Over the semester we traverse a range of cultural texts--the arts and architecture, film, literature, and urbanism--where the image of the city has been shaped. The course asks how Los Angeles culture at various points struggled to find new articulations and avenues into the future, against the weight of its own defining histories.

A week-long trip to Los Angeles -supported through our dedicated travel fund in AHA-will give students an opportunity to see firsthand how the presentday city and its many sectors find expression in the arts and visual culture, or give evidence of different realities. Prerequisite: Minor or major status in AHA; Any course in 20th c. American arts, literature, or film. Or permission by instructor

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 475 The City in American Arts and Popular Culture**

From the mid-nineteenth century forward, artists, writers, sociologists, and cultural critics have identified the city as the primary site of a vast array of historical changes associated with modernization. This course will explore the range of cultural responses to the new 20th century city up to World War II. The American city was seen as both an incubator of difference, and of mass conformity and manipulation; a dynamic space in which to form fluid networks that catalyzed new forms of creativity, and a place of strangers and social alienation. We will trace the history of these polarized responses in the 20th century arts and literature of the city, looking at the vibrant popular culture of film, vaudeville, and cross-dressing; new aesthetic forms such as collage and expressionism; and new urban subjects. Prereqs: 300-level course in American 20th c. Cultural History, American Art, Literature, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH, CPSC, GFAH, HUM BU: HUM EN: H

---

**L01 Art-Arch 4770 Native and Cosmopolitan Modernisms: American and European Art Between the Two World Wars**

This seminar focuses on two contrasting currents within American and European modernism between the two world wars: native and cosmopolitan. Alternating between the United States and France, the content of this course begins in the years before World War I and concludes with the rise of virulent forms of cultural nationalism during the late 1930s. We consider the subjects, personalities, aesthetic strategies, and political and social investments associated with these alternative modernisms, which are linked to a search for roots on the one hand and to a desire for forms of spatial and social mobility on the other. By comparing the "homegrown" and expatriate experiences, we will consider divergent attitudes toward identity, gender, nation, time, and nature, analyzing these two fundamental responses to modernity in relation to one another. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 4774 The Age of Gatsby: American Art and Culture from World War I to the Great Crash**

Mass consumption and the expansion of mass culture; mechanization; and the birth of a new visual culture that turned on animation, advertising, photography, and film. Taking our cues from the cultural contradictions and historical tensions embedded in F. Scott Fitzgerald's great novel of 1925, and the 2013 film inspired by it, this seminar will trace what many at the time called the "Rediscovery of America" and its tribulations. American artists, writers, and cultural theorists embraced the possibilities and pitfalls of American modernity, the nation's mythic promise and its historical dilemmas in the face of growing commercialization and standardization. This seminar is an interdisciplinary look at the art, visual culture, music, literature, and cultural essays of the 1920s through the lens of nation, race, region, and cultural identit(ies). Prerequisite: 300-level 20th-century American art, history, or literature course, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L01 Art-Arch 4776 The Arts of Cultural Democracy: America in the 1930s**

What does democratic access to the arts look like? Over the past decade the question of distributive justice has taken on new urgency in our nation. This seminar will look at an earlier period in the nation's history--the 1930s, from the stock market crash of 1929 to the beginning of World War II--when the ideal of cultural democracy was put into practice on a variety of fronts, from dance to the fine arts to public murals and the collecting and inventorying of the nation's material and cultural legacies. We will also consider the possibilities and limits of political art, the impact of John Dewey on future generations of artists and culture-makers; the relationship between leftist politics and modernism; regionalism and internationalism; debates over the nature of documentary photography, and efforts to create a 'useable past.' Prerequisite: one 300-level course in European or American twentieth-century art, literature, or cultural history; or permission of the instructor. Credit 3 units. A&S IQ: HUM, SC Art: AH, HUM EN: H

---

**L01 Art-Arch 4782 Modern Architecture in St. Louis**

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L01 Art-Arch 4785 Art and Culture in 1920s America**

This interdisciplinary seminar examines the relationship between art and 1920s culture in the United States, including how artists and critics thought about the nature of our cultural heritage (both its rich possibilities and its limitations); the potential of technology and urbanization as well as the threats they pose to older cultural values; the nature of a multicultural society and the contributions of minority traditions to the evolution of American culture; the lure of the Southwest; early criticism of popular media; and the conversation between popular culture and high art. Prerequisite: L01 113 or permission of instructor. Credit 3 units. Art: AH

---

**L01 Art-Arch 4800 Roman Coins and Their Stories**

This course will provide insights into everyday life in Rome and its territories through the evidence of the coins minted from the Roman Republic until the collapse of the Western Roman Empire in AD 476 and beyond. We will discuss general numismatics, starting with the history of coins and coinage, and we will understand how these small objects became an intrinsic part of the Roman way of life and what evidence they provide for daily life in Rome, from ideology to religion and from politics and culture. Same as L08 Classics 480. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

**L01 Art-Arch 481 Topics in Modern Art**

The sources, styles, influences, and content of the art of such artists as Gauguin and Cézanne examined in the context of contemporary movements in art and literature. Prerequisite: art history major, or permission of instructor. Credit 3 units. Art: AH

---

**L01 Art-Arch 4815 Constructing the Canons of Modern Art: 1860-1960**

From textbooks to museums to private collections, we experience histories of modern art through selections that present narratives of which art matters the most -- to artists, to critics, to the general public, and, supposedly, to history as a whole. How have established canons come to be, who are they for, and how do they resist or engage revision over time? This course examines narratives of modernism and its relationship to rhetorics of criticism, the power of the art market, sensationalized biographies, the practices of collectors and museums,

nationalistic interests, and histories of exclusion. Who rises to the top in significance? In what ways have women artists, artists of color, and LGBTQ artists been included or excluded? Key art critics and art historians include Fry, Barr, Pollock, Nochlin and Saslow. Artists may include but are not limited to Manet, Monet, Morisot, Cassatt, Van Gogh, Gauguin, Cézanne, Bell, Modersohn-Becker, Claudel, Tanner, Sickert, Valadon, Duchamp, Cahun, Picasso, Beckmann and Krasner. Students will research comparative case studies and create their own alternative timelines of modern art from 1870-1950. Prerequisites: L01 215, Intro to Modern Art; and one 300-level Art History course. Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 4816 Art and Culture in Fin-de-Siecle Europe**

This course presents an examination of painting, photography, and the decorative arts in France during the period between the two World's Fairs of 1889 and 1900. Artistic movements include Symbolism (Van Gogh, Gauguin, and Redon), later Impressionism (Monet and Morisot), Neo-Impressionism (Seurat and Signac), and Art Nouveau. Thematics include urban leisure and cafe culture, the agrarian ideal, the promises and threats of science and technology, the lure of the primitive, and the impact of nationalism and feminism on the arts. Prerequisites: L01 215 and any 300-level course in 19th-century art, literature, or history; or permission of instructor. Credit 3 units. Art: AH

---

**L01 Art-Arch 4817 Paris ca. 1900: Art, Leisure and Spectacle**

Paris at the turn of the 20th century was a vibrant international center for the development of the visual arts, including painting, photography, film, and the graphic arts, particularly in the exploding domains of posters and illustrated journals. In this seminar, we study the period from 1880 to 1910, and we examine how diverse modes of urban visuality were at the heart of the development of French modern art. The place of graphic arts in promoting popular entertainments (e.g., ballet, opera, café concerts) is considered. Another focus is the powerful role of Parisian satirical journals and caricature in debating matters of class, race, and national identity. We examine diverse modes of displaying and selling the visual arts, particularly in the spheres of World's Fairs, annual salons, and in the avant-garde spaces of gallery and café exhibitions. Artists of central concern include Lautrec, Cheret, Mucha, Degas, Pissarro, the Nabis, Vallotton, and early filmmakers such as the Lumière brothers and Méliès. Prerequisite: L01 215 or permission of instructor. One 300-level course in modern art history or a course in modern French history or literature is preferred. French language reading skills are not required. Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L01 Art-Arch 4818 Matisse and Modernisms**

Certain artists generate enormous interest during their lifetimes and long after. Over time, the work of such artists is subjected to a variety of interpretive approaches in light of changing trends in art criticism and art history; the influence of contemporary art; the ebb and flow of interest in different aspects of the artist's production; changes in the political landscape; and the changing sense of how the artist's work intersects with contemporary cultural developments. This set of intersecting concerns is especially fluid in the modern period, when there is no single dominant idea of the role of art in society. The variety of interpretive strategies developed from and applied to the work of Henri Matisse demands a critical reading of the extensive literature on the artist as well as an understanding of the variety of modernisms through which to assess his artistic project. Students will gain a thorough familiarity with the work of one of the most influential artists of the 20th century, and they will engage aspects of the historiography of 20th-century art through a survey of developments in the Matisse literature. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L01 Art-Arch 4819 The Century of Picasso**

The art of Pablo Picasso (1881-1973) spanned three-quarters of the 20th century, and posthumous critical response to his work shows no sign of abating. Picasso was a leading figure in the European primitivist trends at the beginning of the last century, and with Georges Braque, he developed the aesthetic system of Cubism, which rewrote the rulebook of artistic representation. Although he was not an activist, his art routinely engaged momentous political events. Toward the end of his career, he strove to shape his legacy through artistic dialogues with artists of the past by appropriating their styles or subjects, and making them his own. Such eclectic activity, coupled with his creativity and prolific output, has ensured his place among the most influential artists of his century. Prerequisites: one 300-level course in modern art or permission of instructor; junior, senior or graduate standing.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 4850 Romanticism to Realism: French Art 1830-1871**

This course traces the flourishing of romanticism and the emergence of various forms of Realism in nineteenth-century French modernism, opening with the Revolution of 1830. Artistic tendencies ranging from the official and the academic to emergent romantic and avant-garde alternatives are addressed, as well as the unresolved social and aesthetic tensions that support the demand for an art that addresses modern times. The political idealism and the rhetoric of Republicanism in the Second Republic (1848 to 1852) intertwine with the emergence of a critical modernism that seeks truth in form, in materiality, and in political philosophy. Under the authoritarian regime of the Second Empire (1852-1870), the mandates of realism and idealism continue to vie in a period that sees both the flourishing of the academic system and the art dealer system, and the emergence of a critical avant-garde. The course closes with the emergence of Impressionism and the crisis of the Franco-Prussian war. Artists to be discussed include Delacroix, Ingres, Millet, Daumier, Courbet, Corot, Manet, Bonheur, Bayre, Clesinger, and the early careers of Bazille, Degas, Monet, Renoir, Pissarro, Degas, Morisot and Cassatt. Pre-requisites: limited to graduate students in Art History); advanced undergrads only with permission of instructor. Some prior knowledge of French modernism required; some facility with French language useful but not required.

Credit 3 units. A&S IQ: HUM EN: H

---

**L01 Art-Arch 4854 Gauguin In Polynesia: The Late Career**

This seminar focuses on the late career of Paul Gauguin, in Tahiti and the Marquesas. This course examines closely the colonial context of fin-de-siecle French Polynesia, Gauguin's response to indigenous culture, his ongoing interests in European currents of theosophy and anarchism, the development of his primitivist style in response to the French avant-garde, and Gauguin's legacy to modern art and culture in the early twentieth century. Readings will range from primary texts (literature and journals read by the artist, his letters, his satirical articles and caricatures produced for a Tahitian newspaper, his treatises on religion), to post-colonial theory and recent critiques of primitivism. French reading skills are useful, but not required for the course. We will visit the St. Louis Art Museum to view both the Oceanic collection, and prints and paintings by Gauguin. PRE-REQUISITE: AT LEAST ONE UPPER-LEVEL COURSE IN MODERN ART HISTORY, OR PERMISSION OF THE INSTRUCTOR.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L01 Art-Arch 4856 French Art and Politics in the Belle Epoque**

This interdisciplinary seminar addresses the rich intersection of politics, fine arts and visual culture in modern France from the Franco-Prussian War (1870) to the First World War (1914). We will study the political trends, historical events, and cultural conditions of the era, and their direct influence on the production and reception of a wide range of

visual arts, ranging from official paintings and monuments to popular culture such as tourist and documentary photography, commercial posters and political caricature. We also examine the question of what it meant in the Belle Epoque to be an avant-garde artist, and how such artists expressed political sentiment in their work. Prerequisites: permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L01 Art-Arch 4859 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000**

This seminar examines film and modern art within the framework of "Orientalism" Reading foundational texts by Said, and incorporating theory and historical discourse concerned with race, nationalism, and colonialism, we explore artistic practice in European photography, painting, and decorative arts from 1850 to recent times and European and Hollywood Film. We study how power and desire have been inscribed in western visual culture across the bodies of nations and peoples through conventions such as the harem, the odalisque, the desert, and the mysteries of ancient Egypt. To that end, we will look at artists such as Delacroix, Ingres, Gérôme, Beardsley, and Matisse and will screen films such as *The Sheik*, *The Mummy*, *Salome*, *Cleopatra*, *Pepe le Moko*, *Naked Lunch*, *Shanghai Gesture*, *Thief of Bagdad*, *Princess Tam Tam* and *The Sheltering Sky*. Subjects include the representation of gender, sexuality, desire, race, and identity as well as the cultural impact of stereotype and "exotic" spectacle. Students will study methods of visual analysis in film studies and art history. All students must attend film screenings. 3 credits Same as L53 Film 485

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

---

**L01 Art-Arch 4860 Van Gogh: Creativity, Mythology, and Commodity**

Among the most famous artists of the canon of European modern art is Vincent van Gogh, known for his expressive paintings, his famous letters that chart his tumultuous career, and a short creative life marked by intense work, passionate interests in the modern art and literature of his time, and the challenges of a mental illness. This seminar will examine his art and literature in three sections: the first devoted to studying the art itself throughout his short career; the second devoted to the mythologies surrounding his art and its relationship to such notions as genius and madness; and the third looking at how his art has become a popular commodity, reproduced internationally by methods varying from precise painted replicas to commercially popular goods marked with his most famous paintings. The history and theory of modern commodity culture on a global scale and its intersection with a burgeoning art market for postimpressionist art will be explored in this final section. Prerequisites: L01 113 or L01 215 and one advanced course in art history, or permission of the instructor

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

**L01 Art-Arch 4861 Gauguin Then and Now: Art, Myth, and Controversy**

This course is an examination of the art and career of Paul Gauguin (1848-1903) and the artistic, social, and political milieu of colonialism in which he worked in France, Polynesia, and the Caribbean. Topics include avant-garde Impressionist and Symbolist cultures, the power of the art market/dealer system, the artist's writings (in translation), French colonial culture and pervasive myths of island paradise, and the pressing critiques offered today by postcolonial and feminist theory. The final third of the course will focus on the varied global reception of his work in the 20th and 21st centuries as well as controversies surrounding his art, writings, and legacies, particularly among

contemporary Pacific Islander artists and artists of color. We will consult local museum collections as possible and perhaps take a class trip to Chicago to see essential collections. Prerequisite: L01 215 or any 300-level course in art history, or permission of instructor.  
Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM EN: H

---

**L01 Art-Arch 4863 The Photographic Muse: The Modern Artist and the Camera**

An examination of the interplay of photography with painting and sculpture in European art from 1850 to the First World War, with an emphasis on the fin-de-siècle. Readings address the history of the medium; the critical debates (starting with Baudelaire) over photography as a tool of science or of art; the rise of ethnographic photography; the Symbolist ambivalence toward technology; and the development of Pictorialism at the turn of the century. Artists to be studied include Nadar, Moreau, Degas, Rodin, Steichen, Gauguin, Munch, the Nabis, Brancusi and Picasso. Prerequisite, graduate standing.  
Credit 3 units. Art: AH

---

**L01 Art-Arch 4864 Exoticism and Primitivism in Modern Art**

An interdisciplinary investigation of the development of exoticism and primitivism in European and American Art from the Enlightenment to the Second World War. Topics include exoticist representations of non-western cultures; the links between colonialism and orientalism; the intersection of discourses on race and gender with exoticism; and the anti-modernist impulse of modernist primitivism. Sample artists and authors include Delacroix, Flaubert, Gauguin, LaFarge, Segalen, Picasso, and Matisse. PREREQUISITE: ANY 300 LEVEL COURSE IN ART HISTORY, PERMISSION OF THE INSTRUCTOR.  
Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L01 Art-Arch 4867 The Impressionist Landscape: Style, Place and Global Legacies 1870-1920**

We will consider Impressionism as a dominant style of the Parisian art world, first undertaken as an extension of Barbizon naturalism, but soon expanded into an avant-garde style that objectified sensation and emotion in the name of truth in representation. We will examine the place of individual perception, the physiology of sight, and theories of the natural in the development of the Impressionist landscape, through the consideration of style, genre, artistic theory, and these artists' investment in particular sites. Furthermore, the social, commercial and critical networks that supported the movement will be analyzed. Particular attention will be given to Monet, and a special exhibition of his water lily paintings on view at the St Louis Art Museum. Other key artists include Degas, Morisot, Renoir, and Cassatt. We will also discuss the relationship of the Impressionist landscape to the development of modernist abstraction, and the aesthetic and nationalist motivations for its appropriation across the globe. Prerequisite: Introduction to Western Art; Introduction to Modern Art, or permission of instructor.  
Credit 3 units. A&S IQ: HUM, LCD Art: AH EN: H

---

**L01 Art-Arch 4868 Impressionism and the Nation in France and Beyond: Painting and Photography 1860-1920**

We will consider Impressionism as a dominant style of the Parisian art world, first undertaken as an extension of Barbizon naturalism, but expanded into an avant-garde style that objectified sensation and emotion in the name of truth in representation. Our central question will be the relationship of individual perception, the physiology of sight, and theories of the natural in relation to the importance of place-both region and nation -- in the political imagination of the era. We also address the relationship of the Impressionist landscape

to the development of modernist abstraction, and the aesthetic and nationalist motivations of its adaptation as a modernist style around the globe. Prerequisite: senior major in art history, or graduate student standing and permission of instructor.  
Credit 3 units. A&S IQ: HUM EN: H

---

**L01 Art-Arch 4869 Global Impressionism**

How and why Impressionism has achieved its global reputation -- both positive and negative, as well as the nuanced positions between those poles -- has not been thoroughly or systematically interrogated. However, this is precisely what this seminar proposes to do. This course maps the global dissemination, exhibition, reception, and publication of French Impressionism in tandem with the rise of local Impressionisms worldwide. Globalization must be understood as concomitant with localization. This course attends to especially critical exhibitions, publications, and places that must be understood to underscore that there always remains more work to be accomplished in the production of a truly global art history. It scrutinizes how the physical translation of French Impressionist art works foreshadowed, coincided with, and fostered its stylistic translation into local Impressionisms and its literary translation into histories of Impressionism. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

---

**L01 Art-Arch 4877 Critical Studies in Portraiture, Ancient to Contemporary**

To study portraiture is to confront the complexity of human identity. The central theoretical question of this course is how identity can be expressed in a portrait. Following the consideration of theories of portraiture, identity, and artistic representation, we will treat specific historical and cultural instances of portrait-making, from ancient Greece to the present. Non-Western cultural examples will broaden the scope beyond the conventional conceptions of portraiture. We will conclude by trying to understand the continuing allure of the portrait today as digital media challenge our conventional ideas of visibility and perhaps even the urgency of portraiture in the post-human age. Prerequisites: L01 113 or L01 215; or permission of instructor. One 300-level course in art history preferred.  
Credit 3 units. A&S IQ: HUM Art: AH, GFAH EN: H

---

**L01 Art-Arch 4879 Marking History: Painting and Sculpture After World War II in the U.S., France, and Germany**

This seminar focuses on the aesthetic, cultural, and philosophical reactions to the devastating events surrounding World War II and its later reception. We consider artistic developments within a network of international exchange -- biennials as well as gallery and museum exhibitions -- in which France, Germany, and the United States participated equally within a field of visually similar aesthetic responses to a seismic shift in historical consciousness. What distinctive artistic languages emerged after the war to express transformations in historical consciousness and in older ideas about an unfettered subjectivity? In what ways did concepts of trauma with which we live today reshape collective memory and leave their trace on painting and sculpture? Looking at abstraction and semi-abstract works in painting and sculpture, we analyze the works of Jackson Pollock, Willem de Kooning, Alberto Giacometti and Jean Dubuffet, Wols, K.O. Götz, Emil Schuhmacher, and Hans Hartung. Students with reading skills in German or French are encouraged. Prerequisite: L01 215 or permission of instructor.  
Credit 3 units. A&S IQ: HUM EN: H

---

**L01 Art-Arch 4900 Independent Study and Research**

Credit variable, maximum 3 units.

---

### L01 Art-Arch 4905 Greenberg Curatorial Study

The Arthur Greenberg program offers undergraduate students the experience of curating an exhibition. A small team of two or three is selected through a competitive application process the year before enrollment in the course. Under the supervision of a faculty mentor in the Art History & Archaeology Department and a curator in the Mildred Lane Kemper Art Museum, students plan and curate an exhibition for the museum's Teaching Gallery. They also research and write a short brochure, prepare educational materials, and offer related programs for the exhibition, which usually opens in April. The fall 3-unit course fulfills a departmental capstone requirement for the major; 1 unit of additional course work is completed in the spring.

Credit variable, maximum 4 units. A&S IQ: HUM EN: H

---

### L01 Art-Arch 4914 Beyond Limits: Transgression, Controversy, and Censorship in Modern Art

This course will examine some of the public controversies that surrounded the development of modern art over the last 150 years to probe the question of the social and political functions of transgressive art. After reviewing key theories of the avant-garde, we analyze both the persona of the modern artist (e.g., Van Gogh, Picasso, Pollock) and the place of women artists in the revolutions of modernism (e.g., Cassatt, Hoch, Kahlo). A key issue to address is how modernism tests limits by asking what is (and is not) art (e.g., Duchamp, Brancusi). Some of the most controversial exhibitions in this time frame, from the Salon des Refusés in 1863 to *Mirroring Evil* in 2002, highlight the challenges raised by modern artists' treatment of the body. Controversies over public funding of contemporary art, debates waged over public art in St. Louis, and the recent episodes of iconoclasm with respect to Confederate monuments and memorials will close the course. Prerequisites: L01 215 and any 300-level course in Art History or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM BU: HUM EN: H

---

### L01 Art-Arch 4918 Modern War in Art

Art and war have always been intertwined, whether in glory or revulsion. But modern art and modern war are qualitatively different from their counterparts in the past in ways that ensured that their relationship would become more problematic and oppositional. The challenge of finding new artistic languages to express the new conditions of mechanized combat led many artists to explore abstraction, fragmentation, absurdity or arbitrariness to convey the energy, impersonality and nihilism of modern war. When the British soldier and poet Wilfred Owen (1893-1918) wrote of the human devastation of World War I as "obscene as cancer, bitter as the cud," he strained for metaphoric language appropriate to its magnitude. We will consider the same challenge to visual artists throughout the modern period. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM EN: H

---

### L01 Art-Arch 4922 From the Death of the Author to the Birth of YouTube: Identity in Contemporary Art

What constitutes an artist today, when anyone can upload his or her musings to the entire world? Is the question even relevant? This course will introduce students to the construction of artistic identity in contemporary art. Students will consider major themes governing the production of contemporary art. We will cover such topics as the death of the author and the end of art, identity politics and "authenticity," and the effects of new media on the construction of artistic persona. This course assumes a basic familiarity with the methods of art history, as well as general knowledge of art history before 1960. Prerequisites: Introduction to Western Art or Introduction to Modern Art and one 300-level course in art history, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

### L01 Art-Arch 4923 Globalization and Contemporary Art

What does globalization mean for contemporary art? And what do we even mean when we use the term? This upper-level seminar course considers recent art (1985-present) in the context of theories of development, postcolonialism, and globalization. We will focus on the tensions between the global and the local, as well what it means for an artist to be national or international. We will also consider the impact of neoliberal economic policies on art production and the art market, as well as role museums play in this international context. Finally, we will consider the Internet and social networks as globalizing influences that affect the production and distribution of contemporary art. Prerequisites: Introduction to Western Art or Introduction to Modern Art and one 300-level course in art history, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM EN: H

---

### L01 Art-Arch 4924 1968 and Its Legacy

The events of 1968 -- including the May riots in Paris, the Tucuman Arde exhibition in Argentina, the Tlatelolco Massacre in Mexico City, and the Prague Spring (and Russian winter) in the Czech Republic, just to name a few -- ushered in a new political and social imperative for artists. This course will start with 1968 and trace its legacy to the social and cultural movements of the 1980s, 1990s, and early 2000s. We will seek to understand the historical underpinnings of contemporary activist art and determine the roles of socially motivated art in the current political and intellectual climate. Prerequisites: L01 113; L01 215; or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM EN: H

---

### L01 Art-Arch 4926 Contemporary Art of the U.S.-Mexico Border and Beyond

The question of the materiality of borders has attained new urgency with the resurgence of nationalist and anti-globalist movements. Calls for a "big, beautiful wall" on the U.S.-Mexico border are but one striking example of this phenomenon. A wall, a fence, a line, or a zone may focus attention on a narrow space, but it does so at the expense of broader narratives of structural inequality, the lingering violence of colonialism, and the rapid scale of climate change. The simplicity of a barrier is a particularly damaging fiction, one that avoids examinations of the larger forces that divide us. This upper-level and graduate seminar will delve into the history of "border art" as a category -- whether public art, sculpture, installation, new media, or performance -- using the U.S.-Mexico border as an extended in-depth case study. Analysis will not be limited to this region, as the course encourages a comparative approach that places disparate regions into dialogue with each other. In addition, we will also consider the issue of divides and borders locally, within the St. Louis area and its suburbs. Prerequisites: Intro to Western Art or Intro to Modern Art, plus one 300-level course in Art History.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

---

### L01 Art-Arch 4930 Picturing the Anthropocene: Landscape, Land Art, and Eco Art

Without a doubt, questions concerning environmental crisis and the habitability of our planet are among the most pressing of our time. This course will cover the history of 19th-century landscape and its legacy today, the 1960s Land Art movement and its relationship to modern environmentalism, and the nuances of contemporary eco art. In addition, we will go in depth into some of the most prolific media within eco-art, including photography and film, and we will explore the contemporary debates specific to these fields. There will be a required field trip to the Western U.S. desert (UT, NV) to visit key sites of land art prior to the start of classes (4-5 days, approximately the third week of August). Possible visits may include Spiral Jetty, Sun Tunnels, Double Negative, Las Vegas Piece and the Center for Land Use Interpretation.

The trip will be limited to eight students. Flights, lodging, ground transportation and some meals for graduate students and majors in the Department of Art History and Archaeology will be paid for by the West Bay View Travel Seminar endowment. Travel plans are subject to change due to changing pandemic restrictions. The course is limited to graduate students, majors, and possibly minors in art history and archaeology. Prerequisites: L01 113, Intro to Western Art; plus one 300-level Art History course.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

**L01 Art-Arch 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories**

This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, and it considers how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political, and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market, and cross-cultural ethics impact the placement, study, and display of a culture's material heritage? We will build the seminar around the history of collecting in America, with a focus on Midwestern examples and particularly important case studies in St. Louis. We will consider, for example, the significant local collections built by Joseph and Emily Rauh Pulitzer (modern art) and Morton May (modern and Oceanic art), as well as the histories of both modern European and non-Western collections now owned by St. Louis-area museums. This course will be complemented by various local field trips, including to the Saint Louis Art Museum, the Pulitzer Arts Foundation, the Mildred Lane Kemper Art Museum, and Cahokia Mounds State Historic Site. Prerequisites: L01 113; L01 215; or permission of instructor. One 300-level course in Art History preferred.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L01 Art-Arch 4977 Mapping Art, Race, & Community in the US-Mexico Borderlands**

This upper-level undergraduate seminar will delve into the history of "border art" as a category, whether in terms of public art, sculpture, installation, new media, or performance, using the U.S.-Mexico border as an extended in-depth case study. Students will collaborate to add to an ongoing mapping project of community engaged art on the border and create multimedia materials to augment or interpret the data as they see fit. As such, this course builds Digital Humanities practices and methodologies throughout the semester. Students in the course will also work to map race and population data along with their chosen artworks. In doing so, the course challenges students to think beyond U.S.-centric concepts of race and ethnicity and explore how the "third space" of the border shapes artistic practices and approaches to community. Prerequisites: One introductory Art History course or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L01 Art-Arch 4982 Public Art: History, Practice, Theory**

The course will consider the history and functions of public art, with special attention to public art in St. Louis. We will survey not only the obvious forms of public art in urban sculpture and mural painting but also less traditional intersections of art and public in such sites as the internet. We will also examine the operations of institutions -- national and local arts agencies, international exhibitions, nonprofit centers and the like -- that foster a public engagement with contemporary art. Finally, we will consider new priorities and projects in public art, especially socially oriented and environmentally sustainable initiatives. Prerequisites: L01 113, Intro to Western Art; or L01 215, Intro to Modern Art; one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L01 Art-Arch 499 Honors Art History and Archaeology**

A major research paper acceptable to the department. Prerequisite: permission of the department. Max. 6 units.

Credit 3 units. EN: H

---

**L01 Art-Arch 5000 Topics in Art History: Rethinking Matisse**

Prereqs: L01 113, L01 215; one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 4000

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L01 Art-Arch 5001 Writing Intensive Topics: The Age of Augustus: Ancient Rome from Republic to Empire**

TBD

Same as L01 Art-Arch 3001

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 505 Graduate Internship in the St. Louis Art Community**

Graduate students will work on advanced research projects under the joint supervision of a curator at the Saint Louis Art Museum or the Mildred Lane Kemper Art Museum and a Washington University faculty member. Prior agreement on a research project and internship duties required. Permission of instructor required.

Credit variable, maximum 3 units.

---

**L01 Art-Arch 510 Graduate Seminar: Methods in Art History**

The purpose of this seminar is to introduce graduate students to some of the most important methodological approaches to the study of works of art. Students will acquire an enhanced understanding of these methods in historical terms as well as insight into how such methods can be applied in the research questions posed by art historians today. The course may include guest presentations by a range of faculty in the department. Prerequisite: Graduate standing in Art History and Archaeology.

Credit 3 units.

---

**L01 Art-Arch 513 The Digital Art Historian**

Within the humanities, the perceptions exists that art history lags behind other disciplines when it comes to technology adoption. And while the "digital humanities" are now widely embraced, the definition of the field remains mutable and even contested. Is it practical, theoretical, or a combination of approaches and methodologies? This course operates under the premise that what constitutes digital art history is less about rigid interpretations and practices, and more about creating a technologically astute and nimble professional capable of "learning to learn" technologies as they emerge; determining when and how a technology may be useful in research, instruction, and other professional work; and understanding how to effectively apply technology in a broad range of contexts. "The Digital Art Historian" will emphasize experiential learning through the use of digital tools and analysis of a range of digital projects, grounded in a rubric of critical reflection. By the end of the course, students will have a significantly more thorough understanding of how to be an art historian in an increasingly digital world. Meets for 8 sessions, typically held every other week. Prereq: Graduate standing in Art History and Archaeology Dept.

Credit 1 unit.



---

**L01 Art-Arch 5212 Art and Archaeology of Cleopatra's Egypt**

This course is an introduction to the art and archaeology of Egypt from its conquest by Alexander the Great (332 BCE) to the early fourth century CE. It will examine the rich and multi-faceted history and artistic legacy of Egypt under the Ptolemies and their last queen Cleopatra, followed by the Roman conquest under Emperor Augustus up to the flourishing of Egyptian Christianity. Students will become familiar with a wide range of ancient sources, including documentary and literary texts, coins, architecture, paintings and sculpture. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.

Same as L01 Art-Arch 3212

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

---

**L01 Art-Arch 5230 The Reception of Egypt in the Graeco-Roman World**

Ancient Greeks and Romans found Egypt to be an exceptionally enthralling world, in terms not only of its physical features but also of its people, monuments, and traditions. This course will explore how different views of Egypt emerged in the Graeco-Roman world; it will also investigate the possible reasons for the remarkable popularity and allure of Egypt and things Egyptian as reflected in the writings of Greek and Roman authors as well as in the art and architecture of the Mediterranean world in Classical antiquity. In this seminar, we will read primary literary sources (in translation) that focus on the reception of ancient Egypt and, more specifically, its history, religion, and customs. Several of these sources also offer a privileged viewpoint to investigate how the perception of notable Egyptian figures -- chiefly Cleopatra -- was shaped by Rome to suit a specific agenda. In addition to the written sources, we will look at the artistic and archaeological evidence that best showcases the impact of Egypt's legacy on Graeco-Roman traditions. The readings assigned for each class will also provide a broad sample of secondary sources, consisting of some of the most significant scholarship on the image of Egypt in Classical antiquity.

Same as L08 Classics 4230

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L01 Art-Arch 5235 Rome in Egypt: The Archaeology of an Oasis City**

This seminar will focus on the results of the archaeological fieldwork carried out at Trimithis / Amheida, a Graeco-Roman city in Egypt's Western Desert. It will investigate the available documentary and archaeological evidence, including a wealthy house with paintings inspired by Classical themes, a public bath built in the Roman tradition, a rhetorical schoolroom, pyramid-shaped Roman tombs, remains of a temple, and one of the earliest churches discovered in Egypt so far. We will explore how this evidence compares with that from neighboring sites in Egypt's Western Desert as well as in the Nile Valley. The goal is to develop an appreciation and understanding of Romano-Egyptian architecture, Classical and late antique art in Egypt, and Egypt's religious, social, and cultural history. Students will also have the opportunity to familiarize themselves with notions of archaeological methods and practice, as adopted in the context of an Egyptian excavation project. Prerequisites: One course at the 100- or 200-level in Art History, Classics, or Archaeology recommended

Same as L01 Art-Arch 4235

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

---

**L01 Art-Arch 526 Archaeology of Roman Slavery**

Slavery was a fundamental part of the ancient Roman world. In this course, we will survey various ways in which the institution of slavery played a critical role in shaping Roman society. Through an exploration of social, economic, legal, and cultural aspects of Roman slavery, we will pose questions of what it means to be a slave society, how the ubiquity of forced labor impacted the lives of ancient Romans, and the extent to which we can recover the experiences and subjectivities

of enslaved people. Throughout the course, we will confront the interpretive problems posed by biased and/or scarce evidence and by assumptions we may carry as the inheritors of modern slaveries. A recurring theme we will explore is the extent to which evidence of slavery and the material traces of enslaved people's lives are visible in the archaeological record. At the end of the term, we will contextualize Roman slavery by comparing it with modern examples and by considering the legacy of ancient slavery in modern visual culture and representations of enslaved people. Prerequisites: Any 100- or 200-level course in art history or archaeology; or permission of instructor.

Same as L01 Art-Arch 326

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

---

**L01 Art-Arch 5330 Greek and Roman Painting**

This course provides a survey of the major achievements of ancient Greek and Roman painting, broadly understood and encompassing wall painting, panel painting, painted pottery, and mosaic. We will study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention will be paid to the social, political, and religious aspects of ancient Greco-Roman painting and to questions of innovation in artistic practice. Special emphasis will be placed on students' cultivation of the tools of art-historical analysis and of the presentation of that analysis in written form. Prerequisite: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215) or permission of instructor.

Same as L01 Art-Arch 3330

Credit 3 units. A&S IQ: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 5361 Art of Early Italian Renaissance**

This course is a survey of Italian Renaissance art, from its origins to the end of the 15th century. It includes an examination of artists such as Giotto, Masaccio, Donatello, Botticelli, and Leonardo da Vinci.

Prerequisite: L01 113.

Same as L01 Art-Arch 361

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

**L01 Art-Arch 5412 Japanese Art**

Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern, and contemporary art. Emphasizing painting, sculpture, architecture, and print culture, the course will also explore the tea ceremony, fashion, calligraphy, garden design, and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art.

Same as L01 Art-Arch 3412

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

---

**L01 Art-Arch 5415 Early Chinese Art: From Human Sacrifice to the Silk Road**

How does ancient and medieval Chinese art inspire contemporary artists? This course examines Chinese art, architecture, and material culture from the prehistoric period through the end of the medieval Tang dynasty to demonstrate how the past continues to affect contemporary Chinese art and the art of its future. Topics covered include Neolithic ceramics and jades, the early bronzecasting tradition, the Terracotta Army and its predecessors, early brush arts and Buddhist sites, and the varied exotica of the Silk Road. Each class teaches early and contemporary works side by side to demonstrate how artists today continue to look to the past as they create the art of the future.

Prerequisite: One course in Art History at the 100 or 200 level or permission of instructor.

Same as L01 Art-Arch 3415

---

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

### L01 Art-Arch 5422 Art of the Islamic World

This course surveys the art and architecture of societies in which Muslims were dominant or in which they formed significant minorities from the seventh through the 20th centuries. It examines the form and function of architecture and works of art as well as the social, historical, and cultural contexts; patterns of use; and evolving meanings attributed to art by the users. The course follows a chronological order, and selected visual materials are treated along chosen themes. Themes include the creation of a distinctive visual culture in the emerging Islamic polity; the development of urban institutions; key architectural types such as the mosque, madrasa, caravanserai, palace, and mausoleum; art objects and the art of the illustrated book; cultural interconnections along trade and pilgrimage routes; and Westernization and modernization in art and architecture.

Same as L01 Art-Arch 3422

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: IS EN: H UColl: CD

---

### L01 Art-Arch 5426 Modern & Contemporary Chinese Art

This course will explore the ways in which Chinese artists of the 19th, 20th, and 21st centuries have defined modernity and tradition against the complex background of China's history. By examining art works in different media along with other documentary materials, we will also engage with theoretical issues in art history, such as modernity, cultural politics, and government control of art.

Same as L01 Art-Arch 3426

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

### L01 Art-Arch 5444 The Forbidden City

Home to 24 emperors of the Ming and Qing dynasties (1368-1911), the Forbidden City today occupies the heart of Beijing and comprises the largest ensembles of premodern architecture in China. This seminar examines the origins of the palace; its construction in the early Ming; the coded symbolisms of its plan and decoration; the rituals of court; and the lives of its denizens, from emperors (including Pu Yi, the "last emperor") to concubines and from Jesuit missionaries to eunuchs. The course also considers the 20th-century identity of the site as a public museum and a backdrop to major political events, as well as its role in the urban design and contemporary art of 21st-century Beijing. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Same as L01 Art-Arch 444

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

### L01 Art-Arch 5482 Topics in Japanese Prints: The Floating World of Japanese Prints

The relationship between Japanese printmaking and popular culture from 1600 to 1900. Woodblock and copperplate printmaking techniques, key masters, kabuki drama, pleasure quarters, fiction, travel, modernization will be explored. Prerequisite: L01 111, Intro to Asian Art, or background in printmaking or Japanese culture.

Same as L01 Art-Arch 3482

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM EN: H

---

### L01 Art-Arch 5533 Pilgrimage and the Medieval City

In this course we will explore one of the primary ways people traversed Europe and beyond: pilgrimage. Specifically, this course will explore the material culture of pilgrimage in the context of the urban environment, considering the role of art in guiding, encouraging, and visualizing pilgrimage to and through some of the important religious centers in the medieval Christian world. We will begin in Jerusalem and move outwards to Constantinople as a gateway to holy sites across the Byzantine Empire. We will then move to Paris and London to

explore the different ways that pilgrimage could be undertaken, both physically and in the mind's eye. Finally, we will move to the conceptual, considering how the Heavenly Jerusalem was manifested in art and architecture across the medieval world. This course will investigate this subject through engagement with primary sources, object-focused study, and visits to the Saint Louis Art Museum. The overarching goal is to foster strong critical reading and thinking skills, while also developing specialized knowledge in the history of medieval art. Emphasis will lie in critical interpretation and analysis, in engaging in rigorous class discussion, and in writing coherently at a high academic level. Prerequisite: any 100- or 200-level course in art history

Same as L01 Art-Arch 3533

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

---

### L01 Art-Arch 5549 The Art of Mexico: From Aztec to Contemporary

This survey course draws from selected examples of art and architecture to tell the changing story of Mexico. Beginning with the Aztec and ending with contemporary works, this course chronologically traces artistic manifestations of beliefs, politics, and placemaking. Through movements, revolutionary moments, individuals, and trends, the course creates a portrait of Mexico that is multicultural, dynamic, and creative. Course themes include international relationships, diversity, identity, and politics. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; L45 165; or permission of instructor. Same as L01 Art-Arch 3549

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H

---

### L01 Art-Arch 5602 Italian Renaissance and Baroque Architecture

This course will survey the development of architecture in Italy from 1400 to 1700. From long-established medieval models, we will explore the reintroduction and reinterpretation of Antiquity from the late 14th century onward. The course will then explore how these foundational Renaissance ideals evolved to become Mannerism and found their ultimate expression in Bernini's Baroque. Following a chronological progression, the course will address the structures and theories of the period through its leading architects: Brunelleschi, Alberti, Michelangelo, Palladio, and Bernini, among others. The course will explore a wide range of architectural types, from the centralized church to private palaces and villas. Further themes to be considered will include the development of the architect as a professional, regional styles and their relationship with antiquity, patterns of patronage, and the interior. Prerequisite: L01 113.

Same as L01 Art-Arch 3602

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

### L01 Art-Arch 5616 Lasting Impressions: Early Modern Print Culture

The advent of movable type (the Gutenberg press) in western Europe heralded a new era, and this enabled the dissemination of information in text and image that was fundamental to the Renaissance and early modern culture in all sorts of ways, not least artistic. Alongside the use of the printing press for public ends, the early modern era witnessed some of the most remarkable artistic achievements in relief (woodblock) and intaglio (copper plate) printmaking. This seminar will study a series of charged moments in the production and consumption of printed artefacts, attending to the aesthetic, material, and epistemological significance of printed images between roughly 1480 and 1650. We will focus on the printed works of artists Lucas van Leyden, Albrecht Dürer, Marcantonio Raimondi, Hercules Segers, and Rembrandt as well as the role of printed images in the sciences. A variety of media and techniques—from early stipple engravings to chiaroscuro woodcuts and from *Natureselfdruck* to sugar-lift—populate the course, as do theories of impression and the role of prints in transcultural, early modern global encounters. Students in

this seminar will be directly involved in research towards an exhibition at the St. Louis Art Museum co-curated by Dr. Swan and Dr. Elizabeth Wyckoff, Curator at SLAM, slated for spring 2024. Class meetings will take place in the Study Room at the museum, where students will have ongoing access to works in the collection and discussions with museum professionals. Prerequisites: One 300-level art history course \*and\* permission of the instructor  
Same as L01 Art-Arch 4616  
Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

---

#### **L01 Art-Arch 5620 Venice**

A seminar focusing on the art of Venice, in particular on Bellini, Giorgione, and Titian. Special attention to the international reputations of these three artists and to problems of patronage, connoisseurship, and interpretation. PREREQUISITE: ART-ARCH 361 or 362, OR PERMISSION OF THE INSTRUCTOR.  
Same as L01 Art-Arch 4625  
Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

---

#### **L01 Art-Arch 5624 Michelangelo**

An examination of the life and works of Michelangelo. The most important developments in his architecture, painting, and sculpture; with special attention to his assistants, friends, family, and contemporaries. PREREQUISITE: PERMISSION OF INSTRUCTOR.  
Same as L01 Art-Arch 4624  
Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM EN: H

---

#### **L01 Art-Arch 5627 By Sea and Sand: Modern Art in the Mediterranean**

This course surveys the representation of Mediterranean spaces and cultures in the visual arts from the late eighteenth to the mid-twentieth century during which time transformations across economies, governance, society, and technology took place alongside the expansion and subsequent deterioration of French and British colonial rule in the Middle East and North Africa. In this course, the modern Mediterranean will be viewed from multiple vantage points along its shores and through a range of media, including popular culture, visual culture, material culture, and fine art. In addition to obtaining a strong grasp of the artistic phenomena associated with the Mediterranean during the modern era, students will come to understand the region as a place possessing a remarkably diverse and polymorphous identity, and as a place of fracture, confrontation, mutual incomprehension, innovation, and exchange.  
Same as L01 Art-Arch 3627  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM EN: H

---

#### **L01 Art-Arch 5634 Pleasure and Pain: European Fashion as (Art) History**

In the words of Louis XIV, "Fashion is the mirror of history. It reflects political, social and economic changes, rather than mere whimsy." This course will survey the history of dress in early modern Europe, using art and material culture to explore the relationship between society and style. Beginning with the Renaissance, we will explore what fashion in (art) history can tell us about gender, sexuality, class, race, and revolution. To incorporate a global perspective (although concentrating primarily on the West), further themes to be considered include the textile trade, commerce and empire, identity politics, and nation-building. From the chopine to the corset, the pannier to the Pompadour pump, we will incorporate surviving examples as we explore the art and history of European fashion from the 15th to the early 19th century. This course is open to students who have previously taken or are currently enrolled in Intro to Western Art. Prerequisite: One course in Art History at the 100 or 200 level.  
Same as L01 Art-Arch 3634

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: BA, HUM, IS EN: H

---

#### **L01 Art-Arch 5652 Worldly Goods: Early Modern Art, Trade, Knowledge, Possession**

The history of the early modern era has in recent decades been reconceived and rewritten as a history of things and goods. Global trade vectors in particular have shaped new histories of the Renaissance and Baroque eras. Material goods -- many of them newly available on a global scale -- shaped aesthetics, scientific investigation, political relations, identity formation, and devotional practices. This seminar studies the circulation of worldly goods between approximately 1500 and 1700, charting encounters around the globe by studying objects and persons in circulation. In orientation, the seminar is European, with a focus on the Dutch Republic in the world. Through secondary source readings and encounters with primary source materials, students will gain an understanding of how early modern objects relate to a newly "global" economy and horizon. Works of art, luxury trade goods, and pirated treasures are the principal sorts of "worldly goods" under consideration. We will consider the movement of individuals and the slave trade in the context of early modern colonialism as well as how the biographies of objects involve shifts in status and value over geographical space and time. Prerequisites: L01 113 and one 300-level course in Art History or permission of instructor.  
Same as L01 Art-Arch 4652  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

#### **L01 Art-Arch 5654 Baroque Art: Materiality and Experience**

The materiality of art is evident-and central to how art looks, how it means, and how it endures. This course is intended as an introduction to the materiality of objects and works of art made during the Baroque era (c. 1550-1700) and to concepts for understanding and interpreting them. Works in a variety of materials-ivory, wax, woods, feathers, shells and mother-of-pearl, oil paint, lacquer, metal, fresco, stone, porcelain and earthenware-populate a series of case studies drawn from European, Mesoamerican, and East Asian workshops. In addition to learning about what goes into making these works, students will trace the geographies of materials, and the ways in which materials, format, and durability all affect the viewer's experience. Students will read, analyze, and discuss current research on the makings of art, on theories of the materiality of art, and problems in art conservation-and will participate in close examination of works in local museums and special collections. This course will introduce students to some of the central topics in early modern art history as it is practiced by scholars/historians \*and\* by archaeologists, museum curators, archivists, and conservators. Students will be introduced to a wide data set of objects and art works, and will learn how to analyze, articulate, discuss, and research aspects of their materiality. Rather than focusing on memorization, this course encourages using concepts from a set of assigned readings to reflect on the objects we discuss together. Students will work in small groups and as a class to advance their own vocabulary for and understanding of early modern materiality and experience. Prerequisites: L01 113, L01 215, or permission of instructor  
Same as L01 Art-Arch 3654  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM EN: H

---

#### **L01 Art-Arch 5682 Mirrors of Nature, Dreams of Art: Northern Renaissance Art**

This course surveys the visual culture of the Netherlands and Germany from approximately 1400 to 1550: from Burgundian court culture around the time of Jan van Eyck to the fantastic works of Hieronymous Bosch to the international renown of imperial artist Albrecht Durer and later Flemish urban culture as represented by Pieter Brueghel the Elder. Works in a variety of media will be presented in light of broader consideration of the role of art within devotional practice and the

Reformation, courtly culture and the cultivation of artistic imagination, and the rise of print and "popular" culture. We will consider the power of images to mediate religious experience; the representation of folly and death; the social position of the artist; and the relevance of naturalism. We will also survey the predominant interpretive models that have been developed to analyze the significance of these works. Prerequisite: One course in Art History at the 100 or 200 level.

Same as L01 Art-Arch 3682

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: GFAH, HUM BU: HUM, IS EN: H

---

### L01 Art-Arch 5683 Global Baroque: Art and World-Making

Europe and along Eurasian contact routes between 1500 and 1700 is a primary focus. The course will open with an examination of the significance of the early modern category of "the exotic" and the role of the exotic or foreign in shaping artistic and collecting practices during a period that tends to be studied with Europe at the center of the world. Throughout the semester, we will explore different modalities of "otherness," and the political stakes of representations of self and other within the context of early modern empire- and nation-building. We will analyze paintings, prints, drawings, sculptural objects, naturalia, featherwork, ceramics, porcelain, and textiles alongside primary sources, early modern history and art history, cultural and material history, the history of science, and maritime and diplomatic history. The course attends to the atrocities of slavery in the early modern world and trace the relationship of enslavement to procuring and appreciation of exotic materials. Lectures will incorporate contemporary art (installations, photography, collage, and painting) that actively engages the modern era. The course involves close study of works of art in local collections, and will include visits to the Saint Louis Art Museum, where students will be introduced to the extraordinary holdings, in particular the Phoebe Dent Weil and Mark S. Weil collection of early modern prints, drawings, and sculpture. Prerequisites: One 100- or 200-level course in Art History; or permission of the instructor

Same as L01 Art-Arch 3683

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

---

### L01 Art-Arch 5684 Picturing Race in the Early Modern World

Many social and cultural roots of modern Western European and American conceptions of race and ethnicity lie in the early modern era, when enslavement came integrally to be linked with Blackness and ideas-and representations-of power relied on a hierarchical politics of racialization and othering. Throughout the early modern era, in Renaissance and Baroque visual art, iterations of racialized identity took hold, in ways and by means this seminar will explore in depth. Through close analysis of paintings, sculptures, architectural and urban design, and the graphic arts, and with frequent reference to chronicles, literature, and legal language of the time, we will trace visual representations of racialized difference throughout the early modern (European) world and to the present. How did early modern European images participate in and help to form a visual culture of race? This seminar will explore fifteenth-, sixteenth- and seventeenth-century European representations of racialized others by artists Albrecht Dürer, Hans Burgkmair, Hieronymus Bosch, Peter Paul Rubens, Rembrandt van Rijn, and others. We will also consider ethnographic imagery, maps, and other forms of representation-as well as responses by contemporary (20th- and 21st-century) artists to the conventions of "race-crafting" laid down in the early modern era. Geographically, the materials we study issue from western Europe and focus on encounters with Western Africa, but the seminar considers European engagement in the American colonies, Melanesia/Indonesia, the Atlantic and Brazil-and with the Islamic world. Prerequisites: One 100-level Art History course or permission of the instructor

Same as L01 Art-Arch 3684

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM EN: H

---

### L01 Art-Arch 5720 Hydrogen Jukebox: American Art and Culture, 1945-1960

The rise and 'triumph' of Abstract Expressionism has long dominated the story of American art following World War II. This new seminar will put Abstract Expressionism into context with parallel developments in the arts, photography, and film. Among the topics we will consider: the conversation between émigré artists and American culture during and after the war; the emergence of a 'noir' aesthetic in film and literature; the early work of Jasper Johns and Robert Rauschenberg and the so-called 'aesthetic of indifference' in relation to Ab. Ex.; artistic collaborations at Black Mountain College; New York school photography and photojournalism; and the cultural impact of the A bomb. PREREQUISITES: A 300-LEVEL COURSE ON 20TH CENTURY ART, PHOTOGRAPHY, OR HISTORY, OR PERMISSION OF THE INSTRUCTOR. Same as L01 Art-Arch 4721

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

### L01 Art-Arch 5746 California Dreamin': Los Angeles Culture and the Making of the 20th Century

"California Dreamin' delves into the many cultures of Los Angeles, a dynamic global city with its cultural origins in the early 20th century. Over its decades of development and transformation we will explore continuities and new directions. The region has always been an encounter zone: between indigenous cultures, colonizers from Mexico, Pacific rim, and Anglo settlers. How has this cultural richness taken different shapes over the course of the 20th century? LA offers an especially cogent site for understanding how a city with a very specific if layered urban identity has been constituted by and through representation. Over the semester we traverse a range of cultural texts--the arts and architecture, film, literature, and urbanism--where the image of the city has been shaped. The course asks how Los Angeles culture at various points struggled to find new articulations and avenues into the future, against the weight of its own defining histories. A week-long trip to Los Angeles -supported through our dedicated travel fund in AHA-will give students an opportunity to see firsthand how the presentday city and its many sectors find expression in the arts and visual culture, or give evidence of different realities. Prerequisite: Minor or major status in AHA; Any course in 20th c. American arts, literature, or film. Or permission by instructor

Same as L01 Art-Arch 4746

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM EN: H

---

### L01 Art-Arch 5763 Bodymorph: Fantasy Worlds of American Visual Culture, Animation, and Product Design

This lecture and discussion-based course engages students in media beyond the fine arts, which shaped in fundamental ways how ordinary Americans experienced life during decades of dynamic change and modernization over the first half of the 20th century. We consider cartooning and animation, film, advertising, product design, department stores and the visual strategies of consumer culture, jazz aesthetics, the skyscraper city, and more. We set these new forms within broad changes in the rhythms of everyday life driven by industrialization and new technologies, as well as how filmmakers, animators, and artists both expressed these new realities, as well as how they turned in response to the handmade, the "primitive," and the embodied. We look at the uneasy exchanges between high art and mass media; and at the open borders between surrealism, advertising, and art. Prerequisites: Any introductory or 300-level course in Art History or American Culture Studies, History, or literature

Same as L01 Art-Arch 3763

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM EN: H

---

**L01 Art-Arch 5783 The Modernist Project: Art in Europe and the United States, 1905-1980**

This course surveys major tendencies in painting and sculpture, from Fauvism in France and Expressionism in Germany to the beginnings of Postmodernism in photo-based work in the United States. About two thirds of the course will treat European art, and about one third will treat American art. Photography, architecture, and work in other forms will be considered selectively when pertinent to the individual class topics. Within the lecture topics, emphasis is on avant-garde innovation; the tension in modernist art between idealism and critique; reaction by artists to current events; the relationship between art and linguistics, philosophy, literature, economics, and science; the role of geopolitics in art production; the intersections of art and society; the role of mass culture; issues of race and gender in the production and reception of art; and the challenge to the concept of authorship and creativity posed by Postmodernism at the end of this period. Prerequisite: One course in Art History at the 100 or 200 level. Same as L01 Art-Arch 3783  
Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

---

**L01 Art-Arch 5785 Photography in America**

This course will consider the practice and use of photography in America, from its invention up to the present, and it will offer various ways of thinking about the medium and its relation to society and culture. Students will come to understand the ways photographic practices shape public perceptions of national identity, ethnicity and gender, nature, democratic selves, and a host of other concerns. We will discuss famous practitioners such as Matthew Brady, Jacob Riis, Lewis Hine, Walker Evans, and Robert Frank. We consider not only the social and public uses of the medium (through such episodes as the New Deal/FSA and photojournalism) but also the private explorations of "fine art" photographers and the everyday practices of the snapshot. Prerequisite: One course in Art History at the 100 or 200 level. Same as L01 Art-Arch 3785  
Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

**L01 Art-Arch 5815 Rococo to Revolution: Art in Eighteenth-Century Europe**

The Long Eighteenth Century serves as a bridge between two fundamentally different times. The Europe of 1700 was dominated by absolutism and the ancien régime. The Europe of 1800 was in an age of revolution. This course will explore the dramatic shift in artistic representation and individual self-conception that occurred throughout the century to usher in our modern age. Important topics to be considered include: the rise of the Academy; the Enlightenment and the Encyclopédie; the Grand Tour; Art and Science; and the French Revolution. Focusing on the development of artistic trends, the course will address transformations in painting, sculpture and architecture throughout Europe. Same as L01 Art-Arch 3815  
Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 5860 Van Gogh: Creativity, Mythology, and Modern Art**

Among the most famous artists of the canon of European modern art is Vincent van Gogh, known for his expressive paintings, his famous letters that chart his tumultuous career, and a short creative life marked by intense work, passionate interests in the modern art and literature of his time, and the challenges of a mental illness. This seminar will examine his art and literature in three sections: the first devoted to studying the art itself throughout his short career; the second devoted to the mythologies surrounding his art and its relationship to such notions as genius and madness; and the third looking at how his art has become a popular commodity, reproduced internationally by methods varying from precise painted replicas to commercially popular goods marked with his most famous paintings. The history and theory of

modern commodity culture on a global scale and its intersection with a burgeoning art market for postimpressionist art will be explored in this final section. Prerequisites: L01 113 or L01 215 and one advanced course in art history, or permission of the instructor  
Same as L01 Art-Arch 4860

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

**L01 Art-Arch 5875 Rejecting Reason: Dada and Surrealism in Europe and the U.S.**

In this multimedia interdisciplinary course, we will consider the history, theory, and practice of Dada and Surrealism, from its Symbolist and Expressionist roots at the end of the 19th century and the beginning of the 20th century through its late expressions in the beat culture and pop art of the 1950s and 1960s. Dada's emergence in Zürich and New York in the midst of World War I set the tone for its stress on irrationality as an oppositional strategy. Surrealist research into the domain of the unconscious continued this extreme challenge to dominant culture but in a revolutionary spirit that proposed new possibilities for personal and collective liberation. The international character of the movements -- with substantial cross-transmission between Europe and the United States -- will be emphasized. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; or permission of instructor. Same as L01 Art-Arch 3875  
Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

---

**L01 Art-Arch 588 Contemporary Art**

This course is a survey of global contemporary art from 1970 to the present. Topics include happenings, minimalism, body art, and neo-expressionism as well as their placement in their social and political contexts. Prerequisite: One course in Art History at the 100 or 200 level. Same as L01 Art-Arch 388  
Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L01 Art-Arch 5892 Modern Sculpture**

This course will survey sculpture in Europe and the United States from about 1800 to the present, with an emphasis on the period from 1890 to 1980. A rapid traverse of Neoclassicism, Realism, and the rage for statuary during the later 19th century will take us to the work of Rodin and to a more systematic exploration of developments in the sculpture of the 20th century. Particular emphasis will also be placed upon the work of Brancusi, Picasso, Matisse, Duchamp, Giacometti, Oppenheim, David Smith, Serra, Morris, Judd, Hesse, and Bourgeois. An important theme running through the course as a whole -- from an age of nationalism and manufacturing to our own time of networks and information -- is the changing definition of sculpture itself within its social and political context. We will also explore various new artistic practices (e.g., video, performance, installations, body art) and interrogate their relationship to sculptural tradition and innovation. Prerequisite: L01 113, L01 215, or permission of instructor. Same as L01 Art-Arch 3892  
Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

---

**L01 Art-Arch 5914 Beyond Limits: Transgression, Controversy, and Censorship in Modern Art**

This course will examine some of the public controversies that surrounded the development of modern art over the last 150 years to probe the question of the social and political functions of transgressive art. After reviewing key theories of the avant-garde, we analyze both the persona of the modern artist (e.g., Van Gogh, Picasso, Pollock) and the place of women artists in the revolutions of modernism (e.g., Cassatt, Hoch, Kahlo). A key issue to address is how modernism tests limits by asking what is (and is not) art (e.g., Duchamp, Brancusi). Some of the most controversial exhibitions in this time frame, from the Salon des Refusés in 1863 to *Mirroring Evil* in 2002, highlight the challenges raised

by modern artists' treatment of the body. Controversies over public funding of contemporary art, debates waged over public art in St. Louis, and the recent episodes of iconoclasm with respect to Confederate monuments and memorials will close the course. Prerequisites: L01 215 and any 300-level course in Art History or permission of instructor.

Same as L01 Art-Arch 4914

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM BU: HUM EN: H

---

### L01 Art-Arch 5918 Modern War in Art

Art and war have always been intertwined, whether in glory or revulsion. But modern art and modern war are qualitatively different from their counterparts in the past in ways that ensured that their relationship would become more problematic and oppositional. The challenge of finding new artistic languages to express the new conditions of mechanized combat led many artists to explore abstraction, fragmentation, absurdity or arbitrariness to convey the energy, impersonality and nihilism of modern war. When the British soldier and poet Wilfred Owen (1893-1918) wrote of the human devastation of World War I as "obscene as cancer, bitter as the cud," he strained for metaphorical language appropriate to its magnitude. We will consider the same challenge to visual artists throughout the modern period. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 4918

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM EN: H

---

### L01 Art-Arch 595 Qualifying Papers for the MA degree

Every student fulfilling the requirements of the MA degree in the Department of Art History and Archaeology will prepare two Qualifying Papers (QP), each 25-30 pages. Together the QPs will constitute the capstone experience of the MA degree, and a demonstration of potential for more advanced graduate work. Prereq: Art History graduate status in good standing.

Credit 3 units.

---

### L01 Art-Arch 5961 Art & Ecology

This course provides an overview of the twentieth-century history and contemporary debates concerning art and ecology. It begins with the nuclear age in the postwar United States and the Pacific, on through the techno-utopian "hippie modernist," Land Art, and early ecological movements of the 1960s. We situate contemporary "eco art" within this longer historical context, as well as climate science and politics. This course takes a case study approach, with one "key" artwork each class period, around which we will build context and trace relevant connections. Students will be responsible for identifying key artworks and articulating their significance on the exams. We will also locate eco art discourse within our St. Louis context, undertaking a site-specific project during the course of the semester. Undergraduate Prerequisites: one introductory Art History course or permission of the instructor.

Same as L01 Art-Arch 3961

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L01 Art-Arch 5973 New Media, New Technologies

In the summer of 2013, Random International's "Rain Room" was installed at the Museum of Modern Art in New York. Lines to experience the sensation of being rained on without getting wet ranged up to seven hours at times. This merging of new technology with the gallery space proved irresistible, but it also raises questions as to the uses of technology in contemporary art and whether or not this could be much more than a gimmick. As one Yelp reviewer put it, "The Rain Room is definitely an experience. Let's be honest... I'm mostly upset that I didn't get a cool, new Facebook profile pic out of it." This course will consider technological developments in modern and contemporary

art -- including photography, video and new media, and digital and Internet art -- as well as forays into new technology that blur the lines between art and science. Prerequisite: L01 113, L01 215, or permission of instructor.

Same as L01 Art-Arch 3973

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L01 Art-Arch 5975 Art and Activism

This course will examine political and social activism in art and visual culture, focusing on the role that visual representation has played in social movements and how artists/activists have employed visual media to challenge and resist dominant visual representations and political formations. We explore key theoretical developments in activist discourse as well as the role of art practices and aesthetic commitments in these developments. This course seeks to represent the development of the relation of art and activism in its broadest intellectual and cultural context within the 20th century and to encourage an appreciation of the complex array of disciplinary perspectives that are implicated in this development. Prerequisite: L01 113, L01 215, or permission of instructor.

Same as L01 Art-Arch 3975

Credit 3 units. A&S IQ: HUM Art: AH, CPSC, HUM BU: HUM EN: H

---

### L01 Art-Arch 5977 Mapping Art, Race, & Community in the US-Mexico Borderlands

This upper-level undergraduate seminar will delve into the history of "border art" as a category, whether in terms of public art, sculpture, installation, new media, or performance, using the U.S.-Mexico border as an extended in-depth case study. Students will collaborate to add to an ongoing mapping project of community engaged art on the border and create multimedia materials to augment or interpret the data as they see fit. As such, this course builds Digital Humanities practices and methodologies throughout the semester. Students in the course will also work to map race and population data along with their chosen artworks. In doing so, the course challenges students to think beyond U.S.-centric concepts of race and ethnicity and explore how the "third space" of the border shapes artistic practices and approaches to community. Prerequisites: One introductory Art History course or permission of the instructor.

Same as L01 Art-Arch 4977

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

## Art History and Archaeology Major Program Requirements

- **Total units required:** 30 (33 for those students undertaking Senior Honors)

The Department of Art History & Archaeology welcomes students who wish to pursue a major in Art History & Archaeology. Students who declare the major must satisfy the requirements listed below to qualify for graduation.

## Introductory Courses

All majors must take two courses from a menu of introductory courses at the 100 and 200 levels. These courses are recommended foundations for upper-level lecture courses and seminars. The courses may be taken at any time and in any order. First-Year Seminars and Sophomore Seminars can be counted among these two introductory courses.\* No specific course is mandatory for students in Arts & Sciences.\*\*

- Art-Arch 113 History of Western Art, Architecture & Design\*\*\* and Art-Arch 215 Introduction to Modern Art, Architecture and Design will be offered every fall and spring, respectively.
- Art-Arch 111 Introduction to Asian Art, Art-Arch 232 Myths and Monuments of Antiquity, or Art-Arch 236 Cities and Towns of the Ancient World will be offered at least once every other year.
- This list will be augmented by a rotation of 100-level First-Year Seminars and 200-level Sophomore Seminars as well as other 200-level courses with broad regional, temporal, or topical coverage.\*

\* Students will be allowed to count only one First-Year Seminar or one Sophomore Seminar toward this requirement.

\*\* Art-Arch 113 History of Western Art, Architecture & Design and Art-Arch 215 Introduction to Modern Art, Architecture and Design are mandatory only for students in the Sam Fox School.

\*\*\* A score of 4 or 5 on the AP Art History exam may be substituted for Art-Arch 113. To receive this college credit, the score must appear on the student's Washington University student record, and the student must also earn at least a B in a related upper-division departmental course.

## Major Credit Units

All majors must take at least 24 additional Art History & Archaeology units:

- Students must complete at least 21 units of upper-level (300-level and above) Art History and Archaeology course work. At least two of these courses must be at the 400 level and taken with different faculty members.
- 3 of the 24 units may be at the 200 level or above. Non-Sam Fox students may instead substitute one studio art course at any level of 3 or more credits (taken at Washington University or at another institution with prior permission). The studio course option, which can be taken Pass/Fail at Washington University, is meant to encourage a student's exploration and understanding of the practice of making art. We strongly encourage students to take studio art courses above and beyond all requirements for the art history major.
- Any course taken outside the university, including study abroad courses, must receive preliminary approval from the study abroad advisor, as appropriate. Only two courses (6 credits) can be transferred into the major.

- No internship credit may be applied to the major (internship credits do count toward graduation, however).
- Courses for the major may not be taken with the Pass/Fail credit option (with the exception of the one studio art course).

## Distribution and Credit

Majors must take at least one upper-level course in three of the following seven broad areas:

- Ancient and Medieval (AM)
- Renaissance and Baroque (RB)
- Modern European and American (MEA)
- Non-Western (NW)
- Architecture (A)
- Archaeology (ARC)
- Cross-Cultural Exchange (CCE)

All 200-level lecture courses may count toward distribution requirements.

Courses for the major may not be taken with the Pass/Fail credit option. Students must earn a grade of C- or better in all courses for them to apply toward major requirements.

## Capstone Experience

Seminars are considered the capstone experience for majors in Art History & Archaeology. Seminars are listed as 400-level courses. They consist of small enrollments, and they focus on discussion and research projects. Majors must take two seminars that are home-based in the Department of Art History & Archaeology (cross-listed courses based in other departments or schools, even if they are listed as 400-level courses, may count toward the major but will not count as seminars for this purpose). Lecture courses at the 300 level usually serve as prerequisites for seminars. The two required seminars should be taken with different faculty members; although, the courses may both be in the same distribution area. Seminars are usually taken during the senior year, but they may also be taken during the junior year if the student has the preparation appropriate for the course. We recommend that only one seminar be taken at a time. **Note:** Neither Art-Arch 4900 Independent Study and Research nor Art-Arch 499 Honors Art History and Archaeology fulfill the seminar requirement.

## Languages and Fine Arts

Students contemplating graduate study in Art History & Archaeology are urged to complete significant course work in foreign languages. There is no specific language requirement for the undergraduate major; however, we encourage minors in foreign languages or double majors in foreign languages and Art History & Archaeology.

## Additional Information

### Internships

Internships in the curatorial and education departments of local museums, arts organizations, and commercial galleries are available to undergraduate Art History & Archaeology majors. Students may enroll in up to 6 credit units of a voluntary or paid internship. Such internships provide invaluable experience and may help lead to employment opportunities after graduation. These internship credits are Pass/Fail and cannot be counted toward the major, but they do count toward general graduation credits. Students seeking academic credit should make arrangements with the department before the internship begins. Students may pursue up to 6 units of internship credit working in the arts community. Please review the Guidelines for Art History & Archaeology Majors Considering Internships (PDF) for further details.

### Study Abroad

Students interested in a study abroad program should consult with both the departmental study abroad advisor and Overseas Programs as early as possible. Summer, semester, and year-long programs are all possible. Majors are expected to take their two capstone seminars on campus, usually during the senior year. On occasion, a seminar of exceptional rigor — such as those at University College London and Utrecht University, in particular — may be proposed as a substitute. However, the credit will only be granted once the course is complete and the syllabus and research paper(s) have been reviewed and approved by the study abroad advisor (and perhaps by relevant faculty). Students are advised that they should not assume that any seminar course taken while on study abroad will count toward this requirement when planning their course program. Students are further reminded that at least 15 credits of their major course work must be completed in residence at Washington University and that the final 30 units of their AB degree must be earned on campus as well.

### Latin Honors

Exceptional students may be considered for Latin Honors in the major. Honors in Art History & Archaeology will be awarded to seniors who have completed the major with a grade point average of 3.65 or better in advanced (300- and 400-level) courses in the major; who have achieved at least a 3.65 overall cumulative GPA; and who have satisfactorily completed the honors thesis outlined in the Guidelines for Latin Honors in Art History & Archaeology. Interested students should begin discussing topics with potential faculty advisors before the end of their junior year. Latin Honors are assigned by the College of Arts & Sciences and not by the department. For details, please consult the Undergraduate Honors Guidelines on the departmental website.

The Senior Honors Thesis is conducted over the course of the academic year under the supervision of a faculty member and entails the completion of two independent courses. In the fall, the student enrolls in Art-Arch 499 Honors Art History and Archaeology. With the permission of the student's thesis advisor, the student will complete the thesis in the spring, enrolling again in Art-Arch 499. Only one semester of Art-Arch 499 (3 units) counts toward the 24 upper-level

credit requirements, and it does not fulfill either of the two capstone seminar courses. The second semester of Art-Arch 499 is taken as an additional course beyond the usual major requirements; students writing the Honors Thesis complete a total of 33 credits for the major rather than the typical 30 credits. Students planning to write a Senior Honors Thesis should make every effort to complete one 400-level seminar course by the end of their junior year.

Contact: Brad Parton  
Phone: 314-935-5270  
Email: [artarch@wustl.edu](mailto:artarch@wustl.edu)  
Website: <https://arthistory.wustl.edu/>

## Art History and Archaeology Minor Program Requirements

- **Total units required:** 18

The Department of Art History & Archaeology welcomes students who wish to pursue a minor in Art History & Archaeology. Students who choose the minor must complete two courses at the introductory level and four courses at the advanced level. These courses may not be taken with the Pass/Fail grading option. Students must earn a grade of C- or better in all courses.

### Introductory Courses

All minors must take two courses from a menu of Introductory Courses at the 100 and 200 levels. These courses are recommended foundations for upper-level lecture courses and seminars. The courses may be taken at any time and in any order. First-Year Seminars and Sophomore Seminars can be counted among these two introductory courses.\* No specific course is mandatory for students in Arts & Sciences.\*\*

- Art-Arch 113 History of Western Art, Architecture & Design\*\*\* and Art-Arch 215 Introduction to Modern Art, Architecture and Design will be offered every fall and spring, respectively.
- Art-Arch 111 Introduction to Asian Art, Art-Arch 232 Myths and Monuments of Antiquity, or Art-Arch 236 Cities and Towns of the Ancient World will be offered at least once every other year.
- This list will be augmented by a rotation of 100-level First-Year Seminars and 200-level Sophomore Seminars (currently in development) as well as other 200-level courses with broad regional, temporal, or topical coverage.\*

\* Students will be allowed to count only one First-Year Seminar or one Sophomore Seminar toward this requirement.

\*\* Art-Arch 113 History of Western Art, Architecture & Design and Art-Arch 215 Introduction to Modern Art, Architecture and Design are mandatory only for students in the Sam Fox School.



\*\*A score of 4 or 5 on the AP Art History exam may be substituted for Art-Arch 113. To receive this college credit, the score must appear on the student's Washington University student record, and the student must also earn at least a B in a related upper-division departmental course.

## Upper-Level Courses

Minors must take at least four upper-level (300- or 400-level) Art History & Archaeology courses (12 credits); 200-level courses may not substitute for upper-level courses and so do not count toward distribution requirements. At least one upper-level course must be taken in two of the following seven broad areas:

- Ancient and Medieval (AM)
- Renaissance and Baroque (RB)
- Modern European and American (MEA)
- Non-Western (NW)
- Architecture (A)
- Archaeology (ARC)
- Cross-Cultural Exchange (CCE)

## Additional Information

- Students may opt to take a seminar at the 400 level, but it should build upon a 300-level course in a related field. Alternatively, students should complete the proper prerequisites or have the permission of the instructor. In cases of over-enrollment in seminars, priority will be given to majors over minors, including majors who have been waitlisted.
- Courses in other departments (including courses in the Sam Fox School) do not count toward the minor unless they are cross-listed as Art History & Archaeology courses at the 300 level or above.
- At least two of the 300-level courses must be completed in residence at Washington University.
- Any course taken outside the university, including study abroad courses, must receive preliminary approval from the study abroad advisor or as appropriate. Only one class (three credits) may be transferred from approved study abroad programs.
- No internship credit may be applied to the minor. (Internship credits do count toward graduation, however.)

Contact: Brad Parton  
Phone: 314-935-5270  
Email: [artarch@wustl.edu](mailto:artarch@wustl.edu)  
Website: <https://arthistory.wustl.edu/>

## Biology

Biology is an exciting, diverse field that ranges from the molecular biology of individual cells to interactions among entire populations of organisms. Members of the biology faculty are recognized internationally for their research, and they bring a variety of strengths and teaching styles into the classroom. The major program in biology

provides a thorough education in the history of scientific discovery in biology, the logical and statistical procedures used to formulate and test biological hypotheses, and the technical skills needed to conduct contemporary biological research.

The biology major program emphasizes the hierarchical nature of biological complexity and the major structures and functions that emerge at the molecular, cellular, organismal, populational and ecosystem levels. Each student masters at least one dimension of contemporary research in sufficient detail to describe the major hypotheses currently being tested and to demonstrate techniques used to test those hypotheses. Mastery of this material is evident in a student's ability to critique published data, to identify ambiguities and uncertainties in the conclusions drawn from those data, and to evaluate the societal importance of the research. Biology majors are prepared to make creative contributions to biology.

The biology major program provides a wide range of research opportunities. Because more than 400 faculty members conduct research in biology and biomedical sciences at Washington University, it is easy to find a project that suits a student's main interests. Many students complete their research projects at the Washington University School of Medicine, one of the top-ranked medical schools in the country. Summer research fellowship programs are available, funded by sources including the Howard Hughes Medical Institute, the Children's Discovery Institute, the National Science Foundation, and the Washington University Office of Undergraduate Research. Detailed information about finding a research mentor is available online.

Phone: 314-935-6860  
Email: [webmaster@biology.wustl.edu](mailto:webmaster@biology.wustl.edu)  
Website: <http://wubio.wustl.edu>

## Faculty

### Chair

**Ram Dixit**  
Chair of Biology; Professor of Biology  
PhD, Cornell University

### Co-Chairs

**Barbara Kunkel**  
Professor of Biology; Associate Chair of Undergraduate Education  
PhD, Harvard University

**Petra A. Levin**  
George William and Irene Koechig Freiberg Professor of Biology;  
Associate Chair of Faculty Research and Development  
PhD, Harvard University

**Kenneth M. Olsen**  
George William and Irene Koechig Freiberg Professor of Biology;  
Associate Chair of Climate and Facilities  
PhD, Washington University

## Director of Graduate Studies

### Steven Mennerick

John P. Feighner Professor of Psychiatry  
Interim Associate Dean of Graduate Studies, DBBS

## Directors of Undergraduate Studies

### Douglas L. Chalker

Professor of Biology; Director of Undergraduate Studies  
PhD, University of California, Irvine

### April Bednarski

Teaching Professor of Biology; Associate Director of Undergraduate Studies  
PhD, University of Michigan

## Department Faculty

### Heather Barton

Senior Lecturer in Biology  
PhD, Kansas State University

### Yehuda Ben-Shahar

Professor of Biology  
PhD, University of Illinois

### Joshua Blodgett

Associate Professor of Biology  
PhD, University of Illinois

### Arpita Bose

Associate Professor of Biology  
PhD, University of Illinois

### Bruce A. Carlson

Professor of Biology  
PhD, Cornell University

### Wilhelm Cruz

Teaching Professor of Biology  
PhD, St Louis University

### Kathy Hafer

Professor of the Practice of Biology

### Kate Hanes

Senior Lecturer in Biology  
PhD, University of Florida

### Keith B. Hengen

Assistant Professor of Biology  
PhD, University of Wisconsin-Madison

### Erik D. Herzog

Viktor Hamburger Distinguished Professor in Arts & Sciences  
PhD, Syracuse University

### Feng Sheng Hu

Richard G. Engelsmann Dean of Arts & Sciences; Professor of Biology and of Earth, Environmental, and Planetary Sciences; Lucille P. Markey Distinguished Professor in Arts & Sciences  
PhD, University of Washington

### Joseph Jez

Spencer T. Olin Professor in Biology; Howard Hughes Medical Institute Professor  
PhD, University of Pennsylvania

### Tammie Lee Keadle

Lecturer in Biology

### Robert G. Kranz

Professor of Biology  
PhD, University of Illinois

### Mitchell Kundel

Senior Lecturer in Biology  
PhD, Yale University

### Mary Lambo

Senior Lecturer in Biology  
PhD, Brandeis University

### Michael Landis

Assistant Professor of Biology  
PhD, University of California, Berkeley

### Allan Larson

Professor of Biology  
PhD, University of California, Berkeley

### Jonathan B. Losos

William H. Danforth Distinguished Professor  
PhD, University of California, Berkeley

### Elizabeth K. Mallott

Assistant Professor of Biology  
PhD, University of Illinois

### Ben N. Mansfeld

Assistant Professor of Biology  
PhD, Michigan State University

### Jonathan A. Myers

Associate Professor of Biology; Program Director, Ecology & Evolutionary Biology  
PhD, Louisiana State University

### Philip A. Osdoby

Professor of Biology  
PhD, Case Western Reserve University

### Duygu Özpolat

Assistant Professor of Biology  
PhD, Tulane University

### Himadri B. Pakrasi

Myron and Sonya Glassberg/Albert and Blanche Greensfelder Distinguished University Professor  
PhD, University of Missouri-Columbia

**Rachel M. Penczykowski**

Assistant Professor of Biology  
PhD, Georgia Institute of Technology

**Shuiming Qian**

Research Assistant Professor

**David C. Queller**

Spencer T. Olin Professor of Biology  
PhD, University of Michigan

**Barbara A. Schaal**

Mary-Dell Chilton Distinguished Professor in Arts & Sciences  
PhD, Yale University

**Maggie Schlarman**

Senior Lecturer in Biology  
PhD, University of Missouri-Columbia

**Christopher Shaffer**

Senior Lecturer in Biology  
PhD, Cornell University

**Anthony Smith**

Lecturer in Biology & Coordinator of Undergraduate Research  
Experiences  
PhD, University of Miami

**Craig Smith**

Senior Lecturer in Biology  
PhD, University of Michigan

**Paul S.G. Stein**

Professor of Biology and Physical Therapy  
PhD, Stanford University

**Joan E. Strassmann**

Charles Rebstock Professor of Biology  
PhD, University of Texas at Austin

**Richard D. Vierstra**

George and Charmaine Mallinckrodt Professor  
PhD, Michigan State University

**Peter Wyse Jackson**

George Engelmann Professor of Botany  
PhD, Trinity College Dublin

**Elise Walck-Shannon**

Lecturer in Biology  
PhD, University of Wisconsin-Madison

**Jennifer Wang**

Assistant Professor of Biology  
PhD, Johns Hopkins University

**Hani Zaher**

Professor of Biology  
PhD, Simon Fraser University

**Xuehua Zhong**

Professor of Biology; Dean's Distinguished Professorial Scholar  
PhD, The Ohio State University

## Professors Emeriti

**Robert E. Blankenship**

PhD, University of California, Berkeley

**Ian Duncan**

PhD, University of Washington

**Sarah C.R. Elgin**

PhD, California Institute of Technology

**Ursula W. Goodenough**

PhD, Harvard University

**Tuan-hua David Ho**

PhD, Michigan State University

**George B. Johnson**

PhD, Stanford University

**Kathryn G. Miller**

PhD, Johns Hopkins University

**Ralph S. Quatrano**

Spencer T. Olin Professor Emeritus  
PhD, Yale University

**Peter H. Raven**

PhD, University of California, Los Angeles

**Nobuo Suga**

PhD, Tokyo Metropolitan University

**Alan R. Templeton**

PhD, University of Michigan

**Robert E. Thach**

PhD, Harvard University

## Majors

- Biology Major (p. 378)
- Biology Major, Ecology and Evolution Specialization (p. 380)
- Biology Major, Genomics and Computational Biology Specialization (p. 381)
- Biology Major, Microbiology Specialization (p. 383)
- Biology Major, Molecular Biology and Biochemistry Specialization (p. 385)
- Biology Major, Neuroscience Specialization (p. 387)
- Environmental Biology Major (p. 389)

## Minors

- Bioinformatics Minor (p. 391)
- Biology Minor (p. 392)

## Courses

Visit online course listings to view semester offerings for L41 Biol.

---

**L41 Biol 112 First-Year Seminar: Introduction to Problem-based Learning in Biology**

In this course, students take responsibility for their own active, inquiry-based learning on biological problems. Instructors will guide small groups of 8-10 students in researching issues of biological importance using primary literature as their principal resource. Learning to read and interpret research articles from scientific literature is emphasized. Topics covered in this class have included: neurological disorders, infectious diseases, CRISPR, cancer, and stem cell therapy among others. Students should have a strong background in general biology. They will be challenged to use critical and creative thinking in both independent and group work. Enrollment limited. Intended for but not limited to prospective biology majors. Prerequisite: high school biology, preferably an Honors or AP class. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 1122 First Year Seminar: Introduction to Critical Thinking**

Official description: This course is for first-year, non-transfer students only. This course uses thought-provoking questions in biology to develop analytical skills, at the same time understanding what level of content is needed to address such questions. Each class will involve discussion of the questions as well as lecture material as background. It will thus provide an early exposure and springboard into the translation of biology content to problem-solving. The skills learned will be applicable to future challenges. The course focuses on molecular biology and processes central to all organisms on earth. The last component of the course will focus on microbiological research, gaining knowledge of the research enterprise to generate new knowledge and the primary literature (published manuscripts). Prerequisite: Limited to 10 students. Freshman with an interest in biology career (e.g. graduate or health professions). The course is also designed to help students prepare for Biology 2960, which is offered each spring semester. Intended for students without strong AP Biology preparation, which is helpful for success in Biology 2960. Credit 3 units. Credit 3 units. A&S IQ: NSM Art: NSM

---

**L41 Biol 1260 First-Year Seminar: The Secret Lives of Plants**

This course is designed to familiarize undergraduate students with the fascinating lives of plants, their evolution, their remarkable structural and morphological diversity, how they grow, and how they have been modified to feed the planet. Topics include: how plants can survive with just water, minerals and light, how they transport water astonishing distances, their unusual sex lives, why they make seeds, how they can grow nearly forever, how plants survive extreme environments without running to hide, why they synthesize caffeine, nicotine, THC and opiates, how they defend themselves from pathogens without an immune system, how they sense their environment without dedicated sensory organs, how plants have been modified by humans to provide food, fiber and fuel, and how genetically modified (GMO) crops are made and their implications to the environment and society. Overall goals are to enhance an understanding and appreciation of the plant kingdom, to help young scientists understand the primary scientific literature, and as a starting point for possible careers in plant biology. Class includes field trips to the Missouri Botanical Gardens and a local plant biotech company/institute. Where appropriate, the class will also emphasize key differences between plants and animals. This course is primarily for first-year students interested in majoring in biology, with a possible emphasis on plants. This course is also for those that want to know more about where their food comes from, how these amazing creatures survive and flourish, and how GMO crops are engineered. Upper-level students with an interest in food and sustainable agriculture but not necessarily focusing on plants will also be welcome. Course will be lecture/discussion/hands-on format for 2 of the 3 hours per week. Students will present 20-minute papers discussing topics relevant to their interests for the remaining 1 hour (two students per class). Prerequisites: Students must have taken both

biology and chemistry in high school and at least one at the AP or IP levels; or have taken Bio 2960 or Chem 111/112. This course can be taken by both first-year and upper-level undergraduates with a preference given to first-year students.

Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 131 Biology in the News**

Students explore a number of biology topics that are frequently discussed in the media. We begin with an investigation into how to evaluate scientific claims reported in written (e.g., news articles, blogs, social media posts), visual (e.g., YouTube videos, Instagram posts) and audio media (e.g., podcasts). We then explore the topics of genetic modification, GMOs, cloning, and direct-to-consumer home DNA testing kits. Finally, we investigate medical topics, including cancer, vaccines and antibiotic resistance. We emphasize critical thinking and reasoning as it applies to the acceptance or rejection of scientific claims presented in popular media formats. This course is intended for students not majoring in biology and who would like to learn more about scientific topics portrayed in the media as controversial and under debate.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 144 Ampersand: The Biology of Cancer Part I**

Cancer is the second-leading cause of death worldwide. In spite of focused research efforts, cancer still poses a unique biomedical puzzle as it is now recognized that cancer is not a single disease, but rather a collection of many disorders with underlying mechanistic complexities that can affect most tissues in the human body. This interactive 1st-semester course provides an introductory overview of the biology of human cancers. We touch upon background topics in DNA structure and replication, gene regulation and transcription, protein synthesis, mutations and DNA repair, but the primary focus is on the genetic and molecular changes that normal cells undergo during transformation into malignant tumors. Part I highlights the first three (of eight) central characteristics of cancer (known as the "hallmarks of cancer") - sustained proliferation, evasion of growth suppression, and replicative immortality. The course is a mix of lectures, student-led discussions/presentations, and activities. Lectures provide an overview of each topic, while activities and discussions of cutting-edge oncology topics in the news and primary literature familiarize students with current trends in cancer research as well as enhance reading and critical analysis skills. Students choose a specific topic/theme within the cancer paradigm for further study and near the end of the semester prepare a presentation to the class on the implications for cancer survivorship. Midterm Exams, which attendance is required, will be administered on Wednesday, October 19, 6:30 - 8:30 pm & Wednesday, November 16, 6:30 - 8:30 pm. Prerequisite: High school biology and chemistry, while completing AP or Honors biology is highly recommended. Enrollment is limited to 20 students and restricted to first-year students in the "Hallmarks of Cancer & Patient Care" program. Credit 4 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 1440 Ampersand: The Biology of Cancer Part II**

TBD

Credit 4 units. A&S: FYS A&S IQ: NSM

---

**L41 Biol 1441 Ampersand: Frontiers in Cancer Research and Treatment**

Cancer as a disease has touched countless people in every country and every lifestyle. Cancer is not one single disease; rather, it is a collective scourge of many underlying disorders. Over the years, biomedical research has led to a fuller understanding of cancer etiology and spawned new diagnostic and treatment strategies to better manage and treat this condition. More recently, the launch of the Precision Medicine Initiative by the National Cancer Institute has led to unprecedented insights into the cellular signaling pathways that drive

the development and progression of cancer. Furthermore, the current onset of "omics" technology and high-throughput biological readouts has opened the possibility of precisely identifying molecular changes and affected metabolic pathways in individual cancers, paving the way for precision medicine and patient care. In this second semester, we will build upon our foundational understanding of cancer and explore recent and groundbreaking advances in cancer research and therapies. The course is driven largely by student-led presentations and discussions with a mix of faculty lectures and guest seminars. Students work in teams and take responsibility for their own active, inquiry-based learning by examining various cancer topics using primary literature as the principle resource. Learning to read, interpret, and assemble a presentation from scientific literature and biomedical research is emphasized. Student teams choose a hypothesis-driven topic of interest in the field of oncology for further study and, near the end of the semester, prepare a written report and oral presentation to the class outlining its background, central hypothesis-driven question(s), experimental rationale/strategy, research data, scientific conclusion, and future direction. Prerequisite: BIOL 144. Enrollment is limited to students in the Hallmarks of Cancer & Patient Care program. Limited to 20 students.

Credit 3 units. A&S: AMP A&S IQ: NSM Art: NSM BU: SCI

---

#### **L41 Biol 1500 First-Year Opportunity: Molecular Biology of Genetic Disease**

This course is for first-year, non-transfer students only. Students gain a fluency in biological language, methods, and reasoning as applied to human health. We study the molecular, cellular, and physiological perspectives for each health-related topic, and examine data and methods that support this knowledge. We emphasize problem-solving and reasoning as it applies to understanding biological processes. The content and problem-solving work are designed to help students prepare for Biology 2960, which is offered each spring semester. Intended for students without strong AP Biology preparation, which is helpful for success in Biology 2960

Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L41 Biol 171 First-Year Opportunity: Neuroscience Futures 1: How do we learn about the brain?**

In this seminar course for first-year students, students learn about how neurobiologists conduct and communicate research. We focus our discussion on primary research papers written by neurobiologists. Discussion then focuses on the formulation of scientific questions, evaluation of evidence, and interpreting data within the context of a broader field. Course is for first-year, non-transfer students only. Must be taken Credit/No Credit.

Credit 1 unit. A&S: FYO Arch: NSM Art: NSM

---

#### **L41 Biol 1770 First-Year Opportunity: The Biology of Dog Breeds**

This freshman seminar uses the topic of dog behavior and genetics to teach fundamental scientific tools and to engage students in contributing to the building of an online public resource that summarizes the scientific literature on breeds. Our first task is learning to read and dissect primary scientific literature. We parse out the difference between scientific questions, hypotheses, and predictions through a guided case-study exercise. We then apply the experience to outlining primary research articles, identifying the key components of the author's arguments and summarizing the results and implications. The second half of the semester is spent searching the scientific literature, sorting information into the new dog breed resource, and presenting results to peers around the seminar table. Course is for first-year, non-transfer students only.

Credit 2 units. A&S: FYO A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L41 Biol 1771 Special Topics in Biology: Plant-Microbe Interactions**

This is a research-based laboratory course offered by Dr. Barbara Kunkel in the Biology Department. The small class size and laboratory setting of the course is intended to foster development of student-professor mentoring relationships. Time commitment (weekly): 2 hours in lab, 1 hour of discussion (1 unit, P/F). Class size: 4 students Prerequisite: Permission of Instructor Research Question. Microbial organisms play very important roles in the lives of plants and animals. For example, in nature as well as in agricultural settings, the communities of microorganisms that grow near or on plants influence the growth and overall health of these plants. These plant-associated microbial communities are highly complex, and are comprised of thousands of different species, including bacteria and fungi. However, neither the role of individual microbial species within the larger microbial community, nor how such a community is beneficial to plants, is well understood. Each year the students in Bio1771 explore a different topic related to interactions between plants and their associated microbes. During the 2020/2021 academic year our research will focus on virulence mechanisms used by the plant pathogen *Pseudomonas syringae* to promote disease in plants. Recent research in the Kunkel lab has revealed that the plant hormone auxin promotes disease development in interactions between *P. syringae* strain PtoDC3000 and one of its host, *Arabidopsis thaliana*, a weedy plant in the mustard family. Auxin acts through at least two different mechanisms to promote disease, including 1) suppressing defense responses in the plant and 2) regulating gene expression in the pathogen. We will investigate this second activity by screening for and characterizing PtoDC3000 mutants that do not properly respond to auxin. Students will spend two hours per week in lab carrying out bacteriological and molecular biology experiments. Over the course of the semester, students will be exposed to a variety of fundamental topics in biology, including: bacteriology, plant growth and development, pathogenic plant-microbe interactions, and key concepts in genetics, molecular biology and biochemistry. The students will also meet with Dr. Kunkel for one hour per week to discuss a variety of topics chosen to explore: i) basic concepts in chemistry, biochemistry and molecular biology, ii) learning and study strategies, and iii) other topics related to thriving at WUSTL.

Credit 1 unit. Arch: NSM Art: NSM

---

#### **L41 Biol 1772 Special Topics in Biology: Plant-Microbe Interactions**

This is a research-based laboratory course offered by Dr. Barbara Kunkel in the Biology Department. The small class size and laboratory setting of the course is intended to foster development of student-professor mentoring relationships. Time commitment (weekly): 2 hours in lab, 1 hour of discussion (1 unit, P/F). Class size: 4 students Prerequisite: Permission of Instructor Research Question. Microbial organisms play very important roles in the lives of plants and animals. For example, in nature as well as in agricultural settings, the communities of microorganisms that grow near or on plants influence the growth and overall health of these plants. These plant-associated microbial communities are highly complex, and are comprised of thousands of different species, including bacteria and fungi. However, neither the role of individual microbial species within the larger microbial community, nor how such a community is beneficial to plants, is well understood. Each year the students in Bio1771 explore a different topic related to interactions between plants and their associated microbes. During the 2020/2021 academic year our research will focus on virulence mechanisms used by the plant pathogen *Pseudomonas syringae* to promote disease in plants. Recent research in the Kunkel lab has revealed that the plant hormone auxin promotes disease development in interactions between *P. syringae* strain PtoDC3000 and one of its host, *Arabidopsis thaliana*, a weedy plant in the mustard family. Auxin acts through at least two different mechanisms to promote disease, including 1) suppressing defense responses in the plant and 2) regulating gene expression in

the pathogen. We will investigate this second activity by screening for and characterizing PtoDC3000 mutants that do not properly respond to auxin. Students will spend two hours per week in lab carrying out bacteriological and molecular biology experiments. Over the course of the semester, students will be exposed to a variety of fundamental topics in biology, including: bacteriology, plant growth and development, pathogenic plant-microbe interactions, and key concepts in genetics, molecular biology and biochemistry. The students will also meet with Dr. Kunkel for one hour per week to discuss a variety of topics chosen to explore: i) basic concepts in chemistry, biochemistry and molecular biology, ii) learning and study strategies, and iii) other topics related to thriving at WUSTL.  
Credit 1 unit.

---

**L41 Biol 181 First-Year Opportunity: Introduction to Cutting-Edge Research in Biology**

A lecture course intended for first-year students that focuses on the practice and culture of biological research. Active researchers describe the biological context of their research, the specific questions they have formulated, the means by which they pursue the answers, and their data and conclusions. The focus is on process: how biologists pursue their profession, what goes on in a research setting. Additional topics of clinical and contemporary interest are often included. Students are expected to attend all lectures. Enrollment is restricted to first-year, non-transfer students.. Must be taken Credit/No Credit.  
Credit 1 unit. A&S: FYO A&S IQ: NSM Arch: NSM Art: NSM

---

**L41 Biol 1811 First-Year Opportunity: Research and Conservation in Zoos and Botanical Gardens**

An introduction to the world of zoos and botanical gardens. Students will learn of the diverse and cutting-edge ways in which scientists and conservationists study the world's biological diversity and work to conserve it. Taking advantage of two world-class institutions a short distance from the Danforth campus, the class will meet every week at an off-campus site (primarily the Saint Louis Zoo and Missouri Botanical Garden, but also several other institutions) to hear lectures from leading authorities at these institutions, as well touring facilities to see first-hand how research is conducted and how these institutions work to preserve endangered species. Students will write three short papers; each paper will be based upon a class lecture and its associated readings. Must be taken Credit/No Credit. Credit 2.0 units. Fall Semester, Wednesdays, 2:00PM-5:00PM. Course is for first-year, non-transfer students only.  
Credit 2 units. A&S: FYO A&S IQ: NSM Arch: NSM Art: NSM

---

**L41 Biol 191 Ampersand: Phage Hunters**

A research-based laboratory class for first years. Students join a national experiment organized by HHMI, with the goal of isolating and characterizing bacteriophage viruses found in the soil in the St. Louis area. Laboratory work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and EM characterization of your phage. Several WU phage are selected for genome sequencing over winter break, and are annotated in the spring in Bio 192, Phage Bioinformatics. Students who successfully isolate and annotate a phage may become co-authors on a scientific paper. Prereqs: High school courses in biology and chemistry, at least one at the AP or International Baccalaureate level; permission of the instructor. One hour lecture, one hour discussion, and 3 hrs lab per week. Course is for first-year students in the Phage Hunters Program only.  
Same as L61 FYP 1910  
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 192 Ampersand: Phage Bioinformatics**

A research-based laboratory class for freshmen. Students join a national experiment organized by HHMI, with the goal of genomic characterization of a local phage. Laboratory work focuses on learning computer-based tools for genome analysis followed by annotation and comparative analysis of the genome of a phage (bacterial virus) that was isolated fall semester at WU and sequenced over winter break. Prerequisites: High school courses in biology, chemistry, and physics, at least one at the AP or International Baccalaureate level; permission of the instructor. Limited to 40 students; preference given to those completing Bio 191, Phage Hunters. One hour lecture, one hour discussion, and 3 hrs lab per week.  
Same as L61 FYP 1920  
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 200 Introduction to Research**

An introduction to laboratory and field research in biology for first and second year students. Students work under the supervision of a mentor in a setting of established, ongoing research. Prerequisite: less than 60 units completed, permission of mentor and the department. For on-line enrollment instructions see: [https://pages.wustl.edu/Bio\\_200-500\\_independent\\_research/register](https://pages.wustl.edu/Bio_200-500_independent_research/register) Students are registered by the department after approval is granted. Registration may not appear in Webstac until mid-semester. Credit/No credit only. Course may not be taken for a letter grade.  
Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L41 Biol 200N Introduction to Research in Neuroscience**

This course provides an introduction to research in neuroscience under the supervision of a faculty mentor. Students work under the supervision of a mentor in a setting of established, ongoing research. Prerequisite: less than 60 units completed and permission of the mentor and the department. For online enrollment instructions, visit <https://sites.wustl.edu/bio200500independentresearch/>. Students are registered by the department after approval is granted. Registration may not appear in WebSTAC until mid-semester. Credit/No credit only. Course may not be taken for a letter grade.  
Credit variable, maximum 3 units.

---

**L41 Biol 200S Summer Introduction to Research**

Summer research under the supervision of a faculty mentor. Prerequisites: first-year or sophomore standing and permission of mentor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit in different summers. Credits are received in the fall semester following the summer research. The application deadline and registration information can be found on the Bio 200/500 course website: [https://pages.wustl.edu/Bio\\_200-500\\_independent\\_research](https://pages.wustl.edu/Bio_200-500_independent_research) Credit/No Credit. Course may not be taken for a letter grade. 1-3 units  
Credit variable, maximum 3 units. A&S IQ: NSM

---

**L41 Biol 200U Summer Introduction to Research in Neuroscience**

Summer research in neuroscience under the supervision of a faculty mentor. Prerequisites: first-year or sophomore standing and permission of the mentor and the department. Credit to be determined in each case, usually 3 units/summer. Course may be repeated for credit in different summers. Credits are received in the fall semester following the summer research. The application deadline and registration information can be found on the Biol 200/500 course website: <https://sites.wustl.edu/bio200500independentresearch>. Credit/no credit. Course may not be taken for a letter grade.  
Credit variable, maximum 3 units.

---

#### **L41 Biol 2010 Ampersand: The Science of Biotechnology**

Biotechnology is truly interdisciplinary, incorporating a myriad of pieces from biology, chemistry, engineering, physics, computer sciences, management, public policy, and law that apply the scientific process to societal challenges. This course introduces topics for science and engineering majors with an interest in biotech, and it teaches scientific concepts to business students considering careers in biotech management and entrepreneurship. Students who complete Biol 2010 understand key science concepts, how discoveries lead to applications addressing global challenges, how to effectively use a variety of resources to explore connections between science and biotech business, how to synthesize information from different fields, and how to exhibit strong teamwork skills and communicate information in written and oral forms. This course also provides a gateway for students interested in the two-year Biotech Explorers Program (BEP). The first two weeks of the course introduce students to the history of biotechnology, the BEP, and the use of case studies. The remainder of the course uses a series of four three-week units that combine lecture material, in-class group assignments, and readings to introduce the science and scope of biotechnology. For each unit, student teams also develop short case studies of St. Louis biotech companies and present their findings to the class. A series of site visits introduce students to the vibrant St. Louis biotech community. This course is for students in the Biotech Explorers Program only.

Credit 3 units. A&S: AMP A&S IQ: NSM BU: SCI

---

#### **L41 Biol 2020 Ampersand: Biotechnology Entrepreneurs Seminar**

Although the biotech industry is science-based, the risks of product and technology development, legal issues, and market pressures make the landscape full of uncertainty. Lectures and textbooks fall short of delivering true insight about the process and challenges of bringing ideas to real-world products. This second semester freshman seminar course is designed to develop an appreciation of how biotech companies achieve their goals by engaging students through interactions with experienced executives and entrepreneurs, whose shared knowledge and stories add depth and context to the learning process. This 1 credit seminar course introduces students to the basics of innovation and entrepreneurship as a framework for marketable discoveries, builds an appreciation of how biotech companies start, obtain funding, and navigate intellectual property, provides an overview of career options in biotech, and insight on the hiring process. Pre-requisite: Students need to have completed Bio2010: The Science of Biotechnology for enrollment in this course and be currently enrolled in Bio2960: Principles of Biology I. Limited to 20 students.

Credit 1 unit. A&S: FYS

---

#### **L41 Biol 2111 Nutrition**

This introductory course examines nutrition as an interdisciplinary science. Topics include the chemistry, function, and metabolism of nutrients; regulations of food intake; food habits; digestion and absorption of nutrients; methods of determining the nutrient content of foods and nutrient requirements for humans and animals; comparative nutrition; problems of human malnutrition; relation of nutrition to disease; toxic materials in foodstuffs; economic, nutritional, and social problems involved in feeding the world population; and future possibilities for meeting nutritional needs of the world's population.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 212 uSTAR Seminar**

This seminar course is designed for students who are part of the uSTAR Program at Washington University. The course will provide a formal setting to guide this population into becoming successful researchers in the academic community, with an additional goal of increasing their PhD pursuits. Students in the course will be exposed to scholarly discussions through student-selected journal readings. The course will discuss the different approaches taken to scientific

inquiry and the dissemination of knowledge, in addition to the topic of integrity in research and important ethical issues that impact scientific investigation. Students will be exposed to topics relating not only to their area of study but to that of their peers as well. Student presentations on both scholarly journal readings and their own research will enable them to develop the ability to effectively communicate research to a broad audience. From this course, the uSTAR students will develop the skills to read, understand and critically evaluate publications, and they will build a broad understanding of research in multiple fields within the natural sciences. Students will also come away with a greater understanding of the ethical issues that face the scientific community on a daily basis.

Credit 1 unit.

---

#### **L41 Biol 2121 Research Seminar for Vagelos Fellows**

The course will orient Fellows to the specific research environment of their labs and provide them tools to succeed. It will feature short seminars from world-renowned DBBS faculty and DBBS alumni. Speakers will emphasize both their science and their career route into academic research, including challenges. This will expose students to multiple paths into and academic careers associated with biosciences graduate training. Diverse speakers will emphasize the desirability and attainability of research training and careers. This course will also include information on the research enterprise, mentorship expectations, rigorous experimental design, quantitative thinking, techniques, rigorous analysis, posing a scientific question, and communication skills. 2.0 units

Credit 2 units. A&S IQ: NSM

---

#### **L41 Biol 2431 Ampersand: Pathfinder - A Sense of Place: Discovering Missouri's Natural Heritage**

This is the first course in the Pathfinder program, and it will introduce students to their new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megafauna. We will explore many of the habitats found in Missouri (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals). This will provide a foundation that will inform the study of ecology, policy and management in other courses. In addition to weekly lectures and discussions, students in this course will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.

Same as L61 FYP 121

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 244 Ampersand: The Oncology Healthcare Team**

It's news no one wants to hear: "You have cancer." A cancer diagnosis can be overwhelming. The physical and emotional effects that come with this disease and its treatment can be significant. People often need the experience and skills of several different medical specialists to navigate and treat cancer. The various medical professionals involved in cancer care make up the oncology healthcare team. In this third-semester course, we will partner with Siteman Cancer Center and its affiliates to explore the multitude of professions that constitute the oncology healthcare team. In bi-weekly rotations, students will be introduced to various aspects of cancer-patient care and treatment through members of the oncology healthcare team, including oncologists, pathologists, surgeons, clinical geneticists, nurses, psychologists, and public health professionals. The course is a mix of guest lectures, discussions, site visits, activities, and shadowing healthcare professionals. Students will reflect on their experiences in weekly journal entries and must submit a final reflection paper that is

due at the end of the semester, synthesizing semester experiences with core competencies for individuals desiring to enter a health profession. Prerequisites: Biol 144 and Biol 1441. Enrollment is limited to students in the "Hallmarks of Cancer & Patient Care" program.  
Credit 4 units. A&S IQ: NSM

---

#### **L41 Biol 265 Experience in the Life Sciences**

Earn credit for non-classroom learning in the life sciences in a variety of activities arranged by the student: accompany a WU Faculty physician on rounds and prepare a paper on an organ system or disease, participate in a clinical or applied ecological study and report on it, participate in science outreach teaching, etc. Participants must meet regularly with a supervisor and commit at least 140 hours over two semesters. A work plan is approved prior to registration. A progress report is due after one semester and a final paper after two semesters. Does not count toward the major. Credit: 1.5 units per semester, contingent upon completion of two semesters. For more information on registration, please see: <https://sites.wustl.edu/bio265/>. Students are registered by the department after approval is granted. Credit/No Credit only. Course Master: Dr. Joan Downey  
Credit 1.5 units.

---

#### **L41 Biol 2651 MedPrep I - The Lecture Series**

MedPrep I (Bio 2651) is a unique lecture series taught by a physician, former medical school course master and member of the Committee on Admissions for the School of Medicine. Through a weekly 2-hour lecture, this course gives students accurate, honest, and detailed information regarding every step of the application and admissions process to medical school, the entire educational process including medical school and residency training and pros and cons of life of a physician. MedPrep I is particularly useful for first-year students and sophomores in that it reviews the common pitfalls encountered by unsuccessful applicants to medical school and outlines the steps to take in each year of college to be a successful applicant when the time comes. There is no outside course work and no exams. Attendance at all classes is required. There is a \$10 course fee used for guest speakers stipends, guest speaker travel to St. Louis, AV needs and other course-related items. For more information, please see the MedPrep website: [medprep.wustl.edu](http://medprep.wustl.edu)  
Credit 1 unit.

---

#### **L41 Biol 2652 Pediatric Emergency Medicine Research Associates Program: Experiences in Life Sciences**

The Pediatric Emergency Medicine Research Associates Program (PEMRAP) offers undergraduate pre-medical students an opportunity to participate in clinical, patient-oriented research projects in a hospital setting. Students have the opportunity to work in the St. Louis Children's Hospital Emergency Department, a nationally recognized pediatric emergency medicine and trauma care facility. A number of research projects are currently underway in various areas of pediatric emergency medicine. Research Associates are expected to work two 4-hour shifts per week in the St. Louis Children's Hospital Emergency Department and to attend a weekly 2-hour lecture on Tuesdays from 1:30-3:30pm in Conference Room 10A of the Northwest Tower Building (across from Children's Hospital). Lectures are given by Emergency Department faculty members. This program offers students the unique opportunity to be a vital part of the ED research team. In addition, the RA's experience in the ED may help him/her determine if medicine is truly the career path he/she wishes to choose. Prerequisite: Sophomore level or higher, and approval of Instructor. Registration is done through this website: <http://pediatrics.wustl.edu/pemrap>. May not be taken concurrently with Bio 2654: MEDPREP II.  
Credit 3 units.

---

#### **L41 Biol 2654 MedPrep II - The Shadowing Experience: Emergency Medicine**

MedPrep II (Bio 2654) offers students a real world, behind-the-scenes experience of a life in medicine. For three hours every other week, students shadow physicians in the Charles F. Knight Emergency and Trauma Center of Barnes-Jewish Hospital, the main teaching hospital of the Washington University School of Medicine. In addition to the shadowing, there is a required class session every Wednesday from 5:30-6:20 pm. Because of the orientation material presented, excused absences will not be granted for the first two sessions for any reason whatsoever, including illness or emergency. There is no outside course work and no exams. A \$25 course fee for MedPrep shirt and other course related items (e.g. AV items and other course-related items) as well as HIPAA training and PPD testing are required. For more information and to register for this course, please see the MedPrep website at [medprep.wustl.edu](http://medprep.wustl.edu). Registration is done through the website, NOT through WebSTAC. Successful completion of Bio 2651, and sophomore standing or above are required to take Bio 2654. During the summer semester students may take both Bio 2651 and Bio 2654 concurrently.  
Credit 1 unit.

---

#### **L41 Biol 2656 Introduction to Health Professions: Audiology, Occupational Therapy, Pharmacy, and Physical Therapy**

This course provides students interested in health professions with an overview of occupational therapy, physical therapy, audiology, and pharmacy. Students gain a better understanding of the scope of practice, markets, and skills required to succeed in these professions. Students learn about graduate and professional education options and how to build a competitive application for these programs. Finally, students participate in self-directed learning experiences (which may include in-person or virtual shadowing, attending professional presentations, meeting with health care professionals or graduate students, or sitting in on graduate-level classes) and culminate their study with an inter-professional education session with a panel of faculty from the different health professions. Students finish the course with a better understanding of whether a career in health professions is right for them.  
Credit 1 unit.

---

#### **L41 Biol 2658 Pediatric Emergency Medicine Research Associates Program - Experiences in Life Sciences (PEMRAP II)**

PEMRAP II is a continuation of Bio 2652, Pediatric Emergency Medicine Research Associates Program - Experiences in Life Sciences. Returning PEMRAP Research Associates (RAs) actively participate in new and ongoing research projects in various areas of pediatric emergency medicine. RAs assist during the active period of patient enrollment through screening of ED patients for study eligibility, reading information about the studies to the patients, collecting data regarding patient history and certain physical examination findings, and generally facilitating the study enrollment process. PEMRAP Returning RAs are vital members of the Emergency Department research team in the St. Louis Children's Hospital Emergency Department. Returning RAs assist in training and mentoring incoming PEMRAP students (BIO 2652) in ED protocol, work approximately one 4-hour shift per week in the ED, record shift activities and hours worked on a daily Shift Log form, and participate in the physician shadowing program (as offered). Returning RAs are responsible to meet hospital non-appointee requirements and stay current with new study protocols by attending or viewing new study presentations for PEMRAP students. These lectures are given by Pediatric Department faculty members introducing the basics of the clinical research process, specific studies, as well as pediatric illness. The RA position carries with it important responsibility requiring maturity, initiative, diligence and excellent interpersonal skills. There is no outside course work and no exams. Full participation is required. 45



shift hours = 1 credit Students may repeat this course for a maximum of 6 credits. Course may not be taken concurrently with Bio 2651, 2652, or 2654. Enrollment with permission of instructor Prerequisite: Bio 2652 (PEMRAP I) Pass/Fail 1-2 units/semester.  
Credit variable, maximum 2 units.

---

#### **L41 Biol 2659 Medprep III - Emergency Care Technician**

MedPrep III (Bio 2659) is a new shadowing course that will take place on the inpatient wards of Barnes- Jewish Hospital, the main teaching hospital of the Washington University School of Medicine. For four hours every other week, students shadow physicians on a specialty service and will remain with that service for the duration of the semester. Students will have the opportunity to rank order their preference of specialty but will be assigned based on availability. No guarantees can be made to place a student in their most preferred specialty. In order to participate, students must have one morning a week that they are completely free between 6 am-12 pm. In addition to shadowing, there is a required class session every Wednesday from 6:30-7:30 pm. Because of the orientation material presented, excused absences will not be granted for the first two sessions for any reason whatsoever, including illness or emergency. There is no outside course work and no exams. A \$25 course fee as well as HIPAA training and TB testing are required. For more information and to register for this course, please see the MedPrep website at [pages.wustl.edu/medprep](https://pages.wustl.edu/medprep). Registration is done through the MedPrep website, NOT through WebSTAC. Successful completion of MedPrep I (Bio 2651) and sophomore standing or above are required to take Bio 2659. This course is only offered during the Fall and Spring semesters.  
Credit 1 unit.

---

#### **L41 Biol 265S Summer Experiences in Life Sciences**

Earn credit for clinical research and other non-classroom learning in the life sciences during the summer. The variety of activities arranged by the student with their WashU faculty mentor have included but are not limited to: participation in clinical research or applied ecological research and report on it; shadow a physician on rounds or in clinic; prepare a paper on an organ system or disease; participate in science outreach teaching, etc. Participants must meet regularly with the faculty mentor or designee and commit to at least 140 hours over two semesters. An application is required each semester which includes a work plan, that must be approved prior to registration. A semester Summary Report is due after one semester and a Final Summary Report after two semesters. Bio 265 does not count toward the Biology major/minor. Credit: 1.5 units per semester, contingent upon completion of two semesters. For more information and to access the application, please go to: <https://sites.wustl.edu/bio265/>. Students are registered by the Biology department after faculty mentor and course master approval is granted. Summer Application Deadline - First Friday of June. Credit/No Credit only.  
Credit variable, maximum 1.5 units.

---

#### **L41 Biol 2950 Introduction to Environmental Biology**

Introduction to Environmental Biology is designed to teach important principles of environmental biology and general science literacy skills. We cover the foundational biological principles and contemporary issues within four main topics: human population growth, transfer of energy and carbon in the ecosystem, biodiversity, and food production. We focus on the biological principles involved as we examine these topics in the context of some contentious and confusing issues related to environmental biology in everyday life. The science literacy skills that you master in this course will help you address the issues you face in your everyday life regarding scientific and pseudoscientific claims about the environment and society and will form the foundation for your development as a critical consumer of science information in the media. This course is required for all environmental biology majors and

environmental studies minors. We recommend you take this course in your first- or second-year if possible. If your interests align and your schedule allows, we recommend co-enrolling in INST 215: Introduction to Environmental Humanities.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 2960 Principles of Biology I**

An introduction to biological molecules and biochemical strategies employed by the three domains of life. The flow of genetic information within cells is discussed in the context of cellular structure, organization, and function. Investigation and manipulation of genetic information by molecular genetic technologies, such as recombinant DNA, forms the final phase of the course. Labs reinforce concepts from lectures and explore common laboratory techniques and computer-based resources. Prerequisites: Chem 111 and Chem 112 (concurrently).  
Credit 4 units. A&S IQ: NSM Arch: ETH, S, NSM Art: NSM BU: SCI

---

#### **L41 Biol 2963 Biology Team Learning for Biol 2960 (BTL)**

Biol 2960, Principles of Biology I, focuses on critical thinking, analysis and problem solving for biology topics. Many students have not approached biology this way in high school courses. Participation in BTL is designed to help students learn and practice the course material using concept building and critical thinking. Group work on problem solving is emphasized. In-person instruction. Corequisite: Biol 2960. Pass/Fail.  
Credit 1 unit.

---

#### **L41 Biol 2970 Principles of Biology II**

A broad overview of genetics, including Mendelian assortment, linkage, chromosomal aberrations, variations in chromosome number, mutation, developmental genetics, quantitative genetics, population genetics, mechanisms of evolution, and phylogenetics. Three lecture/problem solving sections and one laboratory period per week. Does not fulfill the laboratory requirement of the biology major. Prereq: Bio 2960, or permission of instructor. This course must be taken for a grade to count towards the Biology major.  
Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3010 Biotechnology Project**

: This second year Biotech Explorers Pathway (BEP) course introduces students to the process used to generate project ideas, write proposals, and evaluate concepts, with peer evaluation applied at all steps of the process. Students completing Bio3010 will gain experience in science proposal writing with peer review, public speaking, team building, and leadership training. The first four weeks of the course will focus on individual pre-proposal brainstorming, writing, and pitching, while the remainder of the course will be dedicated to the development of full proposals by teams of students. This 3-credit project development course complements introductory courses by making connections between fields and building teams of students with experience in the process that nurtures ideas to products. Pre-requisites: Students need to have completed Bio2010: The Science of Biotechnology and Bio2020: Biotech Entrepreneurs Seminar for enrollment in this course. Credit only. 3.0 units. Writing Intensive. Limited to 20 students.  
Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 303A Human Biology**

How did Elvis, Socrates, and Babe Ruth die? How did David Letterman and Dick Cheney survive? In this course we work towards understanding the biology behind human health and disease. We examine cases from the news, literature and history. We work like detectives to understand how and why the characters were affected, and healed or died. This course is designed for students who do not

plan to major in science and no prior science background is expected. Prerequisite: Sophomore standing or permission of instructor. A student may not receive credit for both Bio 303A and Bio 100A, 2960, 2970, or UCollege B320, B3201, B321, B3211.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3041 Plant Biology and Genetic Engineering**

A 4 credit lecture course that provides an introduction to plant development, genetics, physiology and biochemistry with emphasis on processes that can be manipulated or better understood through genetic engineering. The course is divided into 3 sections. The first section of the course discusses basic plant biology, development and genetics. The second part of the course emphasizes gene structure, expression, and cloning as well as methods for introducing foreign DNA into plant cells and regenerating fertile plants in tissue culture. During the third part of the course we will discuss a variety of examples of genetically engineered traits, including: herbicide resistance; fruit ripening; pathogen and/or insect resistance; the use of plants for production of industrial and pharmaceutical compounds. Friday discussion sections focus on critical reading of the primary literature related to the material covered in lecture. Prerequisites: Bio 2960 and Bio 2970.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3057 Physiological Control Systems**

Systems physiology with emphasis on human physiology. Prereqs: Bio 2960 and either Chem 106 or Chem 112A. Must be taken for a letter grade.

Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L41 Biol 307A Human Variation**

A survey of human biological diversity, considering its adaptive and taxonomic significance from the perspective of origins and distribution of traits and adaptation. Prerequisite: Anthro 150A or introductory biology.

Same as L48 Anthro 307A

Credit 3 units. A&S IQ: NSM, AN, SD Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3100 R Workshop in Biology**

Biologists in all areas increasingly find that they have the need and opportunity to work with large data sets. The goal of this 1-credit course is to provide students with an opportunity to gain skills in data analysis and presentation using R, a free software environment for statistical computing and graphics (<http://www.r-project.org>). Topics include an introduction to basic programming in R, data types and manipulation, graphics, hypothesis testing and statistics, and applications to various fields of biology ranging from ecology to genomics. The course consists of ten, two-hour workshops that include a brief introduction to key concepts in R and applications in biology, followed by interactive, hands-on tutorials. Prerequisites: concurrent or prior course in statistics (Math 2200 or Math 3200) or permission of instructor.

Credit 1 unit.

---

#### **L41 Biol 3110 Vertebrate Structure Laboratory**

A lecture/laboratory course designed to provide an integrative framework for how vertebrate form and function evolved. Weekly lectures emphasize development and the relationship between the structural and functional design of organ systems, the importance of these relationships in maintaining homeostasis while providing opportunity for adaptation, and examples of how vertebrate organ systems communicate to accomplish functional and physiological integration. 1.5 hr lecture and 5 hrs lab each week. Prereq: Bio 2970.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3151 Endocrinology**

An overview of mammalian endocrine systems with an emphasis on human physiology and development. The interplay between systemic, local cell, and tissue interactions as well as the cell and molecular events associated with hormone action discussed. Examples of endocrine evolution and pathological conditions related to endocrine imbalances also included. Prerequisite: Bio 2970.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3160 Beyond the Evidence**

This class is about the science of science communication. Why, when all evidence points to the growing threats of climate change, is it so difficult to create movement toward addressing it? Why, when we have so much evidence that vaccines reduce illness and death and are extremely safe, do individuals still choose not to vaccinate their children? What if I told you that the scientific evidence does not matter? Over the last few decades, not better education, nor guilt, nor fear has worked to produce change on important environmental and public health issues. In this class, we will explore how values, beliefs, emotions and identity shape how we receive and process information and make decisions. We will explore themes of moral world view, cognitive linguistics and framing, cognitive dissonance, risk perception, empathy, habit changes, and difficult dialoguing through the case studies of climate change and vaccination. Course activities will consist of regular reading, some online research, reflective journaling at home, and engaging in conversation during class. There are no prerequisites, but the class is designed for fourth-year students in environmental majors and pre-health studies. Upper-level environmental majors and minors will receive priority enrollment from the waitlist.

Same as L82 EnSt 316

Credit 3 units. A&S IQ: SSC Arch: ETH, S, SSC Art: SSC BU: BA EN: S

---

#### **L41 Biol 3171 Biology for Climate Change Solutions**

Human-induced climate change poses a pressing and pervasive threat to both human populations and to the biological world. The challenges of climate change are manifest and well known, increasing temperatures, greater variability of weather, sea level rise, leading to a host of consequences. Adapting to and mitigating climate change are essential activities for confronting the threats of climate change. The biological sciences offer great potential for addressing these threats. This course focus on efforts in biological research to adapt and to mitigate climate change. Topics will range across the biological sciences from microbial engineering and biotechnology to zoonotic diseases and one health, to ecosystem function and conservation of biodiversity. The course consists of lectures, discussion of assigned readings, and class projects. Class projects focus on science topics that addresses new approaches to climate adaptation and mitigation and constitute both of a written paper and class presentation. The goals of this class are: (1) to develop an understanding of basic climate science and the biological aspects of climate change, (2) to develop knowledge of the biological efforts towards adaption and mitigation for climate solutions. The class is open to both non-science and science majors. The course does not count for the biology major. 3 units credit. Class cannot be taken pass fail. Small class. Not for biology major credit

Credit 3 units. A&S IQ: NSM

---

#### **L41 Biol 3180 Domestication: The Evolution of Our Multispecies Family**

This course explores the evolution of the plants, animals, and microbes in human-mediated ecosystems. We call these evolutionary relationships domestication and they are at the heart of humanity's successful adaptation to nearly every ecosystem on Earth. From our millennia-deep friendship with gregarious wolves, to corn's continental conquests, to 'the industrial microbiome,' this course will ask how

other species have evolved in response to human societies, and how societies have been shaped by these relationships. We will primarily draw on concepts and data from anthropology and evolutionary biology to understand the process of domestication.

Same as L48 Anthro 3180

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### L41 Biol 3183 A History of Genetics in the 20th Century

After a brief survey of pre-twentieth-century theories of heredity, this course examines the work of Gregor Mendel and its rediscovery in 1900, and its expansion as an interfield theory in combination with the chromosome theory, pioneered beginning in 1910 by T.H. Morgan at Columbia and R.A. Emerson at Cornell, and led to the expansion of classical genetics up to World War II. The beginnings of biochemical and molecular genetics in the 1920s and 1930s developed rapidly after the war with the double-helix theory of DNA and the rise of molecular genetics. The course ends with examination of the Human Genome Project (Initiative) and the ramifications of genetic biotechnology. Throughout, emphasis is placed not only on the technical and theoretical developments comprising genetics as an epistemic field, but also on the economic, social, political and philosophical interconnections between genetics and society. Agriculture, medicine and the ideology of social control (including such movements as eugenics and Nazi race hygiene) both influenced, and were influenced by genetics, and played an integral part in the construction of the science itself. Readings are drawn from the primary and secondary literature. There is a mid-term, final and periodic student reports.

Prereq: Bio 2960 and Bio 2970.

Credit 3 units. A&S IQ: NSM, WI Art: NSM

---

#### L41 Biol 3220 Woody Plants of Missouri

Washington University's Danforth Campus is home to more than 4000 trees and is now a registered arboretum. This urban forest ecosystem has been carefully curated and managed to provide habitat diversity, shade, rainwater mitigation, and aesthetic beauty. In this course, students will study the biology of woody plants in the classroom and in our arboretum. Specifically, students will learn woody plant systematics, physiology, and ecology as well as applied and hands-on techniques. Students will learn to collect forestry data and to identify trees by leaf, bud, bark, fruit and crown. They will learn to plant, propagate, and care for trees and other woody plants. They will also contribute to the ongoing research in our arboretum and to the education of their peers and campus visitors by adding new trees to the arboretum collection and by monitoring the campus trees as they learn to collect data on growth and phenology. Students who successfully complete this course will be eligible to join the Danforth Arboretum "Loraxes" for the remainder of their time at Washington University. Loraxes will be arboretum ambassadors and will be called upon from time to time to lead tours of the arboretum for prospective students, science outreach, or members of the campus community. Prerequisite: Biol 2960. (Biology Major Area C)

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### L41 Biol 3221 Research and Public Education in the Arboretum

Washington University's Danforth Campus is home to more than 4000 trees and is now a registered level II arboretum. This urban forest ecosystem has been carefully curated and managed to provide habitat diversity, shade, rainwater mitigation, as well as aesthetic beauty. The arboretum is also an institutional structure to support education, research and public service. This course combines theory and hands-on practice. In this course you will: Learn about the history and philosophy of public natural history museums, botanical gardens, arboreta, and zoos Learn about arboreta and public gardens around the world Learn field techniques for monitoring the growth and assessing the health of trees o Apply those techniques by contributing to the bio-monitoring and tracking of the trees in the Danforth Campus Arboretum Learn about the pedagogy of public education in museums,

zoos and arboreta o Apply the pedagogic practices to development of public education campaigns in the Danforth Campus Arboretum o Apply those practices by serving as an outreach ambassador and leading tours through the Danforth Campus Arboretum Prerequisite: Biology 3220

Credit 3 units. A&S IQ: NSM

---

#### L41 Biol 324 Human Genetics

Broad coverage of the role of genetics in medicine, with a focus on the application of genomic technologies to the understanding of human disease. Areas covered include the identification of human disease genes, modern cytogenetics, risk assessment in pedigrees, biochemical genetics, imprinting, mitochondrial genetics, gene therapy, complex inheritance, assisted reproduction, prenatal diagnosis, immunity, cancer, and pharmacogenetics. The profound ethical and legal considerations raised by modern genetic technologies are also discussed. (Biology Major Area A)

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### L41 Biol 328 Principles in Human Physiology

This course is designed to provide students with an understanding of the function, regulation, and integration of the major organ systems of the body. Course content includes neural and hormonal homeostatic mechanisms, and study of the circulatory, respiratory, digestive, urinary, musculoskeletal, nervous, endocrine, immune and reproductive organ systems. Mechanisms of exercise physiology are integrated throughout the course. Prerequisites: Bio 3058, or equivalent.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### L41 Biol 334 Cell Biology

Eukaryotic cell structure and function viewed from the perspective of modern cell biology. Lectures cover such topics as membrane transport, endocytosis and secretion, intracellular trafficking, hormones and signal transduction, extracellular matrix and tissue formation, cytoskeleton and motility, cell cycle, apoptosis, and the cellular basis of disease. Prerequisite: Bio 2970.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### L41 Biol 3371 Eukaryotic Genomes

An advanced exploration of the structure and function of DNA within the eukaryotic nucleus. Lecture and discussion cover topics of chromatin and chromosome structure, control of gene transcription, RNA processing, and DNA replication and repair. The relevance of these topics to the genetic basis of human disease is discussed. Throughout, the experimental data that shape our current understanding are emphasized. Course grades based on exams, problem sets and short papers. Lecture 3 hours per week plus required discussion section meeting every other week. Prerequisites: Bio 2970, Chem 261 (may be taken concurrently). Offered every other fall in even numbered years.

Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI

---

#### L41 Biol 3411 Principles of the Nervous System

This course will provide a broad introduction to neuroscience, starting at the level of cellular and molecular neuroscience, and ultimately ending at systems and theoretical neuroscience, with emphasis on the organization of the mammalian central nervous system. Topics will include neuronal structure, the action potential, information transmission between neurons, sensory/motor systems, emotion, memory, disease, drugs, behavior, and network dynamics. A fundamental goal of this course is to provide students with the ability to approach complex problems using the scientific method and

to understand the limits of knowledge. This course will also expose students to some of the neuroscience community at WashU. Bio 2960, Bio 2970 recommended, Bio 3058 recommended or Psych 3401 and permission of instructor. (Biology Major Area B)  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3421 Introduction to Neuroethology**

The neural mechanisms of animal behavior from an evolutionary and ecological perspective. Topics include: contributions of model systems to understanding fundamental properties of nervous system structure and function; electrical signals of sensory cells, neurons, and muscle; neural processing of sensory input; neural control of behavioral output; anatomy and physiology of sensory and motor systems; learning and memory; evolution of neural circuits. Prerequisite one of the following courses: Biol 3058, Biol 3411, Psych 3401.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3422 Genes, Brains, and Behavior**

Genetic studies of physiological systems underlying animal behavior, including the genetic basis for normal and abnormal behaviors in animals and humans. Topics include: history of behavioral genetics; the ongoing debate about "nature vs. nurture"; contributions of genetic model systems including the nematode *Caenorhabditis elegans*, the fruit fly *Drosophila melanogaster*, zebrafish, the mouse *Mus musculus*, and other animal models; molecular mechanisms underlying the evolution of behavioral phenotypes; the emerging role of epigenetics in regulating nervous-system functions and behavior; the use of genetic and genomic analyses in studies of human behavior and psychiatric disorders. Prereq: Bio 2970  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3423 Behavioral Genetics Laboratory**

This course introduces students to fundamental concepts of how genes govern behavior by using the model system *Drosophila melanogaster*. Students learn modern and classic laboratory techniques, including fly crossing, genetic screens, behavioral assays, microscopy, and electrophysiology. Specifically, we use the GAL4/UAS system to assess the role of microRNAs in a variety of fly behaviors. A primary goal of the course is to develop real-world research skills by having students design, propose, and execute a set of novel research questions. Statistical analysis and interpretation of student data are emphasized. To build a solid conceptual background, lectures are given once per week, and students read, analyze, and discuss primary research articles. Understanding is assessed through journal club reports and presentations, research reports, and a final presentation of experimental results. This course is designed for upper-level students who have taken Biol 2960 and Biol 2970.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3424 Great Discoveries in Neuroscience**

A discussion-based course for advanced undergraduates in neuroscience that focuses on discoveries with major impacts on our understandings of how brains function. Readings include: Gordon Shepherd's book "Creating Modern Neuroscience: The Revolutionary 1950s"; papers in neuroscience of Nobel Laureates, Kavli Neuroscience Prize winners, and Brain Prize winners; and papers of great discoveries with the potential to inspire future revolutions in the field. Attendance at class meetings is required. Weekly written assignments include descriptions of course readings and summaries of discussions at class meetings. Prerequisite: Biology 3411. Course must be taken for a letter grade. Counts toward the Advanced Biology Elective requirement of the Biology: Neuroscience major.  
Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L41 Biol 343A Plants, Environment and Civilization**

Human life, health, and civilization depend on plants. This course introduces basic plant biology, the role of plants in natural ecosystems, and the various uses of plants in both traditional cultures and in developed countries. Topics include the medicinal uses of plants, domestication of plants for agriculture, biotechnology and plant conservation. Prerequisite: Junior standing or permission of instructor. Does not count toward upper-division credits required for the major.  
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

---

#### **L41 Biol 347 Darwin and Evolutionary Controversies**

Focus is on controversies in evolutionary biology from Darwin's day to the present. Most of the controversies concern scientific issues such as Kelvin's estimate of age of the earth, Jenkin's argument against blending inheritance, neutral variations, effects of isolation on the role of selection, mass extinction and "nemesism," but some address social issues such as evolutionary ethics and "scientific creationism." Emphasis in the readings is on primary sources, including Darwin's *Origin of Species*. Writing Intensive. (Biology Major Area C)  
Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3481 Parasitology**

This course introduces students to the fundamentals of parasitism. Throughout the semester, students not only learn about parasite biology (examples: parasite life cycles, host immune responses, parasite evasion mechanisms), but also how parasites make a broader impact (examples: co-evolution of hosts and parasites, parasites as indicators of environmental health, the challenge of parasite control). Topics include, but are not limited to, parasite diversity and classification, life cycles, host evasion mechanisms, pathology, disease, control, types of hosts and their immune responses, and the impact that parasites have on ecology and conservation biology. 3.0 Credit Hours. Prerequisites: Principles of Biology I (Biol 2960) and II (Biol 2970) (Biology Major Area A)  
Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L41 Biol 349 Microbiology**

This four credit lecture course focuses on the molecular biology of bacteria, archaea, and viruses. Topics include: the bacterial cell cycle, gene regulation, stress response, cell-cell communication, viral and bacterial pathogenesis, microbial ecology, and metabolic diversity. Friday tutorials stress analysis of the primary literature with an emphasis on current research related to material covered in lecture. Prerequisites: Biology 2960, and 2970, or permission of instructor.  
Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3491 Microbiology Laboratory**

After introducing students to the basics of bacterial growth and maintenance, this laboratory class employs microscopy, genetics, cell biology, and genomics to explore various aspects of bacterial physiology, structure, and identification. Students will present findings throughout the semester in both written and oral format. Roughly one hour lecture and five hours of laboratory per week. Fulfills the upper-level laboratory requirement for the Biology major. Prerequisite: Bio 2970, Bio 349 recommended.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3492 Laboratory Experiments with Eukaryotic Microbes**

This research-intensive course provides an introduction to diverse molecular and cell biology techniques used in model experimental organisms to explore fundamental biological questions. Experiments are performed using selected fungi and protozoans commonly used in major research efforts. Emphasis is placed on choosing the appropriate organism for the question posed using the most current technologies. Each semester, one cellular process is studied in detail and original

research is carried out. Prerequisites: Bio 2960 and 2970 and permission of instructor-- contact early to ensure enrollment. One hour of lecture and six hours of laboratory a week. Fulfills the upper-level laboratory requirement for the Biology major. Enrollment limited to 12. Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3493 Bacterial Bioprospecting and Biotechnology**

Many bacteria are essential in food industry (fermentation of meats, cheeses, and beverages), agriculture (crop protection against weeds, pathogenic bacteria, and fungi), biotechnology (producing fine chemicals, cofactors, amino acids, and industrial enzymes) and the pharmaceutical industry (producing clinical antibiotics, anticancer, antiviral, veterinary, and immunomodulatory drugs). This laboratory course examines how basic biological understanding can lead to discovery of bacterial products, enzymes and activities useful to humankind. We combine core concepts from biochemistry, bacterial genetics, bioinformatics, chemistry and enzymology to study bacteria from the genus *Streptomyces* and close relatives. Lines of inquiry include environmental isolations, molecular toolbox and host development, plus bioinformatic and laboratory-based analyses of secreted proteins and antibiotics. Prerequisites: Bio 2960 and 2970. One hour of lecture and six hours of laboratory per week. This course fulfills the laboratory requirement for the Biology major. Enrollment limited to 16. Credit 3 units. J. Blodgett  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 3494 Microbes and the Environment**

From the origins of life to global biogeochemical cycling. An examination of microbes (archaea, bacteria, fungi, yeasts, protist and viruses) in the vast array of environments in which they occur, from wetlands and lake sediments, aquifers and deep crustal settings, to polar ice and desert surfaces. Emphasis on the roles that microbes play in biogeochemical cycles, redox processes, contaminant mobility, biodegradation, and ecosystem productivity. The emphasis will be placed on case studies and students will be expected to participate in-class discussions. Prerequisites: Bio 2970: Principles of Biology II (students with only Bio 2960 can contact the instructor for permission to take the course), Chem 106: Introductory General Chemistry II or Chem 112: General Chemistry II, graduate standing, or permission of Dr. Bose. Chem 252: Organic Chemistry II strongly recommended. Credit 4 units. A&S IQ: NSM

---

#### **L41 Biol 3501 Evolution**

A general survey of evolutionary biology, covering both micro- and macroevolution. Topics include natural selection, genetic drift, gene flow, sexual selection, kin selection, pathogen evolution, speciation, phylogenetics, molecular evolution and evolutionary-developmental biology. Weekly discussion sections focus on analysis of recent studies related to lecture topics. Prerequisite: Bio 2970. (Biology Major Area C) Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 354 Physics of Living Systems**

One of the grand challenges in contemporary biophysics is placing our understanding of cellular systems on a firm quantitative footing. How does the collective activity of molecules enable the cell to sense its environment, make decisions, grow and develop? This course, aimed at physical and life science students, will serve as an introduction to the physical principles and mathematical techniques underlying the analysis of systems and synthetic biology. Topics will include modeling gene and signaling networks, the regulation of intracellular structures, and pattern formation in development. Students in this course can expect to learn both analytical and computer simulation approaches to fundamental problems in biology, biophysics, and

biotechnology. Graduate students will explore the subject in more depth. Pre-requisites: Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206. or Math 217 or Math 309, or permission of instructor. 3 units  
Same as L31 Physics 354  
Credit 3 units. A&S IQ: NSM Arch: NSM BU: SCI EN: BME T, TU

---

#### **L41 Biol 360 Biophysics Laboratory**

This laboratory course consists of "table-top" experiments in biological physics that are designed to introduce the student to concepts, methods, and biological model systems in biophysics. Most experiments combine experimentation with computer simulations. The list of available experiments includes electrophysiology, human bioelectricity, optical tweezers, ultrasonic imaging, mass spectrometer, and viscosity measurements. Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206 or permission of instructor. Same as L31 Physics 360  
Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

#### **L41 Biol 363 The Neuroscience of Movement: You Think, So You Can Dance?**

Although humans have expressed themselves through movement throughout time, only recently have neurophysiological investigative techniques allowed us to glimpse the complex neural processes that allow the coordination and integration of thought, action, and perception. This course introduces students to the nascent yet growing field of dance neuroscience. In part one of this course, we explore fundamental concepts of motor control, including how our central nervous system integrates information to allow us to maintain posture and balance, to coordinate our limbs to external rhythms, and to move our bodies gracefully and expressively through space and time. In part two, we explore theoretical frameworks of motor learning as they pertain to movement. We delve into the neuromechanisms underlying common tools that dancers and athletes use to improve motor performance and how dance training induces neuroplasticity in brain structure and function. In part three, we explore the neural underpinnings of aesthetic appreciation while watching dance, including the action observation network and affective responses to art. Required work includes short assignments, a final project and presentation on a topic of your choice related to the course focus, and a few movement workshops (for which dance training is not required). Prerequisite: introductory course in dance, biology, or neuroscience, or permission from the instructor. Same as L29 Dance 363  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 370 Animal Behavior**

This course examines animal behavior from an evolutionary perspective and explores the relationships between animal behavior, ecology, and evolution. Topics include foraging behavior, mating systems, sexual selection, predator-prey relationships, cooperation and altruism, competition and parental care. A student may not receive credit for more than one of the courses Biol 370, Biol 372 and Biol 472. Prerequisite: Biol 2970 or permission of instructor. (Biology Major Area C) Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 373W Laboratory on the Evolution of Animal Behavior (Writing Intensive)**

This course explores the costs, benefits and constraints that drive the evolution of animal behavior. It is divided into four modules that cover a range of common empirical and numerical tools in modern evolutionary biology (no prior experience in any of the following topics is necessary): (1) a brief overview of basic statistics and a tutorial in R; (2) an experimental lab on agonistic behavior in crickets; (3) a computer

simulation lab on the evolution of animal communication; and (4) a phylogenetic comparative analysis lab exploring the topic of sexual selection. Laboratory modules are hands-on and student driven. They begin with an overview of relevant literature and a discussion of key questions that have been addressed experimentally in that field. Students are then encouraged (and guided) to apply these concepts to the design, execution, and analysis of individual and/or collaborative research projects. In the process, they learn how to apply some of the latest numerical and/or empirical research tools in evolutionary biology. A majority of class time is devoted to active learning through the collection and analysis of data (each lab module lasts four weeks). The course also includes weekly presentations by the instructor and class discussions on topics that help place the students' work into the broader context of evolutionary theory. Prerequisites: Biol 2970 and Psych 100B or permission of instructor. This course is Writing Intensive. Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 381 Introduction to Ecology**

This course explores the central theories and principles in ecology and evolution, and the use of these principles to study and predict human-induced environmental changes. It emphasizes understanding species interactions and population dynamics in biological communities, and the relationships between communities and their environment. It regularly touches on applications of these principles such as ecological responses to global climate change, consequences of habitat fragmentation, disease ecology, and conservation medicine. Principles of experimental design, quantitative data analysis and interpretation, and mathematical models are critical to the field of ecology and are also emphasized throughout the course. Class meetings will include lectures, class activities, computer simulation labs, and smaller group discussions to familiarize students with peer-reviewed journals, scientific writing, and current issues in ecology. Assignments include regular homework reading, occasional problem sets, participation in tutorials/discussions, and a small term-paper. Prerequisite: Bio 2970 or Bio 2950 or permission of instructor. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 387 Undergraduate Teaching**

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given a semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology office. Prerequisite: permission of instructor. Credit /No Credit only. Credit variable, maximum 3 units. A&S IQ: NSM

---

#### **L41 Biol 388 Undergraduate Teaching**

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit /No Credit only. Credit variable, maximum 3 units. A&S IQ: NSM Art: NSM

---

#### **L41 Biol 3900 Science for Agriculture and Environmental Policy**

Government policies at the local, state, and national levels determine and regulate activities that range from local farmers markets to U.S. membership in the Paris Climate Agreement. Science can and should play a critical role in developing policy. This course focuses on the biological science behind policies for climate change and agricultural practice as well as the role of various organizations in providing science for policy. Now is a particularly interesting time for science-based policy with the election of a new U.S. President and the elevation of the President's science advisor to Cabinet level. This course is divided into

three parts. First, we review how policy is developed and how various agencies and actors affect policy. The next section looks at biological topics that have policy implications. These case studies are presented by expert speakers who have had experience in various science-related roles in the federal government, foundations, professional associations, advisory organizations, and scientific publications. Finally, students conduct individual research projects on a science topic that affects current legislative efforts, either state or national. Students investigate the basic science of their chosen topic and how this could affect proposed legislation. As part of the research project, students give a class presentation, lead a class discussion, and write a term paper on the foundational biological science. The goals of this course are as follows: (1) to develop an understanding of how science is used to develop policy by examining case studies presented by experts; and (2) to critique a proposed science-based policy either at the state or federal level.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L41 Biol 4023 How Plants Work: Physiology, Growth, and Metabolism**

This course introduces students to the fundamentals of how plants grow, metabolize and respond to their environment. Topics to be covered include the conversion of light energy into chemical energy through photosynthesis and carbon fixation, nitrogen assimilation, water and mineral uptake and transport, source-sink relationships and long-distance transport of carbon and nitrogen, cell growth and expansion, hormone physiology and physiological responses to a changing environment. Prerequisite: Bio 2960 and Bio 2970, or permission of instructors. (Biology Major Area B) Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 4030 Biological Clocks**

Biological clocks are the endogenous oscillators that coordinate physiological and behavioral rhythms in nearly all organisms. This course examines how these rhythms are generated and regulated. The material includes molecular, cellular and systems physiology and the relevance of biological timing to ecology and health in everything from protozoans to plants to people. Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L41 Biol 404 Laboratory of Neurophysiology**

Neurophysiology is the study of living neurons. Students record electrical activity of cells to learn principles of the nervous system including sensory transduction and coding, intercellular communication and motor control. The course meets for 9 hours each week. Students may leave the lab for up to 2 hours. Prereq: Bio 3411 or Psych 4411 AND PERMISSION of Student Coordinator, Erin Gerrity. Bio 3411 may be taken concurrently. Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

---

#### **L41 Biol 4071 Developmental Biology**

An introduction to the molecular and cell biology of animal development. The course is divided into three broad sections, which cover 1) an introduction to the major cell-cell signaling systems used during development and their study in model organisms, 2) molecular studies of early vertebrate development, and 3) the biology of stem cells. The focus is on molecular approaches applied to important model systems, but framed in classical concepts. Prereqs.: Principles of Biology II (Biol 2970); Cell Biology (Biol 334) and/or a course in biochemistry recommended. Small Class. Credit 3 units. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L41 Biol 4072 Regenerative and Stem Cell Biology**

Regeneration is a very complex, post-embryonic developmental phenomenon, where organisms replace lost body parts and organs upon injury. However, we still know very little about why some animals are so successful at regenerating whole bodies and organs, while other animals (like humans) have limited or no capacity to do so. This course covers regeneration and stem cell biology across different levels of biological organization (e.g. cell, organ, limb regeneration.) and across the animal phylogeny. Students learn about mechanisms of regeneration at the cellular and molecular level, and how these mechanisms vary among organisms. In addition to the general principles of stem cells and regenerative biology, the course will be a good introduction to animal diversity and evolutionary developmental biology (evo-devo). Students will read and discuss primary literature, and write up their own experimental design to test hypotheses. Prerequisites: Bio 2970 (Principles of Biology 2 - Genetics) (Biology Major Area B)

Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L41 Biol 4073 Human Reproductive Physiology**

This course is designed to give students a comprehensive foundation in human reproductive physiology through a variety of learning modalities. The course focuses primarily on normal physiology of human reproductive systems, although some lecturers will introduce pathologies as a way to strengthen subject matter understanding. This course aims to deepen student knowledge of reproductive systems down to the cellular and molecular level in order to 1) connect them with their own physiology, and 2) broaden their understanding of the biological systems integral to the human experience. The course material will provide students with foundational knowledge in reproductive physiology that will help prepare them for medical school, biomedical research, and careers in the field of reproductive sciences. This course is intended for students in the master of reproductive sciences program, DBBS and BME graduate students, and advanced biology/pre-health undergraduate students with an interest in reproductive physiology.

Credit 4 units.

---

#### **L41 Biol 4132 Plant Diversity and Evolution**

This course is an in-depth exploration of the diversity and evolution of vascular plants. The course focuses mainly on flowering plants because of their dominant role on our planet, but lycophytes, ferns, and gymnosperms are studied as well. A phylogeny of vascular plants provides the framework for their evolution and diversification. Related subjects, including phylogenetics, biogeography, herbaria, nomenclature, species concepts, and pollination biology are also presented. The weekly lectures/discussions and (three hour) lab function in tandem and it is the responsibility for the student to integrate information from the lectures with the abundant materials presented in lab. The lecture will take place on main campus at WashU, and the lab sessions will make use of the abundant and exceptional living and preserved materials at the Missouri Botanical Garden. The intended audience is advanced undergraduates and graduate students. Prerequisite: Bio 2970 or Permission of Instructor. Small Class. Credit. Credit 3 units. A&S IQ: NSM

---

#### **L41 Biol 4150 Environmental Medicine**

Environmental Medicine explores the interactions between the environment and human health, focusing on the role of the environment in causing or mediating disease. Environmental hazards are examined in terms of toxicology, epidemiology, exposure assessment, risk assessment, individual susceptibility, adaptation/maladaptation, and the total load concept. Students enrolled in the 500-level must also complete a term paper and oral presentation. Prerequisites: General Biology I or permission of instructor. Same as L41 Biol 5150

Credit 3 units.

---

#### **L41 Biol 4181 Population Genetics**

An introduction to the basic principles of population and ecological genetics. Mechanisms of microevolutionary processes; integrated ecological and genetic approach to study the adaptive nature of the evolutionary process. Prerequisite: Bio 2970.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L41 Biol 4182 Macroevolution**

An advanced introduction to the study of macroevolutionary patterns and processes with emphasis on the systematic methodology employed. Topics: theories of classification, phylogenetic reconstruction, testing of historical hypotheses, hierarchy theory, adaptation, extinction, speciation, developmental mechanisms of organismal evolution, biogeography. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L41 Biol 4183 Molecular Evolution**

A rigorous introduction to the study of evolution at the molecular level. Topics include the origin, amount, distribution and significance of molecular genetic variation within species, and use of molecular data in systematics and in testing macroevolutionary hypotheses. Prerequisite: Bio 2970, or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L41 Biol 419 Community Ecology**

Community ecology is an interdisciplinary field that bridges concepts in biodiversity science, biogeography, evolution and conservation. This course provides an introduction to the study of pattern and process in ecological communities with an emphasis on theoretical, statistical and experimental approaches. Topics include: ecological and evolutionary processes that create and maintain patterns of biodiversity; biodiversity and ecosystem function; island biogeography, metacommunity dynamics, niche and neutral theory; species interactions (competition, predation, food webs), species coexistence and environmental change. The class format includes lectures, discussions, and computer labs focused on analysis, modeling and presentation of ecological data using the statistical program R. Prereq: Bio 2970 required, Bio 381 recommended, or permission of instructor. (Biology Major Area C)

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L41 Biol 4193 Experimental Ecology Laboratory**

The goal of this course is to provide skills in the design, interpretation, and written presentation of ecological and evolutionary experiments, with emphasis on sampling methodology, hypothesis testing, and data analysis. A key objective of this course is to familiarize students with the importance of statistics and experimental design as unified tool, rather than two separate processes. We will practice how to abstract theories, hypotheses, predictions, mathematically, how to contrast them with data, and interpret the results. The course does not seek to be exhaustive of all experimental designs or statistical techniques, nor intensive in any given one. Rather, its focus is on providing the tools and concepts for the critical evaluation, choice, interpretation and further independent learning of the experimental and statistical tools needed for research. Practical analysis of data will be taught in program R, but no prior knowledge is required. During the course, students will plan and execute their own ecological studies, within the limitations of the current pandemic. This is a writing intensive course and grades are based on written assignments, including final projects, and in-class participation. This course fulfills the upper-level laboratory requirement for the Biology major. Prereq: Permission of instructor and at least one of the following: Bio Bio 3501, Bio 372, Bio 381, Bio 419, or Bio 472. Enrollment is limited to 10 students. Credit 4 units.

Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

---

#### L41 Biol 4195 Disease Ecology

Disease ecology is an interdisciplinary field that bridges concepts from fields including population ecology, community ecology, landscape ecology, and evolutionary biology. This course provides an introduction to the study of infectious diseases with an emphasis on theoretical, experimental, and quantitative approaches. The course will integrate studies of infectious diseases from across disciplines including human epidemiology, veterinary medicine, wildlife epidemiology, plant pathology, parasitology, and ecology. Principles of Biology II (Bio 2970) required, Introduction to Ecology (Bio 381) recommended, or permission of instructor.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### L41 Biol 4202 Anthropological Genetics

This course will examine the principles of evolutionary genetics as applied to complex characters such as morphology, behavior, life history, and disease. Mathematical models of quantitative inheritance and evolution will be discussed. Special topics include kin selection, sexual dimorphism and conservation genetics. Prerequisite: Anthro 150A or introductory biology.

Same as L48 Anthro 4202

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### L41 Biol 4220 Practical Bioinformatics

From medicine to genomics to ecology, all fields of biology are now generating large and complex datasets that can only be analyzed using computational approaches. This course introduces computational techniques and perspectives to biologists that are new to computational thinking. Students will learn how to design research workflows, decompose complex problems into simpler solvable units, and apply scientific computing principles to research. In addition, students will practice foundational computing skills, such as using the UNIX operating system on research clusters, writing custom analysis programs with shell scripts and with Python, and summarizing and visualizing analysis output. The laboratory exercises build on one another, culminating in the construction of a bioinformatics pipeline that can process and analyze molecular data. Students will apply their newly learned computational skills and use their pipeline to analyze virus sequence evolution and explore evolutionary models. Prerequisites: Biol 2970; Math 132 (Calculus II); Math 223 (Calculus III) or Math 2200 (Elementary Probability); CSE 131 (Computer Science I; suggested course); permission of instructor. Credit/no credit.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### L41 Biol 424 Immunology

Basic molecular and cellular aspects of the vertebrate immune system with emphasis upon the interrelationships of non-specific and specific host defense against disease, the nature of immunological specificity and its underlying molecular biology. Includes complement systems, immunochemistry, the nature of cellular activation and effector generation, immunodeficiency, tolerance, tissue transplantation, hypersensitivity, immune regulation and specific diseases illustrative of the successes and failures of the immune system. Case studies will be presented by the students on an array of immune system disease. Prerequisites: Bio 2970 and Chem 262. Interested Juniors in their second semester are particularly encouraged to register for this course.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### L41 Biol 4242 Virology

Viruses are all around us and play key roles in health, evolution, ecology, agriculture, and can even completely disrupt societies. In this course, we explore the wide array of viruses, the basics of their structure, the infection cycle, their role in human health, and how we

can adapt viruses for uses in research, agriculture, and biotechnology. Emphasis is on animal viruses, specifically medically relevant viruses, including HIV and SARS-CoV-2, and recent advances in virology. While primarily a lecture-based course, students present on a relevant virus and read primary literature. Prerequisite(s): Either BIOL349 (Fundamentals of Microbiology) or BIOL334 (Cell Biology).

Credit 3 units. A&S IQ: NSM Art: NSM

---

#### L41 Biol 4244 Advances in Immunology

One of life's greatest challenges is how do we best survive in a world that is constantly challenging us to survive the many and varied types of infections that would threaten our survival. The main way in which we survive is the immune system that we possess. As a consequence, this course covers basic molecular and cellular aspects of the vertebrate immune system emphasizing specific and nonspecific host defense against disease. In so doing, we will discuss the nature of immunological specificity, and its underlying molecular genetics. We also cover how our immune system responds to foreign invaders by describing the nature of cell activation, the results of such activation in the form of both cellular activities and the impact of factors released by these cells. Finally, we will consider the role that the immune response plays in tolerance, autoimmunity, allergic reactions, transplantation reactions, immunodeficiency, and how it responds to cancer. In so doing, you will have a better understanding as to how we respond to the world in which we live. Prerequisites: it is recommended, but not required, that you have some knowledge of: Biochemistry, Cell Biology, Molecular Biology/Nucleic Acids, Microbiology/Virology, Pathology/Pathobiology.

Same as L41 Biol 5244

Credit 3 units.

---

#### L41 Biol 4270 Problem Based Learning in Biomedical Sciences

Groups of 5-8 students are presented with medical case studies that are then researched and discussed under faculty guidance. Students take major responsibility for their own learning within their team. Prerequisite: Bio 2970; some experience in molecular biology. A biology or science background is required. Same content as discontinued course Bio 427, but not Writing Intensive. Not available to students who have credit for Bio 427.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### L41 Biol 4271 The Science of Cats

This capstone-style course will give students the opportunity to apply what they've learned in topics as diverse as speciation, molecular evolution, community ecology and animal behavior to investigate and analyze questions concerning the biology of a species near and dear to the hearts of many, *Felis catus*, the domestic cat. Over the last several decades, scientists have studied cats in the same way they have studied lizards, birds, flies and many other species. This cat research allows questions of broad scientific interest to be addressed using cutting-edge methods, including (but not limited to): what is a species? How do new species arise? How do we determine when, where and from what species the cat evolved? How do we determine if a trait (e.g., response to catnip) evolved as an adaptation driven by natural selection? How do we determine the impact of an invasive species on local ecosystems? How does domestication occur and is the cat actually domesticated? Is the behavior of domestic cats a legacy of their evolutionary past or does it represent adaptation to living with humans? What role, if any, can genetic engineering play in decreasing feral cat populations and developing new breeds of cats with desirable traits.

Credit 3 units. A&S IQ: NSM



---

#### **L41 Biol 4310 Biology of Aging**

This course provides concepts and examples of the biology of aging. We discuss current literature with emphasis on theoretical causes of aging and the practical implications of these theories. Major topics include the biochemical processes of aging, cell cycle senescence, age-related organ dysfunction, interventions to alter the aging process, and medical illnesses associated with aging (e.g., Alzheimer's disease, the dementias). We also study animal and human models for extending longevity, and current approaches for dealing with the aging process are included. Prerequisites: Biol 2960 and Biol 2970 or equivalent; Chem 105 and Chem 106 or equivalent are recommended.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 4342 Research Explorations in Genomics**

A collaborative laboratory investigation of a problem in comparative genomics, utilizing a variety of bioinformatics tools to manage and investigate large data sets (currently including genomic sequences, gene predictions, sequence conservation, gene expression). In spring '18 the research problem involves improving the sequence of a region of the *Drosophila eugracilis* genome, and working with one of these sequences to examine patterns of genome organization, gene structure and gene regulation. Prerequisites: Bio 297A, Chemistry 111/112, 151/152. While Bio 3371 or Bio 437, and some familiarity with computers would be advantageous, this is NOT required. Fulfills the upper-level laboratory requirement for the Biology major.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L41 Biol 4344 Epigenetics**

Introductory course in epigenetics - the layer of chemical information that sits on top of the genome - that switch genes 'on' or 'off'. Will introduce how the epigenome, in collaboration with the genome, controls versatile biological processes and cell fates. Will also cover the latest advances of how humans can control their own epigenetic destiny by lifestyle, diet, and other environmental factors. Learning Objectives: Recognize and summarize the difference between genetics and epigenetics, Apply the basic knowledge of epigenetic mechanism and illustrate how their misregulations cause abnormal development and diseases, Critically review and discuss epigenetic literature, Design epigenetic experiments and interpret the results of those experiments, Graduate student specific: Demonstrate the ability to clearly communicate epigenetic research in both oral and written formats. Prerequisite: Biology 2960 and Biology 2970 (or consent of instructor) (Biology Major Area A)

Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L41 Biol 434W Research Explorations in Genomics (Writing-Intensive)**

Content equivalent to Bio 4342. Students electing the writing option are required to revise each of three papers (on finishing of their fosmid; gene finding in a human/chip comparison; and annotating their fosmid) at least once.

Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

---

#### **L41 Biol 4360 Neural Basis of Behavior**

This course provides an overview of how the nervous system works from a biological perspective. We will begin by studying how nerve cells function, focusing on how they transmit signals and communicate with one another through specialized connections called synapses. We will further examine the anatomy of the nervous system to discover how nerve cells are organized into circuits and how these circuits develop. We will investigate how the specialized properties of our nerve cells allow us to interact with our environment through an in-depth study of our motor and sensory systems. In our 500 level course, we will apply our learning objectives to a scientific research presentation using peer reviewed literature.

Same as L41 Biol 5360

Credit 3 units.

---

#### **L41 Biol 437 Laboratory on DNA Manipulation**

This course provides investigation-driven research on experimental manipulation of DNA and RNA molecules. This includes the construction, isolation and analysis of plasmids, RNA, PCR products and DNA sequencing. Molecular cloning (genetic engineering), gene knockouts (mutants), RNA isolation, RT-PCR, and microarray projects are performed. Prerequisite: Bio 2960 and Bio 2970. One hour of lecture and six hours of laboratory each week. This course fulfills the upper-level laboratory requirement for the Biology major. Enrollment is limited to 12. A laboratory fee is required for students who are not full-time Washington University undergraduates.

Credit 4 units. A&S IQ: NSM Art: NSM

---

#### **L41 Biol 4381 Cell-Based Tissue Engineering and Regenerative Medicine**

This course focuses on how new directions in cellular, molecular and developmental biology are interfacing with advances in biomaterials tissue engineering, innovative devices, and advanced technologies (such as 3D printing and CRISPR) to replace, restore, and/or correct genetic, acquired, or damaged tissues and organs. Coverage includes the rapidly expanding use of types of stem cells and their preparation alone or in concert with biomaterial scaffolds, nanomaterials, and growth factors. Tissue engineered therapies for cancer, diabetes, autoimmune disorders and other conditions are reviewed. Examples of tissue engineering approaches for regeneration of nerves, cardiovascular, kidney, cartilage, bone, ligament, tendons, and skin are discussed in some detail. Regulatory issues, ethical guidelines, and commercial perspectives will be woven into our discussions. Prerequisites: Biol 2970, Biol 3058, Biol 334. (Biology Major Area B)

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L41 Biol 4492 Infectious Diseases: History, Pathology, and Prevention**

Leveraging the primary research literature, this course examines the history and pathology of infectious disease, the development of antibiotics and vaccines, the rise of antibiotic resistance, and the emergence and reemergence of diseases including Zika virus, Malaria, and Tuberculosis. In addition to gaining insights into the underlying causes and treatment of infectious disease, students will hone their ability to identify important biological questions, develop testable hypotheses, design experiments tailored to particular questions, and evaluate results. Through a series of written and oral assignments, students develop the skills to communicate about science effectively to both the research community and the general public. Prerequisites: One semester of Biology 500: Independent Research or equivalent is REQUIRED. Preference will be given to students who have completed Biology 349, Fundamentals of Microbiology. Area A. 3.0 units. Writing Intensive. P. Levin.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 451 General Biochemistry**

A study of structure-function relationships as applied to carbohydrates, proteins, and lipids; intermediary metabolism of principal cellular components; and general aspects of regulation. Prereqs: Biol 2970 and Chem 262 and permission of department. Recommended for students who have achieved grades of B or better in the prerequisites. Students may not receive credit for both Biol 4801 and Biol 451.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 4522 Laboratory in Protein Analysis, Proteomics, and Protein Structure**

In this laboratory course, students learn principles and methods of protein quantitation, protein purification, assessment of purity using SDS-polyacrylamide gel electrophoresis, separation of complex protein mixtures by two-dimensional gel electrophoresis, definition of units of enzymatic activity, and identification of proteins using antibodies and/or mass spectrometry. The final part of the course introduces students to concepts of structural biology including protein crystallization, x-ray crystallography and computer modeling of protein structures. Fulfills the upper-level laboratory requirement for the Biology major. Prerequisites: Chem 252 and either Bio 451 or Bio 4501/Chem 456. Permission of instructor required. Limit: 8 students. Eight hours of laboratory/lecture per week.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 4523 Molecular Methods in Enzyme Analysis**

Understanding enzyme structure and function is essential for many important drug-design projects. This course focuses on common methods used to investigate enzyme active sites to elucidate binding interactions between small molecules and enzymes. Students use three-dimensional protein viewing software to design and model modifications to an enzyme active site, and they then perform those modifications using recombinant DNA technology and site-directed mutagenesis. This course also introduces other commonly used methods to assay active-site metals, characterize inhibitors, overexpress and purify proteins, and use ultraviolet spectroscopy to analyze enzyme activity. This is an investigative course in which students complete collaborative research projects in small groups. It fulfills the upper-level laboratory requirement for the generic biology major and the biochemistry track; intended for students who have no other courses that fulfill these requirements. Prerequisite: Biol 2970. Limit 12 students.

Credit 4 units. A&S IQ: NSM Arch: NSM BU: SCI

---

**L41 Biol 4525 Structural Bioinformatics of Proteins (Writing Intensive)**

In this investigative laboratory course, students will be given high-quality, experimentally determined, three-dimensional structural coordinates and will use cutting-edge bioinformatics tools and methods to evaluate and analyze these datasets. Some topics include: structural validation, protein-structure prediction, domain and motif recognition, secondary structure prediction, protein-protein and protein-ligand interactions, protein and structure-based sequence alignments, inferring protein function from structure, electrostatic interactions, and threading and homology modeling. Upon completing their analyses, students will be responsible for writing a manuscript that will be submitted to a scientific journal for publication. Prerequisites: Bio 2960 and Chem 262. Fulfills upper-level laboratory requirement for the biology major.

Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 4540 Physics of Living Systems**

Contents are the same as Phys 354. Graduate students will explore the subject in more depth. Pre-requisites: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206. or Math 217 or Math 309, or permission of instructor. 3 units  
Same as L31 Physics 454

Credit 3 units. A&S IQ: NSM Arch: NSM EN: TU

---

**L41 Biol 4580 Principles of Human Anatomy and Development**

This course will discuss the anatomy of most of the functional systems of the human body. Topics covered will include the peripheral nervous system, respiration, circulation, the skeletal system, the gastro-intestinal tract, the urogenital system, the male and female

reproductive systems, locomotion, manipulation, mastication, vocalization, the visual system, the auditory system and the olfactory system. Selected topics in human embryology will also be introduced. The course provides valuable preparation for any student interested in human biology, anthropology, medicine or the health sciences.

Same as L48 Anthro 4581

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 4582 The Physiology and Biophysics of Consciousness**

This course will explore the questions surrounding the search to understand the biophysical substrate of consciousness. Some areas to be explored: 1. Can consciousness be addressed like any other biological property in the sense that it has evolved by natural selection and that some elements of it are present in simple model systems, such as the fruit fly? Can insight be gained studying simple model systems? 2. Where in the brain is consciousness? What is the pattern of neurological events that occurs during consciousness? Is brain activity generating consciousness localized or distributed? Does it involve interacting brain regions? Does brain activity generating consciousness migrate to different brain regions? 3. How does the dynamic core hypothesis of Edelman relate to these questions? What can functional brain imaging add to these questions? Are Gamma waves involved in higher mental activity, and do they promote synchronized firing of neurons from different brain areas? How does this relate to the binding problem? 4. How does the brain's ability to function as a computer relate to consciousness? In many respects the brain functions as a computer using electrical signals called Action Potentials. Action potentials in neuronal networks function in an analogous way as DC electrical impulses function in computer circuits. What is the output of computation in an electrical device? What are the theoretical limitations regarding what computation can achieve and ask whether electrical activity in the brain also has a fundamentally different purpose in addition to computation. 5. Is our knowledge of the physical world too primitive and incomplete to understand consciousness? The brain is an electronic device and consciousness clearly depends on its electrical activity. Yet, electrical forces are poorly understood, both in the context of classical physics and quantum physics. Will understanding consciousness have to wait for a unified theory that more accurately describes electrical forces? Prerequisites: Bio3411 or equivalent. College level physics, Some knowledge of computers. Same as L64 PNP 402

Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L41 Biol 4715 Basic Cancer Biology**

More than two thirds of all people know someone who has cancer. This course provides students with a more extensive understanding of what cancer is and how it affects the human body. We will discuss the history of cancer research, the many different types of human cancers, and basic chemotherapeutics. The topics will be presented in a basic scientific nature, with an emphasis on gaining a broad understanding of the subjects. Prerequisite: Biol 2960 or equivalent. Not available to students who have credit for Biol 144 or Biol 1440.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 4716 Advanced Cancer Biology**

This advanced course provides students with a more in-depth understanding of the molecular mechanisms of cancer. We will discuss tumor suppressors, oncogenes, signaling pathways, animal models in cancer, and novel targeted cancer therapies being developed by biotechnology and pharmaceutical companies. Prerequisite: Biol 144, Biol 1440 or Biol 4715.

Credit 3 units. A&S IQ: NSM BU: SCI

---

**L41 Biol 472 Behavioral Ecology**

This course examines animal behavior from an evolutionary perspective and explores the relationships between animal behavior, ecology, and evolution. Topics include mating systems, sexual selection, parental care, kin selection, and cooperation. There is a strong active-learning component. Prerequisite: Bio 2970 or permission of instructor.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L41 Biol 4810 General Biochemistry I**

Topics include the properties and structures of biomolecules, including amino acids, nucleotides, lipids, carbohydrates, proteins and nucleic acids. Additional topics include enzyme kinetics and mechanisms, membrane structure and properties, protein folding, an introduction to metabolism, oxidative phosphorylation and photosynthesis. This course is the first semester of an integrated two-semester sequence. The second course is Chem 482. Prerequisites: Biol 2970, Chem 262. Same as L07 Chem 481

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L41 Biol 4820 General Biochemistry II**

Biochemistry explores the chemistry of life processes at the molecular level. This course is the second semester of a two-semester General Biochemistry sequence (Chem481/482 or Bio4810/4820). Prerequisites include Chem481/Bio4810 and Chem262 or instructor permission. The first semester of the Biochemistry sequence covered the basics of the topic with an emphasis on the structures, functions, and interactions of biomolecules including proteins, nucleic acids, carbohydrates, and lipids. This second semester course will emphasize metabolism, the biosynthetic (anabolism) and degradation (catabolism) pathways that provide the energy of life and define the molecules associated with healthy and disease states.

Same as L07 Chem 482

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L41 Biol 4833 Protein Biochemistry**

The focus of this course is protein biochemistry, and is intended to build upon General Biochemistry (Chem 481). In this course we will focus on protein structure, folding, and techniques to purify and characterize protein activity. We will progress from initial studies to first understand protein fold and function to current efforts to better characterize protein structure-function relationships. We will also highlight human diseases that are underpinned by protein misfolding. This course will focus on reading and understanding primary literature, including landmark papers along with more recent work. During the second half of the semester, each student will select a paper and prepare a written analysis of that paper. The student will then present the paper and lead a journal club style discussion of the paper. Prerequisites: Chem 481 or instructor's permission

Same as L07 Chem 483

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 487 Undergraduate Teaching**

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit /No Credit only.

Credit variable, maximum 3 units.

---

**L41 Biol 488 Undergraduate Teaching**

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit /No Credit only.

Credit variable, maximum 3 units.

---

**L41 Biol 493 Seminar in Advanced Biology**

In special cases, credit may be given for individual study. Topics of study and credit must be arranged with a faculty sponsor and approved by the Department.

Credit variable, maximum 4 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L41 Biol 4933 Molecular Biology on the Cutting Edge**

Recent biomedical discoveries have been greatly advanced through the development of innovative, state-of-the-art techniques. For example, Nuclear Magnetic Resonance (NMR) has proved to be an invaluable tool in both efforts to determine the atomic structure of proteins and small molecules as well as in clinical settings, as MRI to identify tumors that would otherwise go unnoticed. This course will introduce students to a variety of cutting-edge laboratory techniques, and discuss the impact of these techniques on biology and medicine. Students will have the unique opportunity to learn from graduate students employing these approaches in their doctoral studies. Topics to be covered include: high-throughput sequencing of genetic disorders, x-ray crystallography, and single molecule force spectroscopy by AFM. Weekly classes will consist of a 30-45 minute presentation on a particular technique, followed by 60-minute discussion of the assigned readings. Prerequisites: Biology 2960 and 2970 and at least one semester of BIO500 or equivalent research experience approved by the course master.

Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L41 Biol 4934 Neuroscience Futures 2**

Students in this course engage with the neuroscience community both at WUSTL and beyond by attending, summarizing, and discussing neuroscience seminars on campus throughout the semester. Specifically, students are expected to attend three neuroscience seminars over the course of the semester, and submit summaries of each seminar. Students meet twice during the semester, in week 5 and week 11, for guided discussion of the science in the seminars they attended. Additionally, students in this seminar attend two combined classes with Neuroscience Futures 1 during the first and last weeks of the semester. In both meetings, students have an opportunity to give brief presentations on their own research. The last class combines short student presentations with a keynote address from an invited speaker from within or outside the WUSTL neuroscience community.

Credit 1 unit.

---

**L41 Biol 4935 Research Perspectives**

Critical reading, writing, statistics, and effective communication are all part of research and are the focus of this course, with topics changing each semester but always including a poster presentation and weekly writing. Enrollment is by permission only from Joan Strassmann. 2 credits. Credit. Joan Strassmann, David Queller, and selected postdoctoral fellows

Credit variable, maximum 2 units. A&S IQ: NSM

---

---

#### **L41 Biol 4936 Seminars in Ecology and Evolution**

What: At least once a week there are seminars from researchers in ecology or evolution. These seminars are given by local people and by visitors. This semester there are also a number of presentations by job candidates. The point of these seminars is to learn about exciting research. What questions are they asking? What are they discovering? What new scientific stories can we hear about ecology or evolution? What makes up these fields anyway? The seminars are often followed by receptions which are a chance to get to know each other better and to ask questions. This course invites undergraduates to listen to these presentations and write about them. After all, this is a major part of the ideas climate at Wash U. It would be a great idea to get in the habit of going to seminars, with this course, or without. In addition to attending seminars, we will meet three times during the semester, early on and a couple of times later. When: Most seminars are 4:00 on Thursdays, though some are on other days. The three meetings will be arranged at a time that works for the students in the course. Small class. No final. Credit 1.0 units  
Credit 1 unit.

---

#### **L41 Biol 4937 Journal Club on Current Topics in Microbiology and Infectious Disease**

We read, analyze, and discuss recent primary literature drawn from the field of microbiology. These papers represent the seven broad "Topics" of microbiology, as defined by the American Society for Microbiology (<https://asm.org/>): -Antimicrobial Agents & Resistance -Applied & Environmental Microbiology -Clinical & Public Health Microbiology -Clinical Infections & Vaccines -Ecology, Evolution, & Biodiversity -Host-Microbe Biology -Molecular Biology & Physiology Each week we discuss a single primary research paper, with special emphasis placed on analyzing and interpreting data and figures. Some assignments include supplementary videos or readings to provide the background knowledge required to understand a particular paper. To ensure that students have sufficient prior exposure to microbiological concepts, Biology 349: Foundations of Microbiology is a prerequisite for this course. At the conclusion of the semester, students should have achieved the following objectives: 1. Gain insight into the breadth of research performed within the field of microbiology. 2. Develop skills required to comprehend and to analyze primary research literature. Credit 1 unit.

---

#### **L41 Biol 500 Independent Research**

Research under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit/No Credit or Audit grade options; credit to be determined in each case, usually 3 units/semester and not to exceed 3 units/semester; may be repeated for credit. Because this course has a large number of sections, some sections are listed and enrolled as Bio 500A. If work is to be submitted for Latin honors, see p. 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program. The handbook can be found online at: <https://wustl.app.box.com/s/d63rx5o0kygqtsv899eyhax5v31gvy1a>. Arrangements for registration should be completed during the preregistration period through the Bio 500 course website [https://pages.wustl.edu/Bio\\_200-500\\_independent\\_research](https://pages.wustl.edu/Bio_200-500_independent_research). Credit variable, maximum 3 units.

---

#### **L41 Biol 500A Independent Research**

Research under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit/No Credit or Audit grade options; credit to be determined in each case, usually 3 units/semester and not to exceed 3 units/semester; may be repeated for credit. 500A is equivalent to Bio 500. If work is to be submitted for Latin honors, see p. 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program. The handbook can be found online at:

<https://wustl.app.box.com/s/d63rx5o0kygqtsv899eyhax5v31gvy1a>. Arrangements for registration should be completed during the preregistration period through the Bio 500 course website: [https://pages.wustl.edu/Bio\\_200-500\\_independent\\_research](https://pages.wustl.edu/Bio_200-500_independent_research). Credit variable, maximum 3 units.

---

#### **L41 Biol 500N Independent Research in Neuroscience**

Research in neuroscience under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit/No Credit or Audit grade options; credit to be determined in each case, usually 3 units/semester and not to exceed 3 units/semester; may be repeated for credit. If work is to be submitted for Latin honors, see p. 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program. The handbook can be found online at: <https://wustl.app.box.com/s/d63rx5o0kygqtsv899eyhax5v31gvy1a>. Arrangements for registration should be completed during the preregistration period through the Bio 500 course website: [https://pages.wustl.edu/Bio\\_200-500\\_independent\\_research](https://pages.wustl.edu/Bio_200-500_independent_research). Credit variable, maximum 3 units.

---

#### **L41 Biol 500S Summer Independent Research**

Summer research under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit in different summers. Because this course has a large number of sections, some sections are listed and enrolled as Bio 500T. Credits are received in the fall semester following the summer research. If work is to be submitted for Latin honors, see p. 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program. The handbook can be found online at: <https://wustl.app.box.com/s/d63rx5o0kygqtsv899eyhax5v31gvy1a>. Arrangements for registration should be completed no later than the end of Summer Session I through the Bio 500 course website: [https://pages.wustl.edu/Bio\\_200-500\\_independent\\_research](https://pages.wustl.edu/Bio_200-500_independent_research). Credit/No Credit or Audit grade options. Course may not be taken for a letter grade. 1-3 units  
Credit variable, maximum 3 units.

---

#### **L41 Biol 500U Summer Independent Research in Neuroscience**

Summer research in neuroscience under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit in different summers. Credits are received in the fall semester following the summer research. If work is to be submitted for Latin honors, see p. 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program. The handbook can be found online at: <https://wustl.app.box.com/s/d63rx5o0kygqtsv899eyhax5v31gvy1a>. Arrangements for registration should be completed no later than the end of Summer Session I through the Bio 500 course website: [https://pages.wustl.edu/Bio\\_200-500\\_independent\\_research](https://pages.wustl.edu/Bio_200-500_independent_research). Credit/No Credit or Audit grade options. Course may not be taken for a letter grade. 1-3 units  
Credit variable, maximum 3 units.

---

#### **L41 Biol 501 Human Anatomy & Development**

Study of the human body primarily by dissection; extensive use of X-rays and CT scans. Emphasis on functional and clinical aspects of anatomy. Prerequisite: This course is restricted to first year medical students. Same as L48 Anthro 502 and M05 AnatNeuro 501A. Credit 6 units.

---

---

#### **L41 Biol 5011 Ethics & Research Science**

Exploration of ethical issues which research scientists encounter in their professional activities. Topics will include, but are not limited to: student-mentor relationships, allegations of fraud, collaborators' rights and responsibilities, conflicts of interest, confidentiality, publications. Case study and scenario presentations will provide focus for discussions. Prerequisite, open to graduate students engaged in research. Six 90 minute sessions.

Credit 1 unit.

---

#### **L41 Biol 5014 Biotech Industry Innovators**

Late one Friday afternoon in April 1976, the late venture capitalist Robert Swanson met with biochemist Herb Boyer, PhD, at his UCSF lab. Swanson had requested 10 minutes of Boyer's time; when the meeting ended, three hours later, the foundations had been laid for the formation of Genentech, the first biotechnology company, and the beginnings of the biotechnology industry. This course, The Basics of Bio-Entrepreneurship, investigates issues and choices that inventor/scientists encounter when considering the applications and commercialization of early stage scientific discoveries. This course is intended for anyone interested in working in the medical device, life-, bio-, or pharma-sciences industries as a founder, scientist, entrepreneur, manager, consultant, or investor. It focuses on the decision processes and issues that researchers and their business partners face when considering how a discovery might best be moved from academia to successful commercialization.

Credit 3 units.

---

#### **L41 Biol 502 General Physiology**

This course applies the fundamental physiological mechanisms of cell biology to the functions of the major organ systems of the body, namely, the cardiovascular, renal, respiratory, gastrointestinal, and endocrine systems. The course is intended primarily for first-year medical students. The Physiology and Microscopic Anatomy courses are closely coordinated within the same schedule. Course continues into the spring semester with a different schedule. Prerequisite, Biol 5061 or the equivalent and permission of course director.

Credit 6 units.

---

#### **L41 Biol 5053 Immunobiology I**

Immunobiology I and II are a series of two courses taught by the faculty members of the Immunology Program. These courses cover in depth modern immunology and are based on Janeway's Immunobiology 8th Edition textbook. In Immunobiology I, the topics include: basic concepts in immunology, innate immunity: the first lines of defense, the induce responses of innate immunity, antigen recognition by B-cell and T-cell receptors, the generation of lymphocyte antigen receptors, antigen presentation to T lymphocytes and signaling through immune system receptors. In Immunobiology II the topics include: the development and survival of lymphocytes, T cell-mediated immunity, the humoral immune response, dynamics of adaptive immunity, the mucosal immune system, failures of host defense mechanisms, allergy and allergic diseases, autoimmunity and transplantation, and manipulation of the immune response. These courses are open to graduate students. Advanced undergraduate students may take these courses upon permission of the coursemaster. Prereq: DBBS students and advanced undergraduates with permission.

Credit 4 units.

---

#### **L41 Biol 5054 Immunobiology II**

Immunobiology I and II are a series of two courses taught by the faculty members of the Immunology Program. These courses cover in depth modern immunology and are based on Janeway's Immunobiology 8th Edition textbook. In Immunobiology I, the topics include: basic concepts in immunology, innate immunity: the first lines of defense, the induce responses of innate immunity, antigen recognition by

B-cell and T-cell receptors, the generation of lymphocyte antigen receptors, antigen presentation to T lymphocytes and signaling through immune system receptors. In Immunobiology II the topics include: the development and survival of lymphocytes, T cell-mediated immunity, the humoral immune response, dynamics of adaptive immunity, the mucosal immune system, failures of host defense mechanisms, allergy and allergic diseases, autoimmunity and transplantation, and manipulation of the immune response. These courses are open to graduate students. Advanced undergraduate students may take these courses upon permission of the coursemaster. Prereq: DBBS students and advanced undergraduates with permission.

Credit 4 units.

---

#### **L41 Biol 5068 Fundamentals of Molecular Cell Biology**

This is a core course for incoming graduate students in Cell and Molecular Biology programs to learn about research and experimental strategies used to dissect molecular mechanisms that underlie cell structure and function, including techniques of protein biochemistry. Enrolling students should have backgrounds in cell biology and biochemistry, such as courses comparable to L41 Biol 334 and L41 Biol 4501. The format is two lectures and one small group discussion section per week. Discussion section focuses on original research articles. Same as M15 5068 and M04 5068.

Credit 4 units.

---

#### **L41 Biol 5075 Fundamentals of Biostatistics for Graduate Students**

This course is designed for first-year DBBS students who have had little to no prior experience in programming or statistics. The course will cover common statistical practices and concepts in the life sciences, such as error bars, summary statistics, probability and distributions, and hypothesis testing. The class will also teach students basic programming skills for statistical computation, enabling them to retrieve and analyze small and large data sets from online databases and other sources.

Credit 2 units.

---

#### **L41 Biol 5077 Pharmaceutical Research and Development: Case Studies**

The course will provide an overview of the history of pharmaceutical research and development activities, with emphasis upon understanding a blend of the scientific, public health, regulatory and business decisions that have shaped the pharmaceutical industry over the past eight decades. Particular emphasis will be placed on understanding how past trends have raised questions about the sustainability of the enterprise. Although no prerequisites are formally required, the course will blend basic understanding of scientific and medical terminology with an understanding of the commercial and policy decision-making processes that govern the pharmaceutical and biotechnology enterprises. The course will provide an overview of the history of pharmaceutical research and development activities, with emphasis upon understanding a blend of the scientific, public health, regulatory and business decisions that have shaped the pharmaceutical industry over the past eight decades. Particular emphasis will be placed on understanding how past trends have raised questions about the sustainability of the enterprise. Although no prerequisites are formally required, the course will blend basic understanding of scientific and medical terminology with an understanding of the commercial and policy decision-making processes that govern the pharmaceutical and biotechnology enterprises.

Credit 2 units.

---

**L41 Biol 5079 The Science, Medicine and Business of Drugs & Vaccines**

The course will provide an overview of the history of research and development in the biotechnology and pharmaceutical industries, with emphasis upon understanding a blend of the scientific, public health, regulatory and business decisions that have shaped the pharmaceutical industry over the past eight decades. Particular emphasis will be placed on understanding how past and ongoing trends have raised questions about the sustainability of the enterprise. Although no prerequisites are formally required, the course will blend basic understanding of scientific and medical terminology with an understanding of the commercial and policy decision-making processes that govern the pharmaceutical and biotechnology enterprises.

Credit 2 units.

---

**L41 Biol 5084 Single Molecule Biophysics Journal Club**

Molecular motors in the cell harness chemical energy to generate mechanical work in a host of processes including cell motility, DNA replication and repair, cell division, transcriptional regulation, and intracellular transport. The purpose of this course is to discuss recent advances in the field of molecular motors. Special emphasis will be placed on understanding and critically evaluating single molecule studies. The course will consist of both journal club presentations and small group discussions.

Credit 1 unit.

---

**L41 Biol 5098 Graduate Research Fundamentals**

This course introduces first-year Ph.D. students to the foundational skills, knowledge, and habits of mind required of successful independent biological scientists: 1) Social dynamics in the scientific research enterprise 2) Epistemology and ethics of bioresearch methods 3) Development and communication of research questions and results 4) Interdisciplinary scientific thinking. Class sessions and homework introduce these topics; major assignments prompt student to connect them with the broader scope of graduate training in lab rotations, course work, and interdisciplinary scientific seminars. The interactive, student-driven class structure facilitates autodidactic development while integrating small group activities and peer mentoring from advanced DBBS students. Prerequisite: Students must be enrolled in a graduate program through the Division of Biology & Biomedical Sciences.

Credit 0.5 units.

---

**L41 Biol 5123 Experimental Hematopoiesis Journal Club**

Journal club in which papers that describe significant advances in the field of experimental hematopoiesis are discussed. Students are expected to present one paper per semester and attend the weekly (1 hour) session. No prerequisites.

Credit 1 unit.

---

**L41 Biol 5128 Cell Biology of Extracellular Matrix Journal Club**

This journal club covers a broad range of topics related to extracellular matrix and cell-cell communication, including the fields of biochemistry, molecular biology, cell biology, and developmental biology. Speakers give a brief background to introduce the topic and then focus on one paper from the current literature. Presentations are given by students, faculty, and post-doctorates. Students receive 1 unit of credit for regular participation and for making one presentation.

Credit 1 unit.

---

**L41 Biol 5130 Plant Diversity and Evolution**

This course is an in-depth exploration of the diversity and evolution of vascular plants. The course focuses mainly on flowering plants because of their dominant role on our planet, but lycophytes, ferns, and gymnosperms are studied as well. A phylogeny of vascular plants provides the framework for their evolution and diversification. Related subjects, including phylogenetics, biogeography, herbaria, nomenclature, species concepts, and pollination biology are also presented. The weekly lectures/discussions and (three hour) lab function in tandem and it is the responsibility for the student to integrate information from the lectures with the abundant materials presented in lab. The lecture will take place on main campus at WashU, and the lab sessions will make use the abundant and exceptional living and preserved materials at the Missouri Botanical Garden. The intended audience is advanced undergraduates and graduate students. Prerequisite: Bio 2970 or Permission of Instructor. Small Class. Credit. Same as L41 Biol 4132

Credit 3 units. A&S IQ: NSM

---

**L41 Biol 5137 Ion Channels Journal Club**

Weekly presentations of recent papers on mechanisms of ion channel function and membrane excitability, as well as the role of channel defects in human and model diseases, with lively group discussions the norm! Once per semester, each participant will choose a paper and present it to the group.

Credit 1 unit.

---

**L41 Biol 5138 Journal Club for the Molecular Mechanism of Aging**

Why do we age? What causes aging? How is our life span determined? This journal club will address such fundamental, but challenging questions of aging and longevity. Recent studies on aging and longevity are now unveiling regulatory mechanisms of the complex biological phenomenon. We'll cover the latest progress in this exciting field and stimulate discussions on a variety of topics including aging-related diseases. One hour of paper presentation or research talk and discussion per every two weeks. Prerequisite: Basic knowledge of molecular biology and genetics of model organisms, such as yeast, *C. elegans*, *Drosophila* and mouse. Registered students are expected to have at least one presentation for 1 unit credit.

Credit 1 unit.

---

**L41 Biol 5146 Principles and Applications of Biological Imaging**

Principles and Applications of Biological Imaging will introduce the interdisciplinary nature of the imaging sciences and conduct a comprehensive survey of the array of interrelated topics that define biological imaging. The course will cover the basics of the optical, magnetic resonance, CT, SPECT and PET imaging modalities, and microscopy, while focusing on applications of imaging to different disease states, such as oncology, neurology, cardiology and pulmonary diseases. Prereqs. One year each of Biology, Chemistry, Physics and Calculus.

Credit 3 units.

---

**L41 Biol 5147 Contrast Agents for Biological Imaging**

Contrast Agents in Biological Imaging will build the chemistry foundations for the design and use of contrast agents in imaging applications such as nuclear medicine, magnetic resonance imaging (MRI) and optical imaging. The course will include lectures on the design of radiopharmaceuticals for gamma scintigraphy and positron emission tomography, MRI contrast agents and agents for optical imaging, including bioluminescence and fluorescence microscopy. Prereqs: one year of general chemistry, one semester of organic chemistry.

Credit 3 units.

---

---

**L41 Biol 5148 Metabolism Journal Club**

The purpose of the Metabolism Journal Club is to introduce the graduate students to advanced topics spanning the biochemistry, cell biology and genetics of cellular and whole body metabolism. Under the guidance of the course directors (Drs. Ory and Schaffer), students will select recent topical articles for discussion in the weekly journal club. Students will be expected to provide a succinct introduction to the topic and lead discussion of the data presented in the journal article. Students will be evaluated on the basis of their presentation and their participation in the seminar throughout the semester. Prerequisites: Successful completion of Fundamentals of Molecular Cell Biology (Bio 5068) and Nucleic Acids and Protein Biosynthesis (Bio 548).  
Credit 1 unit.

---

**L41 Biol 5150 Environmental Medicine**

Environmental Medicine explores the interactions between the environment and human health, focusing on the role of the environment in causing or mediating disease. Environmental hazards are examined in terms of toxicology, epidemiology, exposure assessment, risk assessment, individual susceptibility, adaptation/maladaptation, and the total load concept. Students enrolled in the 500-level must also complete a term paper and oral presentation. Prerequisites: General Biology I or permission of instructor.  
Credit 3 units.

---

**L41 Biol 5151 RNA Biology Journal Club**

The purpose of the RNA Biology Journal Club is to introduce the graduate students to advanced topics spanning the bioinformatics, biochemistry, cell biology and genetics of RNA biology. Under the guidance of the course directors (Drs. Ory and Schaffer), students will select recent topical articles for discussion in the weekly journal club. Students will be expected to provide a succinct introduction to the topic and lead discussion of the data presented in the journal article. Students will be evaluated on the basis of their presentation and their participation in the seminar throughout the semester. Prerequisites: Successful completion of Fundamentals of Molecular Cell Biology (Bio 5068) and Nucleic Acids and Protein Biosynthesis (Bio 548).  
Credit 1 unit.

---

**L41 Biol 5152 RAD Journal Club (Regeneration, Aging, and Development)**

Focuses on developing a dialog around current topics in developmental and regenerative biology at the molecular, cellular and systems levels.  
Credit 1 unit.

---

**L41 Biol 5171 Medical Immunology**

An introduction to basic concepts in immunology and immunopathology. Lectures focus on antigen-antibody interactions, immunoglobulin structure and genetics, the cellular basis of the immune response and immune regulation, T cell effector mechanisms, the inflammatory response, complement, the positive and negative roles of hypersensitivity, and immune deficiency. Prerequisite, some background in biochemistry and genetics helpful. Restricted to medical students only except in unusual circumstances, with permission of coursemaster. Offered during the first half of the second medical semester. Three-four lecture hours a week, two 2-hour lab periods, four 1-hour clinical discussion groups.  
Credit variable, maximum 3 units.

---

**L41 Biol 5181 Population Genetics**

An introduction to the basic principles of population and ecological genetics. Mechanisms of microevolutionary processes; integrated ecological and genetic approach to study the adaptive nature of the evolutionary process. Prerequisite: Bio 2970.

Same as L41 Biol 4181

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L41 Biol 5190 Community Ecology**

Community ecology is an interdisciplinary field that bridges concepts in biodiversity science, biogeography, evolution and conservation. This course provides an introduction to the study of pattern and process in ecological communities with an emphasis on theoretical, statistical and experimental approaches. Topics include: ecological and evolutionary processes that create and maintain patterns of biodiversity; biodiversity and ecosystem function; island biogeography, metacommunity dynamics, niche and neutral theory; species interactions (competition, predation, food webs), species coexistence and environmental change. The class format includes lectures, discussions, and computer labs focused on analysis, modeling and presentation of ecological data using the statistical program R. Prereq: Bio 2970 required, Bio 381 recommended, or permission of instructor. (Biology Major Area C)  
Same as L41 Biol 419

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L41 Biol 5191 Pathobiology of Human Disease States**

Three human disease states will be discussed in detail. Topics will include background clinical and epidemiological information, followed by a detailed examination of the molecular and cellular events that underlie the disease state. Examples of pertinent topics include Alzheimer's disease, AIDS, leukemia, cystic fibrosis, sickle cell anemia, diabetes, etc. Prerequisite: Must be a Markey Pathway student.  
Credit 2 units.

---

**L41 Biol 5192 Cancer Biology Journal Club**

This journal club covers current papers in molecular oncology, cancer genetics and contemporary molecular biology. Presentations will be given by students, post-docs and faculty, then discussed.  
Credit 1 unit.

---

**L41 Biol 5195 Disease Ecology**

Disease ecology is an interdisciplinary field that bridges concepts from fields including population ecology, community ecology, landscape ecology, and evolutionary biology. This course provides an introduction to the study of infectious diseases with an emphasis on theoretical, experimental, and quantitative approaches. The course will integrate studies of infectious diseases from across disciplines including human epidemiology, veterinary medicine, wildlife epidemiology, plant pathology, parasitology, and ecology. Principles of Biology II (Bio 2970) required, Introduction to Ecology (Bio 381) recommended, or permission of instructor.

Same as L41 Biol 4195

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L41 Biol 5196 Special Emphasis Pathway in Cancer Biology**

This course is designed to present pre- and postdoctoral trainees with an organized educational format to explore major contemporary topics in cancer biology. The elective will provide an integrated view of cancer research including basic science, translational science, and clinical investigation. Approximately 60 minutes will be devoted to a didactic presentation by a faculty member with interaction by the participants. The remaining 30 minutes will be used to discuss a pivotal research paper from this field, preselected by the faculty member. Outside reading (30-60 min/week) will be required.  
Credit 2 units.

---

#### **L41 Biol 5201 Membrane Protein Biophysics Journal Club**

Cells are encapsulated by lipid bilayers providing a physical barrier for the passage of charged molecules and ions in and out of the cell. The proteins that reside within this layer of oil are called membrane proteins, and they act as the molecular gatekeepers, controlling the passage of ions, nutrients, waste products and signaling elements, across cell membranes. This journal club focuses on examining key literature in the field that investigates how membrane proteins fold, adopt certain structures, and how they function inside of the strange environment of the lipid membrane. The papers will be selected from biophysical studies that combine new and notable research with key historical work, for a broad perspective of the science being conducted in this complex and emerging field. Special emphasis will be placed on emerging topics, such as regulation of protein function by lipid composition, membrane protein synthesis and folding, cutting-edge developments in membrane biophysics. The course will consist of both journal club presentations, as well as small group discussions in the form of "chalk-talks."

Credit 1 unit.

---

#### **L41 Biol 5217 Special Topics in Microbial Pathogenesis**

Primarily for graduate and MSTP students, this course involves oral presentation and discussion of current research articles on pathogenic microorganisms (bacteria, viruses, parasites, and fungi). Discussion will include design of specific aims for research proposals. Emphasis will be on literature that addresses the cellular and molecular basis of host-pathogen interactions. Students are expected to prepare all articles covered and to participate actively in each discussion. Prerequisite: advanced elective course "Molecular Microbiology and Pathogenesis" or permission of instructors. Class meets twice per week for 1.5 hours each.

Credit 2 units.

---

#### **L41 Biol 5224 Molecular, Cell and Organ Systems**

This course will introduce Ph.D. and MSTP students to fundamental problems in cell and molecular biology at the systems level. The course is divided into 5 themes: 1) microbial systems; 2) organ development and repair; 3) cardiovascular system and disease; 4) tumor & host systems; and 5) metabolic systems and disease. Topics within each theme highlight current research concepts, questions, approaches and findings at the molecular, cellular and physiological levels. Students will write an original research grant proposal on a topic of their choosing in one of the 5 themes. Students will critique proposals anonymously in an NIH-like study section. Prereqs: Fundamentals of Molecular Cell Biology and Nucleic Acids and Protein Synthesis.

Credit 3 units.

---

#### **L41 Biol 5235 Genetics Journal Club**

This journal club will be focused on the Genetics department seminar series. Students will present one or a few recent papers by the seminar speaker scheduled for that week. Students will provide a brief written evaluation (on a form that will be provided) of their peers' presentations, and the faculty advisors will meet with each student after the presentation to provide feedback.

Credit 1 unit.

---

#### **L41 Biol 5241 Immunology**

Basic molecular and cellular aspects of the vertebrate immune system with emphasis upon the interrelationships of non-specific and specific host defense against disease, the nature of immunological specificity and its underlying molecular biology. Includes complement systems, immunochemistry, the nature of cellular activation and effector generation, immunodeficiency, tolerance, tissue transplantation, hypersensitivity, immune regulation and specific diseases illustrative

of the successes and failures of the immune system. Case studies will be presented by the students on an array of immune system disease. Prerequisites: Bio 2970 and Chem 262. Interested Juniors in their second semester are particularly encouraged to register for this course. Same as L41 Biol 424

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L41 Biol 5244 Advances in Immunology**

One of life's greatest challenges is how do we best survive in a world that is constantly challenging us to survive the many and varied types of infections that would threaten our survival. The main way in which we survive is the immune system that we possess. As a consequence, this course covers basic molecular and cellular aspects of the vertebrate immune system emphasizing specific and nonspecific host defense against disease. In so doing, we will discuss the nature of immunological specificity, and its underlying molecular genetics. We also cover how our immune system responds to foreign invaders by describing the nature of cell activation, the results of such activation in the form of both cellular activities and the impact of factors released by these cells. Finally, we will consider the role that the immune response plays in tolerance, autoimmunity, allergic reactions, transplantation reactions, immunodeficiency, and how it responds to cancer. In so doing, you will have a better understanding as to how we respond to the world in which we live. Prerequisites: it is recommended, but not required, that you have some knowledge of: Biochemistry, Cell Biology, Molecular Biology/Nucleic Acids, Microbiology/Virology, Pathology/Pathobiology.

Credit 3 units.

---

#### **L41 Biol 5246 Coding and Statistical Thinking in the Neurosciences**

Students will learn common programming constructs and how to visualize and analyze data. Coding will be integrated into a statistics curriculum introducing summary statistics, probability distributions, simulation and hypothesis testing, and power analysis for experimental design.

Credit 1 unit.

---

#### **L41 Biol 5255 Experimental Skeletal Biology Journal Club**

The journal club, which meets weekly, focuses on cellular and molecular biology of the skeleton. Emphasis is placed on gaining insights into normal skeletal homeostasis as well as systemic disorders of bone. Papers presented for review are selected from the most competitive journals. Participants are encouraged to "think outside of the box" and discuss novel molecular discoveries that may impact bone cell function. Prerequisite, permission of instructor.

Credit 1 unit.

---

#### **L41 Biol 5265 The Science of Cats**

This capstone-style course will give students the opportunity to apply what they've learned in topics as diverse as speciation, molecular evolution, community ecology and animal behavior to investigate and analyze questions concerning the biology of a species near and dear to the hearts of many, *Felis catus*, the domestic cat. Over the last several decades, scientists have studied cats in the same way they have studied lizards, birds, flies and many other species. This cat research allows questions of broad scientific interest to be addressed using cutting-edge methods, including (but not limited to): what is a species? How do new species arise? How do we determine when, where and from what species the cat evolved? How do we determine if a trait (e.g., response to catnip) evolved as an adaptation driven by natural selection? How do we determine the impact of an invasive species on local ecosystems? How does domestication occur and is the cat actually domesticated?



Is the behavior of domestic cats a legacy of their evolutionary past or does it represent adaptation to living with humans? What role, if any, can genetic engineering play in decreasing feral cat populations and developing new breeds of cats with desirable traits.

Same as L41 Biol 4271

Credit 3 units. A&S IQ: NSM

---

#### **L41 Biol 5272 Advanced Topics in Immunology**

This course uses a journal club format to discuss contemporary issues in the cell and molecular biology of the immune system. Discussions focus on the use of current approaches to analyze the cellular and molecular basis of immunity. Topics include mechanisms of antigenic specificity, diversity, cell communication, differentiation, activation, and effector activity. Prerequisite, Bio 5051 and permission of instructor.

Credit 2 units.

---

#### **L41 Biol 5282 Chromatin Structure and Gene Expression**

This special topics course will use "Epigenetics" ed. By Allis, Jenuwein, Reinberg, and Caparros (2007, Cold Spring Harbor Laboratory Press) as the organizing text. Each week a faculty member will provide a background lecture on an important topic or model system, and a student will present and lead discussion of a paper from the current scientific literature related to the previous week's background lecture. Topics to be considered will include background on chromatin structure, histone modifications and histone variants; epigenetic regulation in yeast, other fungi, ciliates, flies, mammals and plants; dosage compensation in different systems; DNA methylation and imprinting in mammals; stem cells, nuclear transplantation and reprogramming; and the epigenetics of cancer and other human diseases (some variation in topics in different years). Students enrolled in the course will be required to present one paper and to come prepared to each session, with a question for discussion. Prerequisite, BIO 548 Nucleic Acids and Protein Biosynthesis.

Credit 2 units.

---

#### **L41 Biol 5284 Current Research in Chromatin, Epigenetics and Nuclear Organization**

This journal club considers papers from the current literature on chromatin structure and function, with an emphasis on regulation of transcription, epigenetics and genomics. Presentations are given by students, postdocs and faculty, with discussion by all. Students enrolled for credit are expected to attend regularly, and to present a minimum of one paper during the term, with consultation and critique from the faculty.

Credit 1 unit.

---

#### **L41 Biol 5285 Current Topics in Human and Mammalian Genetics**

This course aims to provide both biologists and those with mathematical backgrounds with a basis in mammalian genetics. The course will include the following modules: Nucleic acid biochemistry; Gene and chromosome organization; Introduction to Human Genetics; Mutations and DNA repair; Cancer Genetics; Genomic methodologies; Biochemical genetics; Murine Genetics; Epigenetics; Neurodegenerative diseases; Mitochondrial disorders; Pharmacogenetics; Introduction to human population genetics; Applications of modern human genetics; Introduction to web-based informatics tools for molecular genetics. One of the required courses in the Quantitative Human Statistical Genetics graduate program.

Credit 3 units.

---

#### **L41 Biol 5288 Special Topics in Molecular Genetics**

A special topics course with lectures and discussion on the molecular basis of cancer including cell cycle regulation, tumor suppressor genes, tumor invasion, angiogenesis, immune evasion, resistance to apoptosis, signaling, imaging, gene expression, chromosomal translocations, and viral oncology.

Credit 2 units.

---

#### **L41 Biol 5303 Protein NMR Journal Club**

This journal club covers the recent literature on protein NMR with a focus on using NMR to study protein function, NMR dynamics, and novel methods that expand the range of systems accessible to solution NMR studies. Students, postdocs and faculty discuss a recent paper and present background information on the relevant technical aspects of NMR. Students receive 1 credit for participation and presenting one paper.

Credit 1 unit.

---

#### **L41 Biol 5304 Introduction to Biomedical Data Science I**

This course is designed primarily for individuals who wish to learn the research tools and approaches required for biomedical informatics-based research and who have little or no computational experience using command line shells, programming, and databases.

Credit 4 units.

---

#### **L41 Biol 5310 Biology of Aging**

This course provides concepts and examples of the biology of aging. We discuss current literature with emphasis on theoretical causes of aging and the practical implications of these theories. Major topics include the biochemical processes of aging, cell cycle senescence, age-related organ dysfunction, interventions to alter the aging process, and medical illnesses associated with aging (e.g., Alzheimer's disease, the dementias). We also study animal and human models for extending longevity, and current approaches for dealing with the aging process are included. Prerequisites: Biol 2960 and Biol 2970 or equivalent; Chem 105 and Chem 106 or equivalent are recommended.

Same as L41 Biol 4310

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L41 Biol 5311 Dynamics in Mesoscopic Molecular Systems**

This course will provide a background in the theory of the dynamics of mesoscopic systems and introduction to methods for measuring the dynamics of these systems. It will include measurement methods, some of which are in common use and others that have only recently been introduced. This course would be useful for biophysics students and others that are interested in molecular processes and mechanisms in small systems such as cells. Prerequisites, Physical Chemistry.

Credit 3 units.

---

#### **L41 Biol 5312 Macromolecular Interactions**

This course will cover equilibria, kinetics and mechanisms of macromolecular interactions from a quantitative perspective. Thermodynamics, multiple binding equilibria (binding polynomials), linkage phenomena, cooperativity, allostery, macromolecular assembly, analysis of binding isotherms, enzyme catalysis and mechanism, steady-state and pre-steady-state kinetics, kinetic simulation, and isotope effects. Prerequisite, physical chemistry, biochemistry, calculus, and organic chemistry. 3 class hours per week.

Credit 3 units.

---

#### **L41 Biol 5318 DNA Repair**

This course is an advanced graduate course that explores all aspects of DNA damage and the cellular responses to DNA damage. It is designed for graduate students who have a working knowledge of Chemistry, Molecular Biology and Cellular Biology, and for interested postdocs and researchers. Specific topics that will be covered are: The chemical basis of DNA damage, specific DNA repair mechanisms, cell cycle responses to damage, translesion DNA replication and mutagenesis, and human diseases related to defects in DNA damage response. The course consists of a lecture module, open to all, and a discussion module for registered students. In addition, several invited speakers in the field of DNA repair will give seminars and meet with registered students for discussion. Students will present and discuss research papers. Grades will be given based on student presentation and participation. Prerequisite: Permission of instructor.  
Credit 2 units.

---

#### **L41 Biol 5319 Molecular Foundations of Medicine**

This course will cover fundamental aspects of biochemistry and cell biology from a medical perspective. The course begins with a treatment of protein structure and the function of proteins in the cytoskeleton and cell motility. The principles of enzyme kinetics and regulation are then discussed and basic pathways for the synthesis and metabolism of carbohydrates and lipids are introduced. This leads in to a discussion of membrane structure and the function cellular organelles in biological processes including energy production, protein degradation and protein trafficking. Prerequisite: Two semesters of organic chemistry. Coursemaster approval is required. Please note: This course is given on the medical school schedule and so it begins 8 days before the grad school schedule.  
Credit 3 units.

---

#### **L41 Biol 5327 Optical Spectroscopy: Theory and Applications**

Spectroscopic methods to be covered include fluorescence, both ensemble and single molecule, and absorption (circular dichroism); fluorescence correlation spectroscopy will also be discussed. The quantum chemistry /physics behind these methods will be reviewed. Prerequisite: Consent of instructor.  
Credit 2 units.

---

#### **L41 Biol 5328 Structural Biology Journal Club**

Multi-laboratory research colloquia for DBBS graduate students focused on structural biology and complementary biophysical techniques. Course credit requires student presentation for credit.  
Credit 1 unit.

---

#### **L41 Biol 5335 Linkage Theory and Experiment**

The course will cover basic concepts of linkage and their application to the analysis of protein function and interactions. The course is meant to expose students in Biochemistry to the conceptual framework behind current approaches to the study of protein function and interactions, using a very simple mathematical treatment (no knowledge of calculus required) and the discussion of specific biological systems. Topics to be covered include: 1. Linkage cycles; 2. Allostery and cooperativity; 3. Site-specific linkage; 4. Epitope mapping using Ala-scanning mutagenesis; 5. Double-mutant cycles; and 6. Rational protein engineering. Prerequisite: Basic knowledge of protein structure and function.  
Credit variable, maximum 1.5 units.

---

#### **L41 Biol 5336 Computational Biophysics Journal Club**

This course covers a combination of classic and recent publications on computational methods for studying biomolecules. Students participating for credit will be required to present at least once.  
Credit 1 unit.

---

#### **L41 Biol 5344 Epigenetics**

Introductory course in epigenetics - the layer of chemical information that sits on top of the genome - that switch genes 'on' or 'off'. Will introduce how the epigenome, in collaboration with the genome, controls versatile biological processes and cell fates. Will also cover the latest advances of how humans can control their own epigenetic destiny by lifestyle, diet, and other environmental factors. Learning Objectives: Recognize and summarize the difference between genetics and epigenetics, Apply the basic knowledge of epigenetic mechanism and illustrate how their misregulations cause abnormal development and diseases, Critically review and discuss epigenetic literature, Design epigenetic experiments and interpret the results of those experiments, Graduate student specific: Demonstrate the ability to clearly communicate epigenetic research in both oral and written formats. Prerequisite: Biology 2960 and Biology 2970 (or consent of instructor) (Biology Major Area A)  
Same as L41 Biol 4344  
Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L41 Biol 5352 Developmental Biology**

Analysis of a selected set of key processes in development, such as pattern formation, cell-cell signaling, morphogenesis, etc. The focus is on molecular approaches applied to important model systems, but framed in classical concepts. The discussion section provides instruction in presenting a journal club and writing a research proposal. Prerequisites, Molecular Cell Biology (Bio 5068) and Nucleic Acids (548).  
Credit 3 units.

---

#### **L41 Biol 5357 Chemistry and Physics of Biomolecules**

This course covers three major types of biomolecular structures: proteins, nucleic acids, and membranes. Basic structural chemistry is presented as well as the biophysical techniques used to probe each type of structure. Selected topics covered include protein folding, protein design, X-ray crystallography, NMR spectroscopy, nucleic acid bending and supercoiling, nucleic acid:protein interactions, RNA folding, membrane organization, fluidity, permeability and transport, and membrane channels. The weekly discussion section will cover problem sets and present current research papers. This is one of the required courses for the biochemistry and for the molecular biophysics graduate programs. Prior course work in biochemistry and physical chemistry is recommended but not required.  
Credit 3 units.

---

#### **L41 Biol 5358 Biochemical and Biophysical Investigations of Infectious Diseases Journal Club**

Biochemical and biophysical approaches continue to advance as powerful approaches to the understanding of human disease processes. This journal club covers recent papers in which these approaches address aspects of infectious diseases or inflammation. Students who enroll for credit will be expected to participate in weekly presentations and to present one to two papers along with accompanying background information. Prerequisites: Graduate standing in DBBS; prior introductory course work in biochemistry, physical chemistry, or Chemistry and Physics of Biomolecules (Biol 5357). Course work in microbiology or immunology is not required.  
Credit 1 unit.

---

#### **L41 Biol 5360 Neural Basis of Behavior**

This course provides an overview of how the nervous system works from a biological perspective. We will begin by studying how nerve cells function, focusing on how they transmit signals and communicate with one another through specialized connections called synapses. We will further examine the anatomy of the nervous system to discover how nerve cells are organized into circuits and how these circuits develop.

We will investigate how the specialized properties of our nerve cells allow us to interact with our environment through an in-depth study of our motor and sensory systems. In our 500 level course, we will apply our learning objectives to a scientific research presentation using peer reviewed literature.

Credit 3 units.

---

**L41 Biol 5392 Molecular Microbiology & Pathogenesis**

Course is devoted to studying microorganisms, particularly those that cause disease, with an emphasis on the molecular interactions between pathogens and hosts. First third of the course focuses on virology, second third on bacteriology and the last third on eukaryotic pathogens. Prereq, first semester core curriculum for Programs in Cell and Molecular Biology.

Credit 3 units.

---

**L41 Biol 5393 Molecular Virology Journal Club**

Journal club covering a broad range of topics in virology with an emphasis on pathogenesis or molecular biology of medically important viruses. A minimum of one student presentation with faculty critique. Prerequisite: Permission of instructor.

Credit 0.5 units.

---

**L41 Biol 5397 Current Literature in Microbiology**

Presentations by students on a broad range of topics of current interest in microbiology. The course will emphasize presentations and discussion skills. Credit requires attendance and participation at all sessions and one presentation. Prerequisites: L41 Biology and Biomedical Science Microbiology (349) and laboratory (3491).

Credit 1 unit.

---

**L41 Biol 5401 Introduction to Bioinformatics I**

This year-long course for first-year BIDS PhD students introduces a broad spectrum of biomedical informatics theories and methods that support and enable translational research and, ultimately, precision health care. The course is organized into modules spanning levels of inquiry from biomolecules to patients to populations. For each module, a relevant set of biomedical informatics frameworks will be introduced and then demonstrated via experiential learning involving the analysis of a variety of biological, clinical, and population-level data sets.

Credit 4 units.

---

**L41 Biol 5403 Introduction to Biomedical Data Science I**

This course provides a hands-on introduction to fundamental principles of informatics and data analysis tools and methods. It is designed primarily for individuals who wish to learn the research tools and approaches required for biomedical informatics-based research and who have little or no computational experience using command line shells, programming, and databases.

Credit 4 units.

---

**L41 Biol 5412 Tropical and Molecular Parasitology**

Graduate level seminar course focusing on current scientific literature in molecular parasitology. The journal club will meet biweekly during the Fall and Spring semesters. Students will attend both semesters in order to receive one credit. The seminar series will run jointly with a research conference in Tropical and Molecular Parasitology. Outside speakers will be invited for the seminar series to emphasize important developments in tropical medicine and molecular parasitology. In advance of the invited speakers, topics will focus on their previous research publications. Prerequisites, BIO 5392 Molecular Microbiology & Pathogenesis.

Credit 0.5 units.

---

**L41 Biol 5417 Hematology Division Journal Club: Current Topics in Biochemistry, Cellular, and Molecular Biology**

This journal club covers a broad range of topics of current interest, including the fields of biochemistry, molecular biology, cell biology, developmental biology, and immunology. Speakers usually give a brief background to introduce the topic and then focus on one-two papers from the current literature. Presentations are given by graduate students, post-doctorates, and faculty. Each attendee presents two-three times per year. Participants are expected to attend all the sessions. This journal club was founded in 1966.

Credit 1 unit.

---

**L41 Biol 5420 Membrane Protein Biophysics Journal Club**

Cells are encapsulated by lipid bilayers providing a physical barrier for the passage of charged molecules and ions in and out of the cell. The proteins that reside within this layer of oil are called membrane proteins, and they act as the molecular gatekeepers, controlling the passage of ions, nutrients, waste products and signaling elements, across cell membranes. This journal club focuses on examining key literature in the field that investigates how membrane proteins fold, adopt certain structures, and how they function inside of the strange environment of the lipid membrane. The papers will be selected from biophysical studies that combine new and notable research with key historical work, for a broad perspective of the science being conducted in this complex and emerging field. Special emphasis will be placed on emerging topics, such as regulation of protein function by lipid composition, membrane protein synthesis and folding, and cutting-edge developments in membrane biophysics. The course will consist of both journal club presentations, as well as small group discussions in the form of "chalk-talks."

Credit 1 unit.

---

**L41 Biol 5425 Immunology of Infectious Diseases Journal Club**

The goal of this Journal Club (JC) is to provide 2nd year students in MMAP program a platform to discuss new and emerging concepts on mechanisms by which host immune responses mediate protection against infectious diseases. This exercise will also enable the student who attend the fundamental Immunology course to apply their knowledge to understand the basis for immunology of infectious diseases. The format will include faculty who will select cutting-edge papers and head the discussion during the JC session.

Credit 1 unit.

---

**L41 Biol 5426 ID Gateway: Translational and Public Health Aspects of Basic Infectious Disease Research**

This course provides an opportunity for students, postdoctoral fellows, infectious disease fellows and faculty to explore issues at the interface between patient care, public health and basic research in the area of microbial pathogenesis. Prerequisites, Application and L41 Bio 5392 or M30 526, or permission of instructor.

Credit 2 units.

---

**L41 Biol 5445 DNA Metabolism Journal Club**

Presentation of current research papers in DNA replication, DNA repair, and DNA recombination, with an emphasis on basic biochemical and biophysical approaches.

Credit 1 unit.

---

**L41 Biol 5456 Advanced Crystallography**

The advanced course in Protein Crystallography will address all aspects of modern protein crystallography including fundamentals of crystallography, the derivation of the structure factor and electron density equation, symmetry and space groups, direct methods,

isomorphous replacement, molecular replacement, data collection, and crystal growing theory and techniques. Prerequisite, Physical Chemistry & Bio 5325 Protein Structure and Function. Two class hours per week.

Credit 2 units.

---

#### **L41 Biol 5466 Current Topics in Biochemistry**

Special topics course offered every other week involving the discussion of research papers covering a broad range of topics in the field of biochemistry. Papers selected from the primary literature will be presented and discussed by students with guidance from the instructor. Emphasis will be placed on papers that illustrate the application of chemical approaches to important biological processes. Designed primarily for first- and second-year graduate students in the Biochemistry Ph.D. program. Prerequisites: coursemaster permission. Credit 0.5 units.

---

#### **L41 Biol 5469 Biochemistry, Biophysics, and Structural Biology Seminar**

Student presentation of Biochemistry, Biophysics or Structural Biology topic. Second Year Students present from literature; senior students give formal research seminar. Attendance required of all BBSB Graduate Students. Prerequisites: BBSB Graduate Student. Credit 0.5 units.

---

#### **L41 Biol 548 Nucleic Acids & Protein Biosynthesis**

Fundamental aspects of the structure, biosynthesis, and function of nucleic acids and the biosynthesis of proteins. Emphasis on mechanisms involved in the biosynthetic processes and the regulation thereof. Lecture course supplemented with student discussions of research papers. Prerequisites: Biol 3371, Biol 451, Chem 481 or equivalent, or permission of instructor. Credit 3 units.

---

#### **L41 Biol 5483 Human Genetic Analysis**

Basic Genetic concepts: meiosis, inheritance, Hardy-Weinberg Equilibrium, Linkage, segregation analysis; Linkage analysis: definition, crossing over, map functions, phase, LOD scores, penetrance, phenocopies, liability classes, multi-point analysis, non-parametric analysis (sibpairs and pedigrees), quantitative trait analysis, determination of power for mendelian and complex trait analysis; Linkage Disequilibrium analyses: allelic association (case control designs and family based studies), QQ and Manhattan plots, whole genome association analysis; population stratification; Quantitative Trait Analysis: measured genotypes and variance components. Hands-on computer lab experience doing parametric linkage analysis with the program LINKAGE, model free linkage analyses with Genehunter and Merlin, power computations with SLINK, quantitative trait analyses with SOLAR, LD computations with Haploview and WGAViewer, and family-based and case-control association analyses with PLINK and SAS. The methods and exercises are coordinated with the lectures and students are expected to understand underlying assumptions and limitations and the basic calculations performed by these computer programs. Auditors will not have access to the computer lab sessions. Prerequisite: M21-515 Fundamentals of Genetic Epidemiology. For details, to register and to receive the required permission of the Coursemaster contact the MSIBS Program Manager (biostat-msibs@email.wustl.edu or telephone 362-1384).

Credit 3 units.

---

#### **L41 Biol 5484 Genetics and Development of *C. elegans* Journal Club**

Students will present a research paper (or present their current thesis research) and the appropriate background material.

Credit 1 unit.

---

#### **L41 Biol 5487 Genetics and Genomics of Disease**

The course will cover the use of genomic and genetic information in the diagnosis and treatment of disease, with an emphasis on current practice and existing gaps to be filled to achieve precision medicine. Areas of discussion include: bioinformatics methods; assessment of pathogenicity; use and curation of disease variant databases; discovery of incidental findings; genomics applications in Mendelian disease, complex traits, cancer, pharmacogenomics, and infectious disease; design of clinical trials with genetic data; ethical and policy issues. Prerequisites: Genomics (Bio 5488), Advanced Genetics (Bio 5491), or Fundamentals of Mammalian Genetics (Bio 5285) or equivalent (permission from instructor)

Credit 2 units.

---

#### **L41 Biol 5488 Genomics**

This course is designed for beginning students who want to become familiar with the basic concepts and applications of genomics. The course covers a wide range of topics including how genomes are mapped and sequenced as well as the latest computational and experimental techniques for predicting genes, splice sites, and promoter elements. High throughput techniques for ascribing function to DNA, RNA, and protein sequences including microarrays, mass spectrometry, interspecies genome comparisons and genome-wide knock-out collections will also be discussed. Finally, the use of genomic techniques and resources for studies of human disease will be discussed. A heavy emphasis will be put on students acquiring the basic skills needed to navigate databases that archive sequence data, expression data and other types of genome-wide data. Through problem sets the students will learn to manipulate and analyze the large data sets that accompany genomic analyses by writing simple computer scripts. While students will become sophisticated users of computational tools and databases, programming and the theory behind it are covered elsewhere, in Michael Brent's class, Bio 5495 Computational Molecular Biology. Because of limited space in our teaching lab, enrollment for lab credit will be limited to 24 students. Priority will be given to students in the DBBS program. Others interested in the course may enroll for the lectures only. If you have previous experience in computer programming, we ask that you do not enroll for the laboratory credit. Prerequisites, Molecular Cell Biology (Bio 5068), Nucleic Acids (Bio 548) or by permission of instructor. Lecture 3 units of credit; lab 1 additional unit, space limited. Credit variable, maximum 4 units.

---

#### **L41 Biol 5489 Human Genetics Journal Club**

In this biweekly journal club on Human Genetics we will present and discuss current cutting edge papers in human and mammalian molecular genetics. Students learn presentation skills, how to critique a paper and how to interact with a very active and critical audience. Prerequisites; Any person interested in the current state of the art in Human Genetics may attend this course. It is a requirement that all students wishing to earn credit in this course must present a 1.5 hour journal club talk and must regularly attend and participate in the journal club throughout the year. Credit 0.5 units.

---

#### **L41 Biol 5491 Advanced Genetics**

Fundamental aspects of organismal genetics with emphasis on experimental studies that have contributed to the molecular analysis of complex biological problems. Examples drawn from bacteria, yeast, nematodes, fruit flies and mammalian systems. Prerequisite, graduate standing or permission of instructor.

Credit 3 units.

---

**L41 Biol 5495 Computational Molecular Biology**

This course is a survey of algorithms and mathematical methods in biological sequence analysis (with a strong emphasis on probabilistic methods) and systems biology. Sequence analysis topics include introduction to probability, probabilistic inference in missing data problems, hidden Markov models (HMMs), profile HMMs, sequence alignment, and identification of transcription-factor binding sites. Systems biology topics include the discovery of gene regulatory networks, quantitative modeling of gene regulatory networks, synthetic biology, and (in some years) quantitative modeling of metabolism. Prerequisite: CSE 131 or CSE 501N.

Credit 3 units. EN: BME T, TU

---

**L41 Biol 5496 Seminar in Computational Molecular Biology**

Students present current research papers and the appropriate background material in the field of Computational Biology. \*\*Arts and Sciences students must take this course for credit; Engineering students must take this course Pass/Fail.\*\*

Credit 1 unit.

---

**L41 Biol 5499 Cancer Informatics Journal Club**

This journal club will explore current topics in cancer informatics. Current literature will be reviewed for advanced cancer genome analysis methods, statistics, algorithms, tools, databases, and other informatics resources.

Credit 1 unit.

---

**L41 Biol 550 Medical Genetics**

A significant portion of the first-year course in basic medical genetics devoted to human and clinical genetics, with emphasis on how genomic information will transform the practice of medicine. Topics covered include population genetics; molecular basis of mutations; human functional genomics; mouse models of human disease; pharmacogenomics; metabolic defects. Lectures, small group discussions, patient information session. Prereq, an introductory genetics course and permission of the instructor.

Credit 2 units.

---

**L41 Biol 5501 The Biology and Pathology of the Visual System**

The purpose of the course is to provide a fascinating view of vertebrate eye development, anatomy, physiology and pathology. Topics to be covered include the molecules that control eye formation, ocular stem cells, the physiology of transparency, hereditary ocular diseases, phototransduction, the neurobiology of the retina and central visual pathways, age-related eye diseases, and many others. The course is open to all second year graduates students and above. Ophthalmology residents and postdocs with an interest in vision are strongly encouraged to attend.

Credit 3 units.

---

**L41 Biol 5502 Molecular Aspects of Vision**

Seminar on useful research strategies used to elucidate the molecular basis of light detection including the biochemical, biophysical and electrophysiological events. Discussions of the molecular basis of inherited ocular cancer, color blindness and retinitis pigmentosa included. Prerequisite, 3 units of biochemistry.

Credit 3 units.

---

**L41 Biol 5504 Algorithms for Biosequence Comparison**

This course surveys algorithms for comparing and organizing discrete sequential data, especially nucleic acid and protein sequences. Emphasis is on tools to support search in massive biosequence databases and to perform fundamental comparison tasks such as DNA short-read alignment. Prerequisite: CSE 347 or permission of

instructor. These techniques are also of interest for more general string processing and for building and mining textual databases. Algorithms are presented rigorously, including proofs of correctness and running time where feasible. Topics include classical string matching, suffix array string indices, space-efficient string indices, rapid inexact matching by filtering (including BLAST and related tools), and alignment-free algorithms. Students complete written assignments and implement advanced comparison algorithms to address problems in bioinformatics. This course does not require a biology background. Prerequisites: CSE 347 or instructor permission Revised: 2019-02-21 Same as E81 CSE 584A

Credit 3 units. EN: BME T, TU

---

**L41 Biol 5505 Independent Study in Fundamentals of Molecular and Microbial Genetics**

This literature-based course will introduce students to seminal and current studies in molecular and microbial genetics. Students will read and present a minimum of 12 landmark papers that helped shape our understanding of molecular and microbial genetics. Emphasis will be placed on students' ability to comprehend and explain these studies via chalk talks. All presentations will be given by students. Prerequisites: L41 5491 Advanced Genetics and permission from instructor.

Credit 2 units.

---

**L41 Biol 5507 Genome Engineering Methods and Applications**

This course will cover the basic principles of genome engineering with emphasis on Cas9/CRISPR technology. It will consist of discussion sessions in which students will present assigned manuscripts followed by a general discussion of the topic directed by the instructor. The course will cover the mechanisms of genome editing using host DNA repair systems, the function of Cas9, and how Cas9 can be harnessed to introduce defined mutations into almost any genome. The use of Cas9 to activate or repress genes, alter chromatin modifications, and the application of these Cas9 systems to conducting genome-scale screens in mammalian cells as well as its use in studying cell fate will be highlighted. Finally, we will study how Cas9 methodologies can be used to introduce disease-associated variants into pluripotent stem cells (e.g. iPSCs) that can be differentiated into disease-relevant cell for use in functional genomic studies.

Credit 1 unit.

---

**L41 Biol 5508 ITVS Advanced Techniques**

The Advanced Methods in Vision Science course provides ITVS students the opportunity to learn about advanced methods utilized in studies of the visual systems from the experts who perform the studies. These methods emerged from different disciplines (molecular biology, imaging, electrophysiology, machine learning), but provide critical details for understanding how the visual systems focuses and processes light stimuli. The course has two components. 1) A series of 90-minute structured discussions of advanced methods via foundational papers and recent applications of these methods. 2) A choice of two hands-on experiences with these methods in the instructor laboratories. We open the discussion section of the course to all students, postdocs, and faculty members (in this order) but cap the class size at 12 participants to facilitate interactions. Hands-on experiences are restricted to ITVS students. For hands-on experiences, each ITVS student chooses two techniques and spends a day in the laboratory of the respective instructor to gain practical experience with the experiments and analysis pipelines and discuss pitfalls and applications of the methods in detail. Through these components, the Advanced Methods in Vision Science course tries to accomplish three goals: 1) enable students to critically assess the literature through an understanding of strengths and limitations of advanced methods, 2) help students plan experiments involving these methods, and 3) facilitate collaborations with experts in the field that could enhance the science of the ITVS students.

Credit 3 units.

---

#### **L41 Biol 5509 ITVS Project Building**

The overall goal is to have intense guidance to construct a grant/fellowship application. Students should expect to have a near completed F30/F31 application by the end of this course. Students will study previous F30/F31 applications and sit on a mock panel to review real world grants from their peers. They will use this experience to understand the reviewers perspective when writing fellowships and grants in the future. Students will draft all portions of a research proposal with feedback from their peers, the course instructor and faculty mentors.

Credit 1 unit.

---

#### **L41 Biol 5512 Diseases of Membrane Transport & Excitability**

Classes will consider the molecular basis of the disease as well as animal models and current clinical studies. Addressing studies from the level of basic biophysical and molecular properties of the underlying ion channels/transporters, to the cellular defects, to organ and animal outcomes and therapies, which will encourage and force students to develop their ability to integrate understanding at multiple levels. Students will be introduced to emerging ideas in clinical diagnosis, management and treatment, when appropriate, clinical specialists will allow student participants to directly observe and participate in the clinical experiences. Prerequisites, Bio 5068 Fundamentals of Molecular Cell Biology.

Credit 2 units.

---

#### **L41 Biol 554 Neural Sciences**

An integrated course dealing with the structure, function and development of the nervous system. The course will be offered in the Spring of the first year Medical School calendar. Prerequisite: Biol 3411 or Biol 501 and approval of the instructor.

Credit 5 units.

---

#### **L41 Biol 5565 Oral Presentation of Scientific Data**

Practical course on how to prepare and present scientific data to an audience. Prerequisite: First year neuroscience program courses. Meets once a week for 90 minutes.

Credit 1 unit.

---

#### **L41 Biol 5571 Cellular Neurobiology**

This course will present a fully integrated overview of nerve cell structure, function and development at the molecular and cellular level. Broad topics to be covered include gene structure and regulation in the nervous system, quantitative analysis of voltage- and chemically-gated ion channels, presynaptic and postsynaptic mechanisms of chemical neurotransmission, sensory transduction, neurogenesis and migration, axon guidance and synapse formation. Two lectures plus one hour of discussion per week for 14 weeks. There will be three exams, as well as homework problems and summaries of discussion papers. Prerequisites: graduate standing or permission of the instructor.

Credit 6 units.

---

#### **L41 Biol 5572 Regenerative and Stem Cell Biology**

Regeneration is a very complex, post-embryonic developmental phenomenon, where organisms replace lost body parts and organs upon injury. However, we still know very little about why some animals are so successful at regenerating whole bodies and organs, while other animals (like humans) have limited or no capacity to do so. This course covers regeneration and stem cell biology across different levels of biological organization (e.g. cell, organ, limb regeneration.) and across the animal phylogeny.

Credit 3 units.

---

#### **L41 Biol 5577 Synapses Journal Club**

Synaptic function and malleability are fundamental to nervous system function and disease. This is an advanced seminar in the development, structure, and function of the synapse in health and disease. It is a natural extension of topics covered in Bio 5571. It may be primarily of interest to students in the Neurosciences Program, but also to students in MCB, Development, Biochemistry, Computational Biology, and Molecular Biophysics. Generally a topic for the semester helps focus the group; past topics have included Synapses and Disease, Neurotransmitter Transporters, Glutamate Receptors, Dendrites, GABA receptors. Participants (students, postdocs, and faculty) alternate responsibility for leading critical discussion of a current paper. Active participation offers the opportunity for students to hone their critical thinking and presentation skills. Students enrolling for credit will be expected to attend each week, to lead discussion once per semester and to provide written critiques (1-2 pages each) of two papers. Prerequisites, Graduate standing in DBBS; Bio 5571 preferred.

Credit 1 unit.

---

#### **L41 Biol 5582 Macroevolution**

An advanced introduction to the study of macroevolutionary patterns and processes with emphasis on the systematic methodology employed. Topics: theories of classification, phylogenetic reconstruction, testing of historical hypotheses, hierarchy theory, adaptation, extinction, speciation, developmental mechanisms of organismal evolution, biogeography. Prerequisite: permission of instructor.

Same as L41 Biol 4182

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L41 Biol 560A Special Topics in Nuclear Chemistry: Radiochemistry for the Life Sciences**

This course will provide an introduction to nuclear science (e.g. radioactive decay, nuclear stability, interactions of radiation with matter) and followed by an overview of how radiochemistry is used in the life sciences. Lectures on radiolabeling chemistry with radionuclides used in medical imaging (single photon emission computed tomography (SPECT) and positron emission tomography (PET) and their applications will be presented. In addition, lectures on radiochemistry with tritium (H-3) and C-14 will also be included. Additional applications include environmental radiochemistry as applied to nuclear waste disposal and biofuels.

Same as L07 Chem 536

Credit 2 units.

---

#### **L41 Biol 5617 Development Biology PhD Program Seminar**

In response to student feedback for additional training in Developmental Biology obtained from surveys and group meetings, we propose a new seminar course in Developmental Biology. This once a week course will introduce student in the Developmental, Regenerative, and Stem Cell Biology PhD Program both to the classical embryological experiments that defined key concepts in developmental biology, such as cellular fields, equivalence groups, cytoplasmic determinants, and the more modern experiments that uncovered the genetic and molecular basis of these processes. In general, the classes will be individual sessions on professional development, such as scientific presentation, how to navigate graduate school, etc.

Credit 1 unit.

---

**L41 Biol 5619 Advanced Cognitive, Computational, and Systems Neuroscience**

This course will develop critical thinking and analysis skills with regard to topics in Cognitive, Computational and Systems Neuroscience. Course format will be a series of modules composed of intensive, faculty-led case studies on interdisciplinary topics at the intersection of psychology, computation and neuroscience. The goal will be to highlight the benefits of integrative, interdisciplinary approaches, by delving into a small set of topics from a variety of perspectives, rather than providing a survey-level introduction to a broader set of topic areas. Modules will involve a combination of lectures and student-led discussion groups, with students further expected to complete a multi-disciplinary integrative final review paper. Case-study topics will vary somewhat from year to year, but are likely to include some of the following: temporal coding as a mechanism for information processing, coordinate transformations in sensory-motor integration, mechanisms of cognitive control, motor control strategies including application to neural prosthetics, and memory systems in health and disease. Same as L33 Psych 519  
Credit 3 units.

---

**L41 Biol 5621 Computational Statistical Genetics**

This course covers the theory and application of both classical and advanced algorithms for statistical modeling in genetics. Students learn how to derive, design and implement their own statistical genetics models through computer labs by writing their own software program from the basic model equations up to analyze one of four major term project datasets. Didactic lectures cover a wide range of important topics including: Maximum Likelihood theory, Frequentist vs. Bayesian approaches, Information Theory, Model Selection techniques, analysis methods for pedigrees vs. unrelated individuals, rare vs. common variant approaches, the E-M Algorithm, mixed model approaches, MCMC methods, Hidden Markov Models, Coalescent Theory, Haplotyping Algorithms, Epigenetic Analysis methods, Genetic Imputation Algorithms, Graphical Models, Decision Trees and Random Forests, Permutation/Randomization Tests, classification and Data Mining Algorithms, Population Stratification and Admixture Mapping Methods, Multiple comparisons corrections, and Power and Monte-Carlo simulation experiments. Same as M21-621  
Credit 3 units.

---

**L41 Biol 5622 Cognitive, Computational, and Systems Neuroscience Project Building**

The goal of this course is to help students in the CCSN Pathway develop the critical thinking skills necessary to develop and implement high quality, interdisciplinary research projects. Throughout the course of the semester, each student will develop a research plan in their chosen area of interest. The plan will be developed in consultation with at least two faculty members (from at least two different subdisciplines within the pathway) as well as the other students and faculty participating in the course. The culmination of this course will be for each student to produce an NIH-style grant proposal on the research project of their choosing. For most students, this will serve either as their thesis proposal or a solid precursor to the thesis proposal. The course will be designed to help facilitate the development of such a research plan through didactic work, class presentations, class discussion, and constructive feedback on written work. The course will begin with a review of written examples of outstanding research proposals, primarily in the form of grant submissions similar to those that the students are expected to develop (i.e., NRSA style proposals, R03 proposals). Review of these proposals will serve as a stimulus to promote discussion about the critical elements of good research proposals and designs in different areas. Each student will be expected to give three presentations throughout the semester that will provide opportunities to receive constructive feedback on the development and implementation of research aims. The first presentation (towards the beginning of the semester) will involve presentation of the student's

general topic of interest and preliminary formulation of research questions. Feedback will emphasize ways to focus and develop the research hypotheses into well-formulated questions and experiments. The second presentation will involve a more detailed presentation of specific research questions (along the lines of NIH-style Specific Aims) and an initial outline of research methods. The final presentation will involve a fuller presentation of research questions and proposed methods. Feedback, didactic work, and group discussion throughout the semester will include guidance on critical components of the development of a research plan, including how to perform literature searches, formulate testable hypotheses, write critical literature summaries, and design experiments and analyses. The course will meet once a week, with faculty members from different tracks within the Pathway present at each meeting. This will allow students to receive feedback from several perspectives. Prerequisite: Member of CCSN Pathway, permission of instructor.  
Credit 3 units.

---

**L41 Biol 5624 Bioinformatics for Genomics I**

This course is designed to follow Applied Bioinformatics for Genomics I, in the fall semester. The fall semester course is not required as a prerequisite. Students who need fundamental skills for computational genomics can access the fall semester lectures online. This course is for those who want to 1) expand fundamentals skills for computational genomics, 2) use this information to improve and expedite their research and 3) improve their knowledge by hearing from experts in specific technologies and practices. The course meets once a week throughout the Spring semester, covering a variety of best practices methods, technology, and knowledge in focused short lectures coupled with hands-on exercises.  
Credit 1 unit.

---

**L41 Biol 5625 Applied Bioinformatics for Genomics II**

This course is designed to follow Applied Bioinformatics for Genomics I, in the fall semester. The fall semester course is not required as a prerequisite. Students who need fundamental skills for computational genomics can access the fall semester lectures online. This course is for those who want to 1) expand fundamentals skills for computational genomics, 2) use this information to improve and expedite their research and 3) improve their knowledge by hearing from experts in specific technologies and practices. The course meets once a week throughout the Spring semester, covering a variety of best practices methods, technology, and knowledge in focused short lectures coupled with hands-on exercises.  
Credit 1 unit.

---

**L41 Biol 5646 First-Year Fundamentals**

This course will provide a two-part introduction to neuroscience research fundamentals. Namely, it will introduce elementary statistical analysis for neuroscience research as well as grant writing to support neuroscience-related research. Enrollment is limited to first-year neuroscience students.  
Credit 0.5 units.

---

**L41 Biol 5648 Coding and Statistical Thinking in the Neurosciences**

Students are introduced to scientific programming in Python. Students will learn common programming constructs and how to visualize and analyze data. Coding will be integrated into a statistics curriculum introducing summary statistics, probability distributions, simulation and hypothesis testing, and power analysis for experimental design.  
Credit 3 units.

---

---

#### **L41 Biol 5651 Neural Systems**

The course will consist of lectures and discussions of the sensory, motor and integrative systems of the brain and spinal cord, together with a weekly lab. The lectures will present aspects of most neural systems, and will be given by faculty members who have specific expertise on each topic. The discussions will include faculty led group discussions and papers presented and discussed by students. The labs will include human brain dissections, examination of histological slides, physiological recordings, behavioral methods, computational modeling, and functional neural imaging.  
Credit 4 units.

---

#### **L41 Biol 5657 Biological Neural Computation**

This course will consider the computations performed by the biological nervous system with a particular focus on neural circuits and population-level encoding/decoding. Topics include, Hodgkin-Huxley equations, phase-plane analysis, reduction of Hodgkin-Huxley equations, models of neural circuits, plasticity and learning, and pattern recognition & machine learning algorithms for analyzing neural data. Note: Graduate students in psychology or neuroscience who are in the Cognitive, Computational, and Systems Neuroscience curriculum pathway may register in L41 5657 for three credits. For non-BME majors, conceptual understanding, and selection/application of right neural data analysis technique will be stressed. Hence homework assignments/examinations for the two sections will be different, however all students are required to participate in a semester long independent project as part of the course. Calculus, Differential Equations, Basic Probability and Linear Algebra Undergraduates need permission of the instructor. L41 5657 prerequisites: Permission from the instructor  
Same as E62 BME 572  
Credit 3 units. EN: TU

---

#### **L41 Biol 5663 Neurobiology of Disease**

This is an advanced graduate course on the pathology of nervous system disorders. This course is primarily intended to acquaint Neuroscience graduate students with a spectrum of neurological diseases, and to consider how advanced neuroscientific approaches may be applied to promoting recovery in the brain. Topics will be presented by Washington University faculty members and include: neurooncology, stroke, retinal disease, perinatal brain injury, neurodegenerative disorders, neuroinflammation, epilepsy, and psychiatric disorders. The class will meet for 2 hours each week. Each session will be led by a faculty guest with expertise in a specific neurological or psychiatric disease. In the first hour, the speaker will discuss clinical manifestations and pathophysiology. Where possible, the clinical presentation will be supplemented with a patient demonstration or videotape. After a 30 minute break for pizza and soda, the second hour will follow a journal club format. Two or three students will review current papers assigned by the speaker or course director. This course is offered in alternate years. Prerequisite: Introductory neuroscience course at the graduate or medical school level.  
Credit 2 units.

---

#### **L41 Biol 5665 The Science of Behavior**

The primary function of nervous systems is to control behavior. Understanding the links between brain and behavior requires an understanding of cognition-the computations performed by the brain, as well as the algorithms underlying those computations and the physical substrates that implement those algorithms. The goal of this course is to introduce students to the tools, concepts, and techniques for the experimental study of cognition and behavior in humans and nonhuman animals. We will focus on cognitive capacities that are well-developed in humans and can be compared with those of other species, to develop an understanding of how evolution shapes cognition and behavior. Students who complete this course will be

able to ask questions and form hypotheses about the computations and algorithms underlying cognition and behavior, and to design experiments that test these hypotheses. PREREQ: Graduate standing or permission of the instructor  
Same as L33 Psych 5665  
Credit 3 units.

---

#### **L41 Biol 5678 Clocksclub**

Clocksclub focuses on recent advances in the study of biological timing including sleep and circadian rhythms. Participants discuss new publications and data on the molecules, cells and circuits underlying daily rhythms and their synchronization to the local environment. Students registered for this journal club will lead a discussion once during the semester. Prerequisites: BIO 2970 or permission of instructor.  
Credit 1 unit.

---

#### **L41 Biol 5702 Current Approaches in Plant and Microbial Research**

This course is designed to introduce graduate students and upper-division undergraduates to contemporary approaches and paradigms in plant and microbial biology. The course includes lectures, in-class discussions of primary literature and hands-on exploration of computational genomic and phylogenetic tools. Evaluations include short papers, quizzes, and oral presentations. Over the semester, each student works on conceptualizing and writing a short NIH-format research proposal. Particular emphasis is given to the articulation of specific aims and the design of experiments to test these aims, using the approaches taught in class. Students provide feedback to their classmates on their oral presentations and on their specific aims in a review panel. Prereq: Bio 2970 or permission of the instructor.  
Credit 4 units.

---

#### **L41 Biol 5703 Experimental Design and Analysis in Biological Research**

In-depth exploration of landmark and current papers in genetics, molecular and cell biology, with an emphasis on prokaryotes and eukaryotic microbes. Class discussions will center on such key discoveries as the chemical nature of genetic material, the genetic code, oxygen producing light-spectrum, cell-cell signaling, transcriptional regulation, the random nature of mutation, and cell cycle regulation. Emphasis will be placed on what makes a good question or hypothesis, expedient ways to address scientific problems, and creative thinking. The last third of the course will consist of student-run seminars on selected topics to increase proficiency in the synthesis of new material and public presentation skills.  
Credit 2 units.

---

#### **L41 Biol 5715 Basic Cancer Biology**

More than two thirds of all people know someone who has cancer. This course provides students with a more extensive understanding of what cancer is and how it affects the human body. We will discuss the history of cancer research, the many different types of human cancers, and basic chemotherapeutics. The topics will be presented in a basic scientific nature, with an emphasis on gaining a broad understanding of the subjects. Prerequisite: Biol 2960 or equivalent. Not available to students who have credit for Biol 144 or Biol 1440.  
Same as L41 Biol 4715  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI



---

**L41 Biol 5723 Seminar in Plant and Microbial Bioscience**

This course emphasizing presentation skill and critical analysis counts towards the PMB Graduate Program's journal club course requirement. Students will be responsible for dividing and presenting 30 current research publications selected by the course masters. In addition to assembling brief PowerPoint presentations providing background and significance for their assigned articles, students are expected to provide classmates with a 1 page primer and short list of relevant references. Credit 2 units.

---

**L41 Biol 5772 Behavioral Ecology**

This course examines animal behavior from an evolutionary perspective and explores the relationships between animal behavior, ecology, and evolution. Topics include mating systems, sexual selection, parental care, kin selection, and cooperation. There is a strong active-learning component. Prerequisite: Bio 2970 or permission of instructor.

Same as L41 Biol 472

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L41 Biol 580 Seminar in Population Biology**

This weekly seminar, covering different topics each semester, should be taken by graduate students in the program. Prerequisite: graduate standing or permission of the instructors.

Credit variable, maximum 3 units.

---

**L41 Biol 5801 Biochemistry & Molecular Biophysics Seminar Journal Club**

This will be a journal club-based seminar course mirroring the topics covered by Biochemistry and Molecular Biophysics (BMB) seminar speakers during the concurrent semester. Students will present a paper published by one of the BMB seminar speakers one-week ahead of that speaker's seminar. This will allow students and faculty to become more familiar with the research programs of BMB invited speakers, likely stimulating discussion within the Q&A period after the seminar, as well as during informal meet-the-speaker lunch sessions. Students will be evaluated on their journal club presentation, attendance and class participation.

Credit 1 unit.

---

**L41 Biol 584 Climate Change Reading Group**

The Climate Change Reading Group is made up of multi-disciplinary faculty and students from multiple institutions in St Louis: WUSTL, UMSL, SLU, Missouri Botanical Garden, Danforth Center, and more. Many of us in different labs, departments, and institutions around STL are actively investigating aspects and effects of climate change; this reading group provides a venue for interacting with others in the community. Subject matter within the context of Climate Change will be chosen each week by a different presenter. Students can join this reading group for 1 credit if they agree to read all papers, actively participate in discussions, find and present one high quality scientific paper on climate change in the field of their choice and moderate the discussion of this paper. The students will be evaluated on their participation, their understanding of the issues, and their presentation. Prerequisites: Contact the course coordinator.

Credit 1 unit.

---

**L41 Biol 585 Seminar in Floristic Taxonomy**

This weekly seminar provides an introduction to/overview of Plants, each semester progressively covering orders and families in a sequence derived from the Angiosperm Phylogeny Website (<http://www.mobot.org/MOBOT/Research/APweb/welcome.html>); in Spring 2015, the seminar will cover several crown orders of the monocots, including grasses and relatives. Weekly presentations include a summary of all relevant information (molecular, chemical, anatomical,

embryological, morphological, ecological, geographical, historical/paleontological, etc.) about the plant group under consideration, review of the classification/phylogeny of the group, examination of fresh and/or preserved specimens, and discussion of relationships, human uses, and other relevant aspects of the biology of that group. Credit will be contingent on one (or two) seminar presentation(s) per student, regular attendance and active participation in group discussions.

Credit 1 unit.

---

**L41 Biol 5862 Seminar on Professional Development for Graduate Students in Ecology, Evolution & Population Biology**

This is a weekly discussion seminar course in which advanced graduate students and postdocs in STEM will discuss the practices of scientific teaching and basic professional development skills. Topics covered will include scientific teaching, active learning, assessment driven instruction, creation inclusive classrooms, preparing for job interviews, preparing grant proposals, and balancing family and work. There will be several panel discussions with invited speakers on a range of potential career options to STEM PhDs. Students will prepare or revise their professional portfolio materials over the course of the semester. The course is open to all DBBS graduate students and is required for GAANN fellows. Prerequisite: Graduate student status in the DBBS or permission of instructor.

Credit 1 unit.

---

**L41 Biol 5866 Communicating Science: Writing for Multiple Audiences**

This course introduces strategies for writing effectively and communicating scientific research to a variety of audiences. Students will learn to reduce jargon, explain scientific concepts in common language, write clearly and concisely, and use sentence structure to maximum efficiency. Written assignments emphasize the significance and innovation in scientific research that appeal to broad audiences, including: the general public, students, policy makers, grant reviewers, and journal editors. This course meets biweekly and consists of lectures and small group sessions. You must enroll in both the lecture session (section 1) and a small group (section A, B, C, or D).

Credit 1 unit.

---

**L41 Biol 5867 Career Planning for Biological Scientists**

This course will guide you through nationally recognized and evidence-based career exploration curricula. It is intended for DBBS Ph.D. students and bioscience postdocs who want to jump-start career planning and professional skills needed for a broad range of scientific careers. Topics include self-assessment, career exploration, and goal-setting for long-term success. You will work on a team to research the scientific career path of your choice. Each team will study the specific required knowledge, skills, and attributes of their career interest or employment sector. As part of this research project, you will complete a simulated job exercise and network with alumni or local leaders in your chosen field, gaining valuable real-world insights and creating essential professional connections.

Credit 1 unit.

---

**L41 Biol 590 Research**

Credit to be arranged.

Credit variable, maximum 12 units.

---

**L41 Biol 5901 Biomolecular Condensates Journal Club**

Biomolecular condensates are non-stoichiometric assemblies of protein and nucleic acids that provide a means for cellular spatiotemporal organization. Over the last decade, a growing appreciation has emerged than many such condensates (which include nucleoli, stress granules, paraspeckles, or even transcriptional

assemblies) may form in part via liquid-liquid phase separation, although this does not preclude other assembly mechanisms. A challenge for those new to this field reflects the need to apply ideas from condensed matter physics, biochemistry, physical chemistry, and cell biology. In this journal club we will focus on developing an understanding of the core concepts surrounding biomolecular condensates and phase transitions in biology by reading a mixture of cutting edge and more 'classic' (i.e. mid 2010s) literature.

Credit 1 unit.

---

#### **L41 Biol 5902 Introduction to the Scholarship of Teaching and Learning**

In this course, advanced graduate students and postdocs in STEM will 1) learn the fundamentals of the Scholarship of Teaching and Learning (SoTL)-which is the practice of developing, reflecting on, and evaluating teaching methods to improve student learning, 2) Develop a working knowledge of SoTL, which draws on research in education, STEM education, and cognitive science, 3) Understand how SoTL can lead to the dissemination of new knowledge to a broad audience of educators through publication and presentations., and 4) Develop the central elements of a SoTL project. These elements include articulating questions about classroom teaching that can be addressed in a SoTL research project; developing working hypotheses in response to the questions; designing an evaluative plan, including specific research methods, the type of data to be collected, and how the data will be analyzed in relation to the hypotheses; identifying and understanding necessary procedures to obtain IRB approval for the research. Prereqs: Must be an advanced graduate student or a postdoctoral appointee with some teaching experience, and must have completed 4 STEM Pedagogies workshops (2 are foundational topics) offered by The Teaching Center or received approval from one of the instructors. Same as U29 Bio 4902.

Credit 1 unit.

---

#### **L41 Biol 5911 Seminar in Biology & Biomedical Sciences**

These seminars cover the recent literature in various areas not included in other courses, or in more depth than other courses. Prerequisite: permission of instructor. Credit to be arranged.

Credit variable, maximum 12 units.

---

#### **L41 Biol 5920 Foundations in Cancer Biology**

This basic cancer biology class is designed to provide a didactic foundation into cancer biology principles. These will include tumor suppressors & oncogenes, DNA damage pathways, protein modifications, tumor progression, metastasis, tumor microenvironment and numerous other topics relevant to cancer biology.

Credit 3 units.

---

#### **L41 Biol 5922 Entering Mentoring**

This course is a series of facilitated discussions aimed at developing and improving mentoring skills for those involved in supervising undergraduate research experiences. It is designed for postdocs and graduate students who are or will be 'bench mentors' for undergraduates doing Bio 500 and/or Summer Research. Participants will receive "Entering Mentoring" materials, including articles and worksheets to facilitate mentoring interactions with their mentee, plus several resource books relevant to mentoring. They will develop a mentoring philosophy statement, work on specific assignments designed to improve their relationship with their mentee and share their present and past mentoring experiences as mentors and mentees. Bench mentors will be eligible for a travel award to help defray expenses for attending a meeting with their mentee, if that student wins one of the HHMI SURF travel awards (4-5 awarded annually) or is otherwise being supported to present at a scientific meeting. Prerequisite: open to graduate students and postdocs, with priority for those who plan to mentor undergraduates in summer research experiences. Graduate

students and postdocs do NOT need to be mentoring a student at the time of the course; it is open to all with an interest in mentoring now or in the future. Note: The sessions will be held either at the beginning of the day or the end of the day at the Danforth campus. Once registration closes, an email will be sent to those registered to poll for the best days & times.

Credit 1 unit.

---

#### **L41 Biol 5929 Experimental Cancer Biology**

This basic cancer biology class is meant to coincide with the Foundation course. Topics will be discussed in parallel with Foundation course topics but from the perspective of the laboratory experimentalist. Experimental details will provide the basis for understanding how to ask and answer important questions in the cancer biology laboratory.

Credit 3 units.

---

#### **L41 Biol 5930 Advanced Topics in Neuroscience**

This course will expose upper level students and postdocs to advanced topics and methods in Neuroscience. The course will rapidly fill gaps in student knowledge in areas that may be relevant to new directions in thesis work or interest areas. Each section of the course will be offered asynchronously, sometimes in coordination with existing journal clubs and other seminars. Each section will meet for 2-hours per week for 3-weeks. Sections may start with a didactic component or review paper, but will quickly delve into discussion of primary papers curated by faculty and covering a focused topic. It is expected that papers will cover historical and current contexts. Some sections will be techniques-focused; others conceptually focused. Each section will be led by a faculty member drawn from the Neuroscience program in an area of their expertise. Objectives include deepening critical thinking, statistical knowledge, experimental design, and technical prowess.

Credit 0.5 units.

---

#### **L41 Biol 5940 Foundations in Cancer Biology and Experimental Cancer Biology**

This advanced course will teach the clinical perspective of cancer biology using topics from oncology, radiation biology, radiology, pathology, immunology and surgery. Students will learn to write a grant proposal that includes a clinical trial element while also shadowing physicians in a real cancer clinical setting.

Credit 3 units.

---

#### **L41 Biol 598 Topics in Evolution, Ecology and Population Biology**

This course will meet weekly to discuss ongoing research and future directions of the Evolution, Ecology, and Population Biology (EPPB) graduate program. A different EPPB faculty member will present each week. This course introduces new EPPB students to the diversity of research questions and approaches undertaken by laboratories in the EPPB program; it will also introduce new students to faculty and vice versa. The course will educate the students about the breadth of research in evolution, ecology, and behavior. It will also provide knowledge that students can use when choosing lab rotations and interdisciplinary exposure to enhance creativity in research.

Credit 1 unit.

---

#### **L41 Biol 5989 Advanced Topics in Neuroscience**

This course will expose upper-level and postdoctoral students to advanced topics and methods in neuroscience. The course will rapidly fill gaps in student knowledge in areas that may be relevant to new directions in thesis work or interest areas. Each section of the course will be offered asynchronously, sometimes in coordination with existing journal clubs and other seminars. Each section will meet for two hours per week for three weeks. Sections may start with a didactic component or a review paper, but they will quickly delve into

the discussion of primary papers curated by faculty and covering a focused topic. It is expected that papers will cover both historical and current contexts. Some sections will focus on technique; others will be conceptually focused. Each section will be led by a faculty member drawn from the Neuroscience program in an area of their expertise. Objectives include deepening critical thinking, statistical knowledge, experimental design, and technical prowess.  
Credit 0.5 units.

#### L41 Biol 5991 Decision Neuroscience

This is an advanced, reading-intensive graduate course. We will meet once a week for 3 hrs and focus primarily on discussing the literature on decision making from various perspectives. Decision making is a central object of study in multiple disciplines including neuroscience, cognitive psychology, and economics. Within systems neuroscience, research in the past 20 years has developed in two main areas - namely perceptual decisions and economic (value-based) decisions. Each week we will discuss a specific topic and/or research question. Discussion topics will originate from perceptual decisions or economic decisions, and often be relevant to both. Readings will include experimental papers and computational/theoretical papers. Every week, students are expected to read the assigned papers and to write a short comment before class. In class, we will discuss the papers and the weekly topic in a journal-club format. Participation of PhD students from different programs is encouraged, pending permission from the instructor. The goal of the class is to bring graduate students from different disciplines up-to-date on the current debate(s) in decision neuroscience, and to inspire and support their future research.  
Credit 3 units.

#### L41 Biol 5999 Independent Work

This course is designed for individual students wishing to explore in-depth specialized areas of literature or technology with one or more faculty members. Credit will vary with the amount of work and discussion, but cannot be more than 3 credits.  
Credit variable, maximum 3 units.

## Biology Major Program Requirements

- **Total units required:** 58

### Required Courses

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Chem 111A	General Chemistry I	3
or Chem 105	Principles of General Chemistry I	
Chem 112A	General Chemistry II	3
or Chem 106	Principles of General Chemistry II	
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Chem 262	Organic Chemistry II with Lab	4
Math 132	Calculus II	3
SDS 2200	Elementary Probability and Statistics	3

or Math 233	Calculus III	
or SDS 3200	Elementary to Intermediate Statistics and Data Analysis	
Physics 191	Physics I	3
or Physics 193	Focused Physics I	
Physics 191L	Physics I Laboratory	1
or Physics 193L	Focused Physics I Laboratory	
Physics 192	Physics II	3
or Physics 194	Focused Physics II	
Physics 192L	Physics II Laboratory	1
or Physics 194L	Physics II Laboratory	
<b>Total Units</b>		<b>40</b>

Students may substitute Chem 401 Physical Chemistry I for Chem 262 Organic Chemistry II with Lab. Students who plan to take physical chemistry must take Math 233 Calculus III. SDS 2200 Elementary Probability and Statistics (required for the tracks in ecology and evolution and in genomics and computational biology) and Math 233 Calculus III are valuable, particularly for students interested in research. Students who have taken Math 233 may take SDS 3200 Elementary to Intermediate Statistics and Data Analysis rather than SDS 2200 Elementary Probability and Statistics for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 300 or above) are required. These 18 units may not include Biol 303A, Biol 307A, Biol 3160, Biol 3180, Biol 343A, Biol 363, Biol 387, Biol 388, Biol 3900, Biol 4202, Biol 4582, Biol 487, or Biol 488; cross-listed courses originating in other departments (except Biol 354, Biol 360, Biol 4540, Biol 4580, Biol 4810, Biol 4820, and Biol 4833, which count as biology major credit despite external origins); courses in the School of Continuing & Professional Studies; or more than 3 units of history-of-science courses. Up to 6 units of Biol 500 may be counted toward the 18 advanced biology units, and up to 3 units of Biol 49XX seminar courses may be counted toward the 18 advanced biology units.

**Majors are required to take at least one course from each of the following three areas:**

*Area A: Cellular and Molecular Biology*

Code	Title	Units
Biol 324	Human Genetics	3
Biol 334	Cell Biology	3
Biol 3371	Eukaryotic Genomes	4
Biol 3481	Parasitology	3
Biol 349	Microbiology	4
Biol 424	Immunology	4
Biol 4344	Epigenetics	3
Biol 4492	Infectious Diseases: History, Pathology, and Prevention	3
Biol 451	General Biochemistry	4
Biol 4810	General Biochemistry I	3
Biol 4820	General Biochemistry II	3

Area B: Organismal Biology

Code	Title	Units
Biol 3057	Physiological Control Systems	3
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3411	Principles of the Nervous System	3
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 3424	Great Discoveries in Neuroscience	3
Biol 4023	How Plants Work: Physiology, Growth, and Metabolism	3
Biol 4030	Biological Clocks	3
Biol 4071	Developmental Biology	3
Biol 4072	Regenerative and Stem Cell Biology	3
Biol 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3
Biol 4580	Principles of Human Anatomy and Development	3

Area C: Evolution, Ecology and Population Biology

Code	Title	Units
Biol 3220	Woody Plants of Missouri	3
Biol 3221	Research and Public Education in the Arboretum	3
Biol 347	Darwin and Evolutionary Controversies	3
Biol 3494	Microbes and the Environment	4
Biol 3501	Evolution	4
Biol 370	Animal Behavior	3
Biol 381	Introduction to Ecology	3
Biol 4181	Population Genetics (and Microevolution)	3
Biol 4182	Macroevolution	3
Biol 4183	Molecular Evolution	3
Biol 419	Community Ecology	3
Biol 4195	Disease Ecology	4
Biol 472	Behavioral Ecology	4

Majors also must take an advanced laboratory course from the following list:

Code	Title	Units
Biol 3110	Vertebrate Structure Laboratory	4
Biol 3423	Behavioral Genetics Laboratory	3
Biol 3491	Microbiology Laboratory	3
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 3493	Bacterial Bioprospecting and Biotechnology	3
Biol 360	Biophysics Laboratory	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4193	Experimental Ecology Laboratory	4

Biol 4220	Practical Bioinformatics	4
Biol 4342	Research Explorations in Genomics	4
Biol 434W	Research Explorations in Genomics (Writing-Intensive)	4
Biol 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4

All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

In special cases, students may earn credit for graduate courses offered by the Division of Biology & Biomedical Sciences.

## Additional Information

### Research

Research opportunities are available during the student's first and second years through Biol 200; such opportunities are available during the third and fourth years through Biol 500. A research emphasis in the major requires at least 6 credits (two semesters) of Biol 500 research and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

### Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of Biol 500 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin Biol 500 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

Phone: 314-935-6860  
 Email: [webmaster@biology.wustl.edu](mailto:webmaster@biology.wustl.edu)  
 Website: <http://wubio.wustl.edu>

# Biology Major, Ecology and Evolution Specialization

## Program Requirements

- **Total units required:** 58

### Required Courses

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Chem 111A or Chem 105	General Chemistry I Principles of General Chemistry I	3
Chem 112A or Chem 106	General Chemistry II Principles of General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Chem 262	Organic Chemistry II with Lab	4
Math 132	Calculus II	3
SDS 2200 or Math 233 or SDS 3200	Elementary Probability and Statistics Calculus III Elementary to Intermediate Statistics and Data Analysis	3
Physics 191 or Physics 193	Physics I Focused Physics I	3
Physics 191L or Physics 193L	Physics I Laboratory Focused Physics I Laboratory	1
Physics 192 or Physics 194	Physics II Focused Physics II	3
Physics 192L or Physics 194L	Physics II Laboratory Physics II Laboratory	1
<b>Total Units</b>		<b>40</b>

Students may substitute Chem 401 Physical Chemistry I for Chem 262 Organic Chemistry II with Lab. Students who plan to take physical chemistry must take Math 233 Calculus III. SDS 2200 Elementary Probability and Statistics (required for the tracks in ecology and evolution and in genomics and computational biology) and Math 233 Calculus III are valuable, particularly for students interested in research. Students who have taken Math 233 may take SDS 3200 Elementary to Intermediate Statistics and Data Analysis rather than SDS 2200 Elementary Probability and Statistics for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 300 or above) are required. These 18 units may not include Biol 303A, Biol 307A, Biol 3160, Biol 3180, Biol 343A, Biol 363, Biol 387, Biol 388, Biol 3900, Biol 4202, Biol 4582, Biol 487, or Biol 488; cross-listed

courses originating in other departments (except Biol 354, Biol 360, Biol 4540, Biol 4580, Biol 4810, Biol 4820, and Biol 4833, which count as biology major credit despite external origins); courses in the School of Continuing & Professional Studies; or more than 3 units of history-of-science courses. Up to 6 units of Biol 500 may be counted toward the 18 advanced biology units, and up to 3 units of Biol 49XX seminar courses may be counted toward the 18 advanced biology units.

**Majors are required to take at least one course from each of the following three areas:**

#### Area A: Cellular and Molecular Biology

Code	Title	Units
Biol 324	Human Genetics	3
Biol 334	Cell Biology	3
Biol 3371	Eukaryotic Genomes	4
Biol 3481	Parasitology	3
Biol 349	Microbiology	4
Biol 424	Immunology	4
Biol 4344	Epigenetics	3
Biol 4492	Infectious Diseases: History, Pathology, and Prevention	3
Biol 451	General Biochemistry	4
Biol 4810	General Biochemistry I	3
Biol 4820	General Biochemistry II	3

#### Area B: Organismal Biology

Code	Title	Units
Biol 3057	Physiological Control Systems	3
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3411	Principles of the Nervous System	3
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 3424	Great Discoveries in Neuroscience	3
Biol 4023	How Plants Work: Physiology, Growth, and Metabolism	3
Biol 4030	Biological Clocks	3
Biol 4071	Developmental Biology	3
Biol 4072	Regenerative and Stem Cell Biology	3
Biol 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3
Biol 4580	Principles of Human Anatomy and Development	3

#### Area C: Evolution, Ecology and Population Biology

Code	Title	Units
Biol 3220	Woody Plants of Missouri	3
Biol 3221	Research and Public Education in the Arboretum	3
Biol 347	Darwin and Evolutionary Controversies	3
Biol 3494	Microbes and the Environment	4

Biol 3501	Evolution	4
Biol 370	Animal Behavior	3
Biol 381	Introduction to Ecology	3
Biol 4181	Population Genetics (and Microevolution)	3
Biol 4182	Macroevolution	3
Biol 4183	Molecular Evolution	3
Biol 419	Community Ecology	3
Biol 4195	Disease Ecology	4
Biol 472	Behavioral Ecology	4

**Majors also must take an advanced laboratory course from the following list:**

Code	Title	Units
Biol 3110	Vertebrate Structure Laboratory	4
Biol 3423	Behavioral Genetics Laboratory	3
Biol 3491	Microbiology Laboratory	3
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 3493	Bacterial Bioprospecting and Biotechnology	3
Biol 360	Biophysics Laboratory	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4193	Experimental Ecology Laboratory	4
Biol 4220	Practical Bioinformatics	4
Biol 4342	Research Explorations in Genomics	4
Biol 434W	Research Explorations in Genomics (Writing-Intensive)	4
Biol 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4

All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

In special cases, students may earn credit for graduate courses offered by the Division of Biology & Biomedical Sciences.

## Specialization Requirements

- **Total units required (including the biology major requirements): 65**

Additional requirements include SDS 2200 or SDS 3200. Students whose main interest is ecology must take at least two ecology electives and one evolution elective; students whose main interest is evolution must take at least two evolution electives and one ecology elective (evolution electives: Biol 3501, Biol 4181, Biol 4182, and Biol 4183; ecology electives: Biol 370, Biol 381, Biol 419, Biol 4195, and Biol 472). Also required are one elective in analytical methodology

(CSE 131 or SDS 322) and one elective in Earth, environmental, and planetary sciences (EEPS 201, EEPS 202, or EEPS 323). The course used to fulfill the advanced laboratory requirement for the major must be Biol 4193, Biol 4342, or Biol 434W.

## Additional Information

### Research

Research opportunities are available during the student's first and second years through Biol 200; such opportunities are available during the third and fourth years through Biol 500. A research emphasis in the major requires at least 6 credits (two semesters) of Biol 500 research and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

### Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of Biol 500 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin Biol 500 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

Phone: 314-935-6860  
Email: [webmaster@biology.wustl.edu](mailto:webmaster@biology.wustl.edu)  
Website: <http://wubio.wustl.edu>

## Biology Major, Genomics and Computational Biology Specialization

### Program Requirements

- **Total units required: 58**

## Required Courses

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Chem 111A	General Chemistry I	3
or Chem 105	Principles of General Chemistry I	
Chem 112A	General Chemistry II	3
or Chem 106	Principles of General Chemistry II	
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Chem 262	Organic Chemistry II with Lab	4
Math 132	Calculus II	3
SDS 2200	Elementary Probability and Statistics	3
or Math 233	Calculus III	
or SDS 3200	Elementary to Intermediate Statistics and Data Analysis	
Physics 191	Physics I	3
or Physics 193	Focused Physics I	
Physics 191L	Physics I Laboratory	1
or Physics 193L	Focused Physics I Laboratory	
Physics 192	Physics II	3
or Physics 194	Focused Physics II	
Physics 192L	Physics II Laboratory	1
or Physics 194L	Physics II Laboratory	
<b>Total Units</b>		<b>40</b>

Students may substitute Chem 401 Physical Chemistry I for Chem 262 Organic Chemistry II with Lab. Students who plan to take physical chemistry must take Math 233 Calculus III. SDS 2200 Elementary Probability and Statistics (required for the tracks in ecology and evolution and in genomics and computational biology) and Math 233 Calculus III are valuable, particularly for students interested in research. Students who have taken Math 233 may take SDS 3200 Elementary to Intermediate Statistics and Data Analysis rather than SDS 2200 Elementary Probability and Statistics for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 300 or above) are required. These 18 units may not include Biol 303A, Biol 307A, Biol 3160, Biol 3180, Biol 343A, Biol 363, Biol 387, Biol 388, Biol 3900, Biol 4202, Biol 4582, Biol 487, or Biol 488; cross-listed courses originating in other departments (except Biol 354, Biol 360, Biol 4540, Biol 4580, Biol 4810, Biol 4820, and Biol 4833, which count as biology major credit despite external origins); courses in the School of Continuing & Professional Studies; or more than 3 units of history-of-science courses. Up to 6 units of Biol 500 may be counted toward the 18 advanced biology units, and up to 3 units of Biol 49XX seminar courses may be counted toward the 18 advanced biology units.

**Majors are required to take at least one course from each of the following three areas:**

### Area A: Cellular and Molecular Biology

Code	Title	Units
Biol 324	Human Genetics	3
Biol 334	Cell Biology	3
Biol 3371	Eukaryotic Genomes	4
Biol 3481	Parasitology	3
Biol 349	Microbiology	4
Biol 424	Immunology	4
Biol 4344	Epigenetics	3
Biol 4492	Infectious Diseases: History, Pathology, and Prevention	3
Biol 451	General Biochemistry	4
Biol 4810	General Biochemistry I	3
Biol 4820	General Biochemistry II	3

### Area B: Organismal Biology

Code	Title	Units
Biol 3057	Physiological Control Systems	3
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3411	Principles of the Nervous System	3
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 3424	Great Discoveries in Neuroscience	3
Biol 4023	How Plants Work: Physiology, Growth, and Metabolism	3
Biol 4030	Biological Clocks	3
Biol 4071	Developmental Biology	3
Biol 4072	Regenerative and Stem Cell Biology	3
Biol 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3
Biol 4580	Principles of Human Anatomy and Development	3

### Area C: Evolution, Ecology and Population Biology

Code	Title	Units
Biol 3220	Woody Plants of Missouri	3
Biol 3221	Research and Public Education in the Arboretum	3
Biol 347	Darwin and Evolutionary Controversies	3
Biol 3494	Microbes and the Environment	4
Biol 3501	Evolution	4
Biol 370	Animal Behavior	3
Biol 381	Introduction to Ecology	3
Biol 4181	Population Genetics (and Microevolution)	3
Biol 4182	Macroevolution	3

Biol 4183	Molecular Evolution	3
Biol 419	Community Ecology	3
Biol 4195	Disease Ecology	4
Biol 472	Behavioral Ecology	4

**Majors also must take an advanced laboratory course from the following list:**

Code	Title	Units
Biol 3110	Vertebrate Structure Laboratory	4
Biol 3423	Behavioral Genetics Laboratory	3
Biol 3491	Microbiology Laboratory	3
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 3493	Bacterial Bioprospecting and Biotechnology	3
Biol 360	Biophysics Laboratory	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4193	Experimental Ecology Laboratory	4
Biol 4220	Practical Bioinformatics	4
Biol 4342	Research Explorations in Genomics	4
Biol 434W	Research Explorations in Genomics (Writing-Intensive)	4
Biol 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4

All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

In special cases, students may earn credit for graduate courses offered by the Division of Biology & Biomedical Sciences.

## Specialization Requirements

- **Total units required (including the biology major requirements): 64**

Additional requirements include an advanced genomics/computational biology elective (Biol 324, Biol 4183, Biol 4344, Biol 548, or Biol 5488); statistics (SDS 2200 or SDS 3200); and two outside electives (CSE 131 and CSE 247). CSE 240 is strongly recommended as well. The course used to fulfill the advanced laboratory requirement for the major must be Biol 3492, Biol 3493, Biol 4220, Biol 4342, Biol 434W, or Biol 4525. Biology courses recommended for students in this track include Biol 334, Biol 3422, Biol 349, Biol 3491, Biol 4030, Biol 4181, Biol 4183, and Biol 4810. Recommended mathematics electives include Math 217 and Math 309.

## Additional Information

### Research

Research opportunities are available during the student's first and second years through Biol 200; such opportunities are available during the third and fourth years through Biol 500. A research emphasis in the major requires at least 6 credits (two semesters) of Biol 500 research and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

### Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of Biol 500 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin Biol 500 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

Phone: 314-935-6860  
Email: [webmaster@biology.wustl.edu](mailto:webmaster@biology.wustl.edu)  
Website: <http://wubio.wustl.edu>

## Biology Major, Microbiology Specialization

### Program Requirements

- **Total units required: 58**

### Required Courses

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Chem 111A	General Chemistry I	3
or Chem 105	Principles of General Chemistry I	
Chem 112A	General Chemistry II	3
or Chem 106	Principles of General Chemistry II	



Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Chem 262	Organic Chemistry II with Lab	4
Math 132	Calculus II	3
SDS 2200	Elementary Probability and Statistics	3
or Math 233	Calculus III	
or SDS 3200	Elementary to Intermediate Statistics and Data Analysis	
Physics 191	Physics I	3
or Physics 193	Focused Physics I	
Physics 191L	Physics I Laboratory	1
or Physics 193L	Focused Physics I Laboratory	
Physics 192	Physics II	3
or Physics 194	Focused Physics II	
Physics 192L	Physics II Laboratory	1
or Physics 194L	Physics II Laboratory	
<b>Total Units</b>		<b>40</b>

Students may substitute Chem 401 Physical Chemistry I for Chem 262 Organic Chemistry II with Lab. Students who plan to take physical chemistry must take Math 233 Calculus III. SDS 2200 Elementary Probability and Statistics (required for the tracks in ecology and evolution and in genomics and computational biology) and Math 233 Calculus III are valuable, particularly for students interested in research. Students who have taken Math 233 may take SDS 3200 Elementary to Intermediate Statistics and Data Analysis rather than SDS 2200 Elementary Probability and Statistics for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 300 or above) are required. These 18 units may not include Biol 303A, Biol 307A, Biol 3160, Biol 3180, Biol 343A, Biol 363, Biol 387, Biol 388, Biol 3900, Biol 4202, Biol 4582, Biol 487, or Biol 488; cross-listed courses originating in other departments (except Biol 354, Biol 360, Biol 4540, Biol 4580, Biol 4810, Biol 4820, and Biol 4833, which count as biology major credit despite external origins); courses in the School of Continuing & Professional Studies; or more than 3 units of history-of-science courses. Up to 6 units of Biol 500 may be counted toward the 18 advanced biology units, and up to 3 units of Biol 49XX seminar courses may be counted toward the 18 advanced biology units.

**Majors are required to take at least one course from each of the following three areas:**

*Area A: Cellular and Molecular Biology*

Code	Title	Units
Biol 324	Human Genetics	3
Biol 334	Cell Biology	3
Biol 3371	Eukaryotic Genomes	4
Biol 3481	Parasitology	3
Biol 349	Microbiology	4
Biol 424	Immunology	4

Biol 4344	Epigenetics	3
Biol 4492	Infectious Diseases: History, Pathology, and Prevention	3
Biol 451	General Biochemistry	4
Biol 4810	General Biochemistry I	3
Biol 4820	General Biochemistry II	3

*Area B: Organismal Biology*

Code	Title	Units
Biol 3057	Physiological Control Systems	3
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3411	Principles of the Nervous System	3
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 3424	Great Discoveries in Neuroscience	3
Biol 4023	How Plants Work: Physiology, Growth, and Metabolism	3
Biol 4030	Biological Clocks	3
Biol 4071	Developmental Biology	3
Biol 4072	Regenerative and Stem Cell Biology	3
Biol 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3
Biol 4580	Principles of Human Anatomy and Development	3

*Area C: Evolution, Ecology and Population Biology*

Code	Title	Units
Biol 3220	Woody Plants of Missouri	3
Biol 3221	Research and Public Education in the Arboretum	3
Biol 347	Darwin and Evolutionary Controversies	3
Biol 3494	Microbes and the Environment	4
Biol 3501	Evolution	4
Biol 370	Animal Behavior	3
Biol 381	Introduction to Ecology	3
Biol 4181	Population Genetics (and Microevolution)	3
Biol 4182	Macroevolution	3
Biol 4183	Molecular Evolution	3
Biol 419	Community Ecology	3
Biol 4195	Disease Ecology	4
Biol 472	Behavioral Ecology	4

**Majors also must take an advanced laboratory course from the following list:**

Code	Title	Units
Biol 3110	Vertebrate Structure Laboratory	4
Biol 3423	Behavioral Genetics Laboratory	3
Biol 3491	Microbiology Laboratory	3
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 3493	Bacterial Bioprospecting and Biotechnology	3
Biol 360	Biophysics Laboratory	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4193	Experimental Ecology Laboratory	4
Biol 4220	Practical Bioinformatics	4
Biol 4342	Research Explorations in Genomics	4
Biol 434W	Research Explorations in Genomics (Writing-Intensive)	4
Biol 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4

All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

In special cases, students may earn credit for graduate courses offered by the Division of Biology & Biomedical Sciences.

## Specialization Requirements

- **Total units required (including the biology major requirements): 68**

Additional requirements include Biol 349, which should be taken during the spring of the sophomore year, and either Biol 451 or the pair of courses Biol 4810 and Biol 4820. The advanced laboratory course used to fulfill major requirements must be one of the following: Biol 3491, Biol 3492, or Biol 3493. At least one of the following must be taken as an advanced microbiology elective: Biol 3481, Biol 4242, Biol 4492, or Biol 5426. At least one of the following must be taken as an allied elective: the pair of courses Biol 191 and Biol 192, Biol 424, Chem 453, or EEPS 323. Students should select one course each from biology major areas B and C. Biol 3501 is highly recommended as the course used to fulfill biology major area C. The total number of upper-level credits earned in major-track biology courses and allied electives must be at least 24 (6 units in addition to the 18 units required for the biology major).

## Additional Information

### Research

Research opportunities are available during the student's first and second years through Biol 200; such opportunities are available during the third and fourth years through Biol 500. A research emphasis in the major requires at least 6 credits (two semesters) of Biol 500 research and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

### Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of Biol 500 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin Biol 500 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

Phone: 314-935-6860  
Email: [webmaster@biology.wustl.edu](mailto:webmaster@biology.wustl.edu)  
Website: <http://wubio.wustl.edu>

## Biology Major, Molecular Biology and Biochemistry Specialization

### Program Requirements

- **Total units required: 58**

### Required Courses

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Chem 111A	General Chemistry I	3
or Chem 105	Principles of General Chemistry I	
Chem 112A	General Chemistry II	3
or Chem 106	Principles of General Chemistry II	

Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Chem 262	Organic Chemistry II with Lab	4
Math 132	Calculus II	3
SDS 2200	Elementary Probability and Statistics	3
or Math 233	Calculus III	
or SDS 3200	Elementary to Intermediate Statistics and Data Analysis	
Physics 191	Physics I	3
or Physics 193	Focused Physics I	
Physics 191L	Physics I Laboratory	1
or Physics 193L	Focused Physics I Laboratory	
Physics 192	Physics II	3
or Physics 194	Focused Physics II	
Physics 192L	Physics II Laboratory	1
or Physics 194L	Physics II Laboratory	
<b>Total Units</b>		<b>40</b>

Students may substitute Chem 401 Physical Chemistry I for Chem 262 Organic Chemistry II with Lab. Students who plan to take physical chemistry must take Math 233 Calculus III. SDS 2200 Elementary Probability and Statistics (required for the tracks in ecology and evolution and in genomics and computational biology) and Math 233 Calculus III are valuable, particularly for students interested in research. Students who have taken Math 233 may take SDS 3200 Elementary to Intermediate Statistics and Data Analysis rather than SDS 2200 Elementary Probability and Statistics for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 300 or above) are required. These 18 units may not include Biol 303A, Biol 307A, Biol 3160, Biol 3180, Biol 343A, Biol 363, Biol 387, Biol 388, Biol 3900, Biol 4202, Biol 4582, Biol 487, or Biol 488; cross-listed courses originating in other departments (except Biol 354, Biol 360, Biol 4540, Biol 4580, Biol 4810, Biol 4820, and Biol 4833, which count as biology major credit despite external origins); courses in the School of Continuing & Professional Studies; or more than 3 units of history-of-science courses. Up to 6 units of Biol 500 may be counted toward the 18 advanced biology units, and up to 3 units of Biol 49XX seminar courses may be counted toward the 18 advanced biology units.

**Majors are required to take at least one course from each of the following three areas:**

*Area A: Cellular and Molecular Biology*

Code	Title	Units
Biol 324	Human Genetics	3
Biol 334	Cell Biology	3
Biol 3371	Eukaryotic Genomes	4
Biol 3481	Parasitology	3
Biol 349	Microbiology	4
Biol 424	Immunology	4

Biol 4344	Epigenetics	3
Biol 4492	Infectious Diseases: History, Pathology, and Prevention	3
Biol 451	General Biochemistry	4
Biol 4810	General Biochemistry I	3
Biol 4820	General Biochemistry II	3

*Area B: Organismal Biology*

Code	Title	Units
Biol 3057	Physiological Control Systems	3
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3411	Principles of the Nervous System	3
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 3424	Great Discoveries in Neuroscience	3
Biol 4023	How Plants Work: Physiology, Growth, and Metabolism	3
Biol 4030	Biological Clocks	3
Biol 4071	Developmental Biology	3
Biol 4072	Regenerative and Stem Cell Biology	3
Biol 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3
Biol 4580	Principles of Human Anatomy and Development	3

*Area C: Evolution, Ecology and Population Biology*

Code	Title	Units
Biol 3220	Woody Plants of Missouri	3
Biol 3221	Research and Public Education in the Arboretum	3
Biol 347	Darwin and Evolutionary Controversies	3
Biol 3494	Microbes and the Environment	4
Biol 3501	Evolution	4
Biol 370	Animal Behavior	3
Biol 381	Introduction to Ecology	3
Biol 4181	Population Genetics (and Microevolution)	3
Biol 4182	Macroevolution	3
Biol 4183	Molecular Evolution	3
Biol 419	Community Ecology	3
Biol 4195	Disease Ecology	4
Biol 472	Behavioral Ecology	4

**Majors also must take an advanced laboratory course from the following list:**

Code	Title	Units
Biol 3110	Vertebrate Structure Laboratory	4
Biol 3423	Behavioral Genetics Laboratory	3
Biol 3491	Microbiology Laboratory	3
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 3493	Bacterial Bioprospecting and Biotechnology	3
Biol 360	Biophysics Laboratory	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4193	Experimental Ecology Laboratory	4
Biol 4220	Practical Bioinformatics	4
Biol 4342	Research Explorations in Genomics	4
Biol 434W	Research Explorations in Genomics (Writing-Intensive)	4
Biol 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4

All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

In special cases, students may earn credit for graduate courses offered by the Division of Biology & Biomedical Sciences.

## Specialization Requirements

- **Total units required (including the biology major requirements): 58**

Additional requirements include both Biol 4810 and Biol 4820 as well as either Biol 334 or Biol 349. The advanced laboratory course used to fulfill major requirements must be one of the following: Biol 3423, Biol 3491, Biol 3492, Biol 3493, Biol 4342/Biol 434W, Biol 4522, Biol 4523, or Biol 4525. Additional biology courses recommended for students in this track include Biol 4023, Biol 4071, Biol 4183, Biol 4344, Biol 4833, and Biol 5312.

## Additional Information

### Research

Research opportunities are available during the student's first and second years through Biol 200; such opportunities are available during the third and fourth years through Biol 500. A research emphasis in the major requires at least 6 credits (two semesters) of Biol 500 research and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

## Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of Biol 500 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin Biol 500 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

Phone: 314-935-6860  
Email: webmaster@biology.wustl.edu  
Website: <http://wubio.wustl.edu>

## Biology Major, Neuroscience Specialization

### Program Requirements

- **Total units required: 58**

### Required Courses

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Chem 111A	General Chemistry I	3
or Chem 105	Principles of General Chemistry I	
Chem 112A	General Chemistry II	3
or Chem 106	Principles of General Chemistry II	
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Chem 262	Organic Chemistry II with Lab	4
Math 132	Calculus II	3
SDS 2200	Elementary Probability and Statistics	3
or Math 233	Calculus III	
or SDS 3200	Elementary to Intermediate Statistics and Data Analysis	
Physics 191	Physics I	3
or Physics 193	Focused Physics I	

Physics 191L	Physics I Laboratory	1
or Physics 193L	Focused Physics I Laboratory	
Physics 192	Physics II	3
or Physics 194	Focused Physics II	
Physics 192L	Physics II Laboratory	1
or Physics 194L	Physics II Laboratory	
<b>Total Units</b>		<b>40</b>

Students may substitute Chem 401 Physical Chemistry I for Chem 262 Organic Chemistry II with Lab. Students who plan to take physical chemistry must take Math 233 Calculus III. SDS 2200 Elementary Probability and Statistics (required for the tracks in ecology and evolution and in genomics and computational biology) and Math 233 Calculus III are valuable, particularly for students interested in research. Students who have taken Math 233 may take SDS 3200 Elementary to Intermediate Statistics and Data Analysis rather than SDS 2200 Elementary Probability and Statistics for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 300 or above) are required. These 18 units may not include Biol 303A, Biol 307A, Biol 3160, Biol 3180, Biol 343A, Biol 363, Biol 387, Biol 388, Biol 3900, Biol 4202, Biol 4582, Biol 487, or Biol 488; cross-listed courses originating in other departments (except Biol 354, Biol 360, Biol 4540, Biol 4580, Biol 4810, Biol 4820, and Biol 4833, which count as biology major credit despite external origins); courses in the School of Continuing & Professional Studies; or more than 3 units of history-of-science courses. Up to 6 units of Biol 500 may be counted toward the 18 advanced biology units, and up to 3 units of Biol 49XX seminar courses may be counted toward the 18 advanced biology units.

**Majors are required to take at least one course from each of the following three areas:**

*Area A: Cellular and Molecular Biology*

Code	Title	Units
Biol 324	Human Genetics	3
Biol 334	Cell Biology	3
Biol 3371	Eukaryotic Genomes	4
Biol 3481	Parasitology	3
Biol 349	Microbiology	4
Biol 424	Immunology	4
Biol 4344	Epigenetics	3
Biol 4492	Infectious Diseases: History, Pathology, and Prevention	3
Biol 451	General Biochemistry	4
Biol 4810	General Biochemistry I	3
Biol 4820	General Biochemistry II	3

*Area B: Organismal Biology*

Code	Title	Units
Biol 3057	Physiological Control Systems	3
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3411	Principles of the Nervous System	3
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 3424	Great Discoveries in Neuroscience	3
Biol 4023	How Plants Work: Physiology, Growth, and Metabolism	3
Biol 4030	Biological Clocks	3
Biol 4071	Developmental Biology	3
Biol 4072	Regenerative and Stem Cell Biology	3
Biol 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3
Biol 4580	Principles of Human Anatomy and Development	3

*Area C: Evolution, Ecology and Population Biology*

Code	Title	Units
Biol 3220	Woody Plants of Missouri	3
Biol 3221	Research and Public Education in the Arboretum	3
Biol 347	Darwin and Evolutionary Controversies	3
Biol 3494	Microbes and the Environment	4
Biol 3501	Evolution	4
Biol 370	Animal Behavior	3
Biol 381	Introduction to Ecology	3
Biol 4181	Population Genetics (and Microevolution)	3
Biol 4182	Macroevolution	3
Biol 4183	Molecular Evolution	3
Biol 419	Community Ecology	3
Biol 4195	Disease Ecology	4
Biol 472	Behavioral Ecology	4

**Majors also must take an advanced laboratory course from the following list:**

Code	Title	Units
Biol 3110	Vertebrate Structure Laboratory	4
Biol 3423	Behavioral Genetics Laboratory	3
Biol 3491	Microbiology Laboratory	3
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 3493	Bacterial Bioprospecting and Biotechnology	3
Biol 360	Biophysics Laboratory	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4193	Experimental Ecology Laboratory	4
Biol 4220	Practical Bioinformatics	4

Biol 4342	Research Explorations in Genomics	4
Biol 434W	Research Explorations in Genomics (Writing-Intensive)	4
Biol 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4

All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

In special cases, students may earn credit for graduate courses offered by the Division of Biology & Biomedical Sciences.

## Specialization Requirements

- **Total units required (including the biology major requirements):** 60

Biology major requirements must be met with the following courses: Biol 3057, area A (Biol 334, Biol 451, Biol 4810, or Biol 4820), area B (Biol 3411), and any course in area C. Students must then choose one of the following laboratory pathways: (1) Laboratory Pathway 1: one of the following courses: Biol 3423, Biol 360, or Biol 404; or (2) Laboratory Pathway 2: any other upper-level biology laboratory course on the list of approved laboratory courses for the biology major plus 6 credits of Biol 500N and/or Biol 500U (Independent Research in Neuroscience). Students must select at least one biology elective (Biol 3110, Biol 3151, Biol 328, Biol 3421, Biol 3422, Biol 3424, Biol 4030, or Biol 4580) and one outside elective either in physics (Physics 350, Physics 355, or Physics 360) or psychology (Psych 330, Psych 360, or Psych 3604). SDS 2200 or SDS 3200 is recommended. Optional seminar courses in neuroscience include Biol 171 and Biol 4934. Physics 360 may count either as the advanced laboratory requirement or the outside elective course but not for both requirements.

## Additional Information

### Research

Research opportunities are available during the student's first and second years through Biol 200; such opportunities are available during the third and fourth years through Biol 500. A research emphasis in the major requires at least 6 credits (two semesters) of Biol 500 research and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

### Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of

Biol 500 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin Biol 500 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

Phone: 314-935-6860  
Email: webmaster@biology.wustl.edu  
Website: http://wubio.wustl.edu

## Environmental Biology Major

### Program Requirements

- **Total units required:** 58-65

Students interested in environmental biology typically take Biol 2950 Introduction to Environmental Biology during fall of the first year of study, although it may be taken later.

### Required Courses

Code	Title	Units
Biol 2950	Introduction to Environmental Biology	3
Biol 2960	Principles of Biology I (lecture and lab)	4
Biol 2970	Principles of Biology II (lecture and lab)	4
Biol 381	Introduction to Ecology	3
Chem 111A or Chem 105	General Chemistry I (lecture and lab) Principles of General Chemistry I	3
Chem 112A or Chem 106	General Chemistry II Principles of General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
EEPS 201 or EEPS 202 or EEPS 219 or EnSt 250	Earth and the Environment (lecture and lab) Introduction to Earth, Environmental, and Planetary Science Energy and the Environment One Health: Linking the Health of Humans, Animals, and the Environment	3-4
Math 131	Calculus I	3
Math 132	Calculus II	3
Physics 191	Physics I	3

or Physics 193	Focused Physics I	
Physics 191L	Physics I Laboratory	1
or Physics 193L	Focused Physics I Laboratory	
<b>Total Units</b>		<b>37-38</b>

**One of the following chemistry courses:**

Code	Title	Units
Chem 261	Organic Chemistry I with Lab	4
EEPS 323	Biogeochemistry	3
EECE 210	Introduction to Environmental Engineering	3
EECE 505	Aquatic Chemistry	3
EECE 531	Environmental Organic Chemistry	3
EEPS 441	Introduction to Geochemistry	3

**One of the following courses in statistics or GIS:**

Code	Title	Units
CSE 131	Introduction to Computer Science	3
SDS 2200	Elementary Probability and Statistics	3
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3
EnSt 380	Applications in GIS	3

**One upper-level biology lab course:**

Any course that fulfills the advanced laboratory requirement of the biology major is acceptable; we recommend Biol 4193 Experimental Ecology Laboratory (4 credits, writing intensive).

**One Biol 300+ courses in Areas A or B in Biology:**

Code	Title	Units
Biol 3057	Physiological Control Systems	3
Biol 3151	Endocrinology	3
Biol 324	Human Genetics	3
Biol 328	Principles in Human Physiology	4
Biol 334	Cell Biology	3
Biol 3411	Principles of the Nervous System	3
Biol 3371	Eukaryotic Genomes	4
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 3481	Parasitology	3
Biol 349	Microbiology	4
Biol 4023	How Plants Work: Physiology, Growth, and Metabolism	3
Biol 4030	Biological Clocks	3
Biol 4071	Developmental Biology	3
Biol 4072	Regenerative and Stem Cell Biology	3
Biol 424	Immunology	4
Biol 4242	Virology	3
Biol 451	General Biochemistry	4

Biol 4580	Principles of Human Anatomy and Development	3
Biol 4716	Advanced Cancer Biology	3
Biol 4715	Basic Cancer Biology	3
Biol 4810	General Biochemistry I	3
Biol 4820	General Biochemistry II	3

**One of the following Biol 300+ courses (Area C in Biology):**

Code	Title	Units
Biol 3220	Woody Plants of Missouri	3
Biol 3501	Evolution	4
Biol 370	Animal Behavior	3
Biol 4181	Population Genetics	3
Biol 4182	Macroevolution	3
Biol 419	Community Ecology	3
Biol 4195	Disease Ecology	4
Biol 472	Behavioral Ecology	4

**One additional Biol 300+ major-track course (may include Biol 500):**

Please refer to the Biology Course Listings (p. 346) in this *Bulletin*.

**One of the following EnSt or EEPS 300+ courses:**

Code	Title	Units
EEPS 317	Soil Science	3
EEPS 323	Biogeochemistry (only if not already taken for chemistry requirement)	3
EEPS 340	Minerals, Rocks, Resources and the Environment	4
EEPS 353	Earth Forces	4
EEPS 385	Earth History	3
EEPS 409	Surface Processes	3
EEPS 428	Hydrology	3
EEPS 442	Aqueous Geochemistry	3
EEPS 486	Paleoclimatology	3
EnSt 364	Field Methods for Environmental Science	3
EnSt 365	Applied Conservation Biology	3

## Additional Information

### Research

Research opportunities are available during the student's first and second years through Biol 200; such opportunities are available during the third and fourth years through Biol 500. A research emphasis in the major requires at least 6 credits (two semesters) of Biol 500 research and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

## Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of Biol 500 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin Biol 500 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

Phone: 314-935-6860  
Email: webmaster@biology.wustl.edu  
Website: http://wubio.wustl.edu

## Bioinformatics Minor Program Requirements

- **Total units required:** 23-24 units

Mindful of the emerging opportunities at the interface of biology and computer science, the Department of Biology and the Department of Computer Science & Engineering have fashioned the minor in bioinformatics.

### Core Courses

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
CSE 131	Introduction to Computer Science	3
CSE 247	Data Structures and Algorithms	3
ESE 326	Probability and Statistics for Engineering	3
or SDS 2200	Elementary Probability and Statistics	
or SDS 3200	Elementary to Intermediate Statistics and Data Analysis	
or SDS 3211	Statistics for Data Science I	
or DAT 120 & DAT 121	Managerial Statistics I and Managerial Statistics II	
<b>Total Units</b>		<b>17</b>

### Advanced Biology Elective

Choose one of the following:

Code	Title	Units
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 3493	Bacterial Bioprospecting and Biotechnology	3
Biol 4181	Population Genetics	3
Biol 4220	Practical Bioinformatics	4
Biol 4342	Research Explorations in Genomics	4
Biol 437	Laboratory on DNA Manipulation	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4

### Computer Science & Engineering Elective

Choose one of the following:

Code	Title	Units
CSE 514A	Data Mining	3
CSE 584A	Algorithms for Biosequence Comparison	3
or Biol 5504	Algorithms for Biosequence Comparison	
CSE 587A	Algorithms for Computational Biology	3

### Additional Information

It is anticipated that, for certain students, some portion of the introductory sequence will overlap with the courses required for the major and that these courses will be applicable to both the major and the minor. Upper-level courses used to fulfill the minor requirements may not be used to fulfill the requirements of another major or minor in Arts & Sciences.

Arts & Sciences students should declare the minor within Arts & Sciences. They will be assigned an advisor in Biology. Per Arts & Sciences policy, students with a major in the Department of Biology are not eligible to declare this minor. Per Arts & Sciences policy, Arts & Sciences students must complete 9 units of upper-level course work toward the minor.

McKelvey, Olin, and Sam Fox students should declare the minor within the McKelvey School of Engineering. They will be assigned an advisor in Computer Science & Engineering.

A minimum grade of C- is required for all courses to count toward the minor. Students may apply no more than one course taken outside of Washington University toward the minor requirements. Courses earned through Washington University-approved study abroad programs are considered to be resident units and may count toward this minor where applicable with no limit.

Phone: 314-935-6860  
Email: webmaster@biology.wustl.edu  
Website: http://wubio.wustl.edu



## Biology Minor

### Program Requirements

- **Total units required:** 32 (18 units of biology and 14 units of chemistry)

### Required Courses

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Chem 111A or Chem 105	General Chemistry I Principles of General Chemistry I	3
Chem 112A or Chem 106	General Chemistry II Principles of General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
<b>Total Units</b>		<b>22</b>

### Elective Courses

The minor requires 10 advanced units in biology selected from the following:

Code	Title	Units
Biol 3010	Biotechnology Project	3
Biol 3057	Physiological Control Systems	3
Biol 3100	R Workshop in Biology	1
Biol 3110	Vertebrate Structure Laboratory	4
Biol 3151	Endocrinology	3
Biol 3220	Woody Plants of Missouri	3
Biol 3221	Research and Public Education in the Arboretum	3
Biol 324	Human Genetics	3
Biol 328	Principles in Human Physiology	4
Biol 334	Cell Biology	3
Biol 3411	Principles of the Nervous System	3
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 3423	Behavioral Genetics Laboratory	3
Biol 347	Darwin and Evolutionary Controversies	3
Biol 3481	Parasitology	3
Biol 349	Microbiology	4
Biol 3491	Microbiology Laboratory	3
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 3493	Bacterial Bioprospecting and Biotechnology	3
Biol 3494	Microbes and the Environment	4

Biol 3501	Evolution	4
Biol 354	Physics of Living Systems	3
Biol 360	Biophysics Laboratory	3
Biol 370	Animal Behavior	3
Biol 381	Introduction to Ecology	3
Biol 4023	How Plants Work: Physiology, Growth, and Metabolism	3
Biol 4030	Biological Clocks	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4071	Developmental Biology	3
Biol 4072	Regenerative and Stem Cell Biology	3
Biol 4181	Population Genetics	3
Biol 4182	Macroevolution	3
Biol 4183	Molecular Evolution	3
Biol 419	Community Ecology	3
Biol 4193	Experimental Ecology Laboratory	4
Biol 4195	Disease Ecology	4
Biol 4220	Practical Bioinformatics	4
Biol 424	Immunology	4
Biol 4242	Virology	3
Biol 4270	Problem Based Learning in Biomedical Sciences	3
Biol 4271	The Science of Cats	3
Biol 4310	Biology of Aging	3
Biol 4342	Research Explorations in Genomics	4
Biol 434W	Research Explorations in Genomics (Writing-Intensive)	4
Biol 4344	Epigenetics	3
Biol 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3
Biol 4492	Infectious Diseases: History, Pathology, and Prevention	3
Biol 451	General Biochemistry	4
Biol 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4
Biol 4540	Physics of Living Systems	3
Biol 4580	Principles of Human Anatomy and Development	3
Biol 4715	Basic Cancer Biology	3
Biol 4716	Advanced Cancer Biology	3
Biol 472	Behavioral Ecology	4
Biol 4810	General Biochemistry I	3
Biol 4820	General Biochemistry II	3
Biol 4833	Protein Biochemistry	3

## Additional Information

All courses used for the biology minor must be taken for a letter grade. A grade of C- or better must be earned in all of these courses. A student may not receive credit for both Biol 370 and Biol 472 or for both Biol 4342 and Biol 434W.

Phone: 314-935-6860  
Email: [webmaster@biology.wustl.edu](mailto:webmaster@biology.wustl.edu)  
Website: <http://wubio.wustl.edu>

## Chemistry

For students interested in discovering insights into nature, exploring new ways to meet the needs of our technological society, and learning new methods for creating novel compounds and useful materials, chemistry is an excellent major to pursue.

Chemistry is a multifaceted science that extends into biology, medicine, physics, mathematics, business, and commerce. Studying chemistry provides students with the opportunity to explore the structure and constitution of the microworlds of atoms and molecules, the chemical and physical transformations that occur there, and the principles that govern these changes.

Our program provides a strong foundation in the core areas of chemistry: organic, physical, inorganic, nuclear, and theoretical. Special emphases in the department include such emerging interdisciplinary fields as organometallic, bioorganic, biophysical, macromolecular, polymer, environmental, and materials chemistry. The department has close research ties with the departments of Physics; Earth, Environmental, and Planetary Sciences; Biology; Biomedical Engineering; Energy, Environmental & Chemical Engineering; and Mechanical Engineering & Materials Science. It also works closely with various departments at the Washington University School of Medicine.

Undergraduate majors in chemistry study with renowned scientists who are teacher-scholars dedicated to the students' learning experiences. The department is small and has world-class instruments and facilities, which allow students to receive individualized instruction and to participate in cutting-edge science. Each student works closely with a faculty member to design and carry out an original research project. Students may participate in interdisciplinary research at the School of Medicine or the McKelvey School of Engineering. Research internships at local companies can also be arranged.

A variety of creative and productive careers are available to graduates with a degree in chemistry. Graduates may pursue a career in chemistry or in such related professions as biochemistry, medicine, and chemical engineering. Most students continue on to graduate or medical school, and some students go on to business or law school. Positions in government, industry, and education are also feasible career paths.

Phone: 314-935-6530  
Email: [chemistry@wustl.edu](mailto:chemistry@wustl.edu)  
Website: <http://chemistry.wustl.edu>

## Faculty

### Chair

**Jennifer Heemstra**  
Charles Allen Thomas Professor  
PhD, University of Illinois, Urbana-Champaign

### Director of Graduate Studies

**Timothy Wencewicz**  
Associate Professor  
PhD, University of Notre Dame

### Director of Undergraduate Studies

**Richard Mabbs**  
Associate Professor  
PhD, University of Nottingham (UK)

### Department Faculty

**Thomas Bakupog**  
Lecturer  
PhD, University of Wyoming, Laramie

**Jonathan Barnes**  
Associate Professor  
PhD, Northwestern University

**Cory Berklund**  
Joint Professor of Biomedical Engineering and Chemistry  
PhD, University of Illinois

**Vladimir B. Birman**  
Associate Professor  
PhD, University of Chicago

**John R. Bleeke**  
Professor  
PhD, Cornell University

**William Buhro**  
George E. Pake Professor of Chemistry and Emeritus Department Chair  
PhD, University of California, Los Angeles

**Rong Chen**  
Senior Lecturer  
PhD, University of Southern California

**Maria de la Cruz**  
Senior Lecturer  
PhD, University of Missouri, Saint Louis

**Megan Daschbach**  
Teaching Professor  
PhD, Washington University

**Joseph Fournier**  
Assistant Professor  
PhD, Yale University

**Michael L. Gross**

Professor  
PhD, University of Minnesota

**Richard W. Gross**

Joint Professor of Medicine and Developmental Biology and Chemistry  
PhD, Washington University

**Julie Hamdi**

Senior Lecturer  
PhD, University of California, Los Angeles

**Sophia E. Hayes**

Professor  
PhD, University of California, Santa Barbara

**John Heemstra**

Senior Lecturer  
PhD, University of Illinois, Urbana-Champaign

**J. Dewey Holten**

Professor  
PhD, University of Washington

**Alfred Holtzer**

Professor Emeritus  
PhD, Harvard University

**Alfred Hortmann**

Professor Emeritus  
PhD

**Meredith Jackrel**

Assistant Professor  
PhD, Yale University

**Chenfeng Ke**

Associate Professor  
PhD, Nankai University (China)

**Richard A. Loomis**

Professor  
PhD, University of Pennsylvania

**Ronald Lovett**

Professor Emeritus  
PhD, University of Rochester

**Jia Luo**

Senior Lecturer  
PhD, Washington University

**Bryn Lutes**

Senior Lecturer  
PhD, Washington University

**Kevin D. Moeller**

Professor  
PhD, University of California, Santa Barbara

**Yusuke Okuno**

Assistant Professor  
PhD, University of Wisconsin at Madison

**Gary J. Patti**

Michael and Tana Powell Professor of Chemistry  
PhD, Washington University

**Jay Ponder**

Professor  
PhD, Harvard University

**Kelly Powderly**

Assistant Professor  
PhD, Princeton University

**Courtney Reichardt**

Assistant Professor  
PhD, Stanford University

**Bryce Sadtler**

Associate Professor  
PhD, University of California, Berkeley

**Demetrios Sarantites**

Professor Emeritus  
PhD, Massachusetts Institute of Technology

**Lee G. Sobotka**

Professor  
PhD, University of California, Berkeley

**William Spees**

Lecturer  
PhD, Washington University

**John-Stephen Taylor**

Professor  
PhD, Columbia University

**Robert Wexler**

Assistant Professor  
PhD, University of Pennsylvania

**Mark Wrighton**

Professor and Chancellor Emeritus and James and Mary Wertsch  
Distinguished University Professor  
PhD, California Institute of Technology

## Majors

- Chemistry Major (p. 406)
- Chemistry Major, Biochemistry Specialization (p. 407)

## Minors

- Chemistry Minor (p. 409)

## Courses

Visit online course listings to view semester offerings for L07 Chem.

---

### L07 Chem 105 Principles of General Chemistry I

This course traces the development of chemistry from early atomic theory to modern descriptions of structure, bonding, and intermolecular interactions. Over the course of the semester, the students learn how macroscopic observations of stoichiometry, chemical reactions, the properties of elements and compounds, and chemical periodicity developed into the microscopic understanding of molecular structure and bonding. The semester begins with fundamentals related to stoichiometry, chemical reactions, solution chemistry, and gas properties, with an emphasis on quantitative problem solving. The octet rule, Lewis structures, and valence-shell-electron-pair repulsion (VSEPR) theory are then introduced as early efforts to describe the stability and structures of molecules. The localized electron model (LEM) and molecular-orbital theory (MOT) are next described as modern descriptions of chemical bonding. The course concludes with intermolecular forces such as hydrogen bonding and van der Waals interactions. This course will be a serious introductory series that requires and develops algebraic-computation and problem-solving skills. Pre-requisite: One year of high-school chemistry or physics, or by permission of the instructors.

Credit 3 units. A&S IQ: NSM, AN Arch: ETH, S, NSM Art: NSM BU: SCI

---

### L07 Chem 106 Principles of General Chemistry II

This course covers chemical equilibrium, thermodynamics, and kinetics at a fundamental level, with an emphasis on in-class problem solving. Gas-phase reactions, heterogeneous (multi-phase) reactions, acid-base reactions, and solubility equilibria are introduced first. Chemical thermodynamics is then taught in its relation to chemical equilibrium. The course finishes with chemical kinetics and rate laws. The content is similar to that of Chem 112A, but advanced applications are omitted. Prerequisites: Chem 105 or Chem 111A, or by permission of the instructors.

Credit 3 units. A&S IQ: NSM, AN BU: SCI

---

### L07 Chem 111A General Chemistry I

Systematic treatment of fundamental chemical and physical principles and their applications to the properties and transformations of materials, including the concept of energy and its uses, atomic and molecular structure, periodic classification of the elements, chemical bonding, gas laws, and laws of chemical combination. Pre-requisite: AP Chemistry, or two years of high-school chemistry, or one school of high school chemistry and one year of high school physics. Students can also enroll by permission of the instructors.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

### L07 Chem 111P Peer-Led Team-Learning: General Chemistry I

This is an elective one-credit course that can only be taken concurrently with L07 Chem 111A General Chemistry I. The purpose of the course is to encourage students to work in small groups, supervised by a trained peer leader, on problems from the course that are designed to require a collaborative effort and to enhance understanding. PLTL sessions guide students to become conscious of the problem-solving process and to rigorously evaluate and revise those processes in light of the reasonableness of their results rather than an answer key.

Credit 1 unit.

---

### L07 Chem 112A General Chemistry II

An introduction to the principles of chemical equilibrium and chemical change. Topics include chemical equilibria, acid/base chemistry, and other ionic equilibria, electrochemistry, elementary chemical thermodynamics and kinetics. Three lecture hours and a problem-solving subsection. Prerequisite, Chemistry 111A and prior completion (or concurrent registration in) Math 131 (Calculus I) or permission of the instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

### L07 Chem 112P Peer-Led Team Learning: General Chemistry II

This is an elective one-credit course that can only be taken concurrently with Chem 112A General Chemistry II. The purpose of the course is to encourage students to work in small groups, supervised by a trained peer leader, on problems from the course that are designed to require a collaborative effort and to enhance understanding. Peer-led team learning sessions guide students to become conscious of the problem-solving process and to rigorously evaluate and revise that process in light of the reasonableness of their results rather than an answer key.

Credit 1 unit. BU: SCI

---

### L07 Chem 125 Introductory General Chemistry I PB

This course covers the systematic treatment of fundamental chemical principles and their applications. Emphasis is on atomic and molecular theories, laws of chemical combination, periodic classification of the elements, and properties of gases, liquids, solids, and solutions. Prerequisites: Math U20 141 and Math U20 142 or equivalent, one year of high school chemistry, or permission of department. This course is restricted to students admitted to the Post-Baccalaureate Premedical Program or in University College. All other students should enroll in Chem 105 or Chem 111.

Credit 3 units. BU: SCI

---

### L07 Chem 126 Introductory General Chemistry II PB

Continuation of L07-125 General Chemistry I PB. Considers oxidation-reduction, chemical equilibria, electro-chemical cells, and the chemistry of representative elements. Prerequisite: L07-125. Students desiring to satisfy lab science requirements must also enroll in L07-156. This course is restricted to students admitted to the Post-Baccalaureate Premedical program or the School of Continuing & Professional Studies. Others may register with instructor permission, and on a space available basis.

Credit 3 units. BU: SCI

---

### L07 Chem 151 General Chemistry Laboratory I

This course provides an introduction to basic laboratory techniques, the experimental method, and the presentation of scientific data, as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in the Chem 105/111A lecture course.

Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 152 General Chemistry Laboratory II

Continuation of Chem 151. Topics and experiments complement material covered in Chem 106/112A lecture course.

Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 155 General Chemistry Laboratory I PB

This course provides an introduction to basic laboratory techniques and the experimental method as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in Chem 125. Prerequisite: Concurrent enrollment in Chem 125 or permission of instructor. The first two lab lectures will be longer than the regular lectures, but without lab session. The lab sessions will convene for the first time beginning with the third class meeting. This course is restricted to students admitted to the Post-Baccalaureate Premedical program or in the School of Continuing & Professional Studies. All other students should enroll in Chem 151.

Credit 2 units. Arch: NSM Art: NSM

---

**L07 Chem 156 General Chemistry Laboratory II PB**

Continuation of L07-155 Chem Lab I PB. Topics and experiments complement the material covered in the L07-126 lecture course. Students attend a three-hour laboratory session and a one-hour laboratory lecture. Prerequisite: concurrent enrollment in L07-126, or permission of the instructor. This course is restricted to students admitted to the Post-Baccalaureate Premedical program or the School of Continuing & Professional Studies. Others may register with instructor permission, and on a space available basis. Credit 2 units.

---

**L07 Chem 181 First-Year Opportunity: Why is Chemistry Called "the Central Science"?**

In this course, we seek to answer that question by showing how chemistry is a thread that runs through many disciplines, including biology, physics, astronomy, geology, medicine and environmental science. We will learn about the many types of chemistry-oriented research that are conducted at WashU, along with presentations by several chemists who have gone on to use their chemistry degree in industry or in other adjacent fields. This is a terrific way to gain exposure about how to prepare your own academic pathway through many diverse fields, through using chemistry as a platform. In this first year opportunity seminar style course, we rely on active dialogue in the classroom, through questions and discussion. You can expect to learn about science communication tools and gain some practice with translating difficult science concepts to a broader audience. This will include short written assignments, but also can include graphical depictions of information and data (tools that may be understood well for science outreach or for professional uses of social media.)

Credit 1 unit. A&S: FYO A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 182 Chemistry for Concerned Citizens: Topics in Energy, the Environment, and More**

This course is designed to provide an overview of chemistry as it relates to problems in environmental science, energy, and related topics. It is constructed such that all students, irrespective of their major area of study, can learn about chemistry in these contexts. The course is intended to be highly interdisciplinary; therefore, it will cover subjects including chemistry, physics, engineering, geology, biology, environmental policy, and others.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

**L07 Chem 183 First-Year Opportunity: Chemistry and Energy**

This seminar is intended for first-year undergraduates to learn about the role that chemistry can play in addressing one of the greatest challenges we face: climate change. Chemistry has played a vital role in providing the energy needs of society, and advances in chemistry can help to develop abundant and economically viable energy technologies that do not have adverse consequences on the environment. Chemistry has long been central to the use of fossil fuel, and there remain opportunities to improve the efficiency of fossil energy resources, thereby contributing to lower carbon dioxide emission per unit of energy generated. Chemistry is critical to the development of renewable energy resources, especially solar energy for the generation of electricity and fuels. Material covered will include the challenges associated with meeting the world's increasing energy needs while reducing the emission of carbon dioxide. This class will cover the role of chemistry in energy technologies, including the storage of energy.

Credit 1 unit. A&S: FYO

---

**L07 Chem 225 Introduction to Medicinal Chemistry PB**

This is an introductory course covering the basic concepts of drug structure, interactions and metabolism relevant to medicinal chemistry. The course will provide an understanding of the structure and physicochemical properties of drugs and their targets and how these determine the drug's mechanism of action and the body's response. In addition, basic concepts of drug design and development will be covered. Prerequisites: A background in general chemistry is required. Knowledge of organic or biochemistry is not required. Organic and biochemistry concepts needed for an understanding of the material will be taught as part of the course. Priority given to students enrolled in the Post-Baccalaureate Premedical program or in the School of Continuing & Professional Studies.

Credit 3 units. BU: SCI

---

**L07 Chem 261 Organic Chemistry I with Lab**

This is the first part of a two-semester survey of organic chemistry. The course will include an introduction to organic structures, reactions, and reaction mechanisms. The laboratory will meet on alternate weeks and include an introduction to laboratory methods in organic chemistry, including separation and methods of purification of organic compounds. Prerequisites: Chem 106 or Chem 112 and Chem 152.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L07 Chem 262 Organic Chemistry II with Lab**

A course covering certain areas of organic chemistry in more detail than the prerequisite course, with special emphasis on the mechanisms and the synthetic applications of organic reactions and on the organic chemistry of biological compounds. The laboratory will meet eight times and include organic synthesis and spectroscopic techniques. Required course for chemistry majors. Prerequisite, Chem 261.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 265 Organic Chemistry I With Lab PB**

This is the first part of a two-semester survey of organic chemistry. The course will include an introduction to organic structures, reactions, and reaction mechanisms. The laboratory portion of the course will have eight experiments and include an introduction to laboratory methods in organic chemistry, including separation and methods of purification of organic compounds. Prerequisites: Chem 126 and Chem 156. This course is restricted to students admitted to the Post-Baccalaureate Premedical program or in University College. All other students should enroll in Chem 261.

Credit 4 units. Arch: NSM Art: NSM BU: SCI

---

**L07 Chem 2651 Organic Chemistry I PB (Lecture Only)**

This is the lecture-only version of the first part of a two-semester survey of organic chemistry. The course will include an introduction to organic structures, reactions, and reaction mechanisms. Prerequisites: Chem 126 and Chem 156. This course is restricted to students admitted to the Post-Baccalaureate Premedical program or in University College.

Credit 3 units. Arch: NSM Art: NSM BU: SCI

---

**L07 Chem 266 Organic Chemistry II w/ Lab PB**

A course covering certain areas of organic chemistry in more detail than the prerequisite course, with special emphasis on the mechanisms and synthetic applications of organic reactions and on the organic chemistry of biological compounds. The laboratory meets eight times and includes organic synthesis and spectroscopic techniques. Prerequisite: Chem 265. This course is restricted to students admitted to the Post-Baccalaureate Premedical Program or in University College. All other students should enroll in Chem 262.

Credit 4 units. BU: SCI

---

**L07 Chem 2661 Organic Chemistry II PB (Lecture Only)**

This course is the lecture-only version of Chem 266, covering certain areas of organic chemistry in more detail than the prerequisite course, with special emphasis on the mechanisms and synthetic applications of organic reactions and on the organic chemistry of biological compounds. Prerequisites: Chem 265 or Chem 2651. This course is restricted to students admitted to the Post-Baccalaureate Premedical Program or in University College.

Credit 3 units. BU: SCI

---

**L07 Chem 290 First-Year and Sophomore Research**

This course presents an introduction to research for first- and second-year students. Students are mentored by a faculty advisor. Prerequisite: Permission of the sponsor and the Department of Chemistry. Credit/no credit only.

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 358 Advanced Organic Laboratory**

Initially, problem solving in organic chemistry is emphasized through an introduction to the methods of qualitative organic analysis, including the use of chromatographic and spectroscopic techniques. Each student then selects an independent synthetic project to perform. Prerequisite, Chem 262. Six laboratory hours per week. Lectures held three hours a week for the first half of the semester.

Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

---

**L07 Chem 400 Physical Science in 12 Problems**

Exercises related to general chemistry, classical mechanics, quantum mechanics, statistical mechanics, thermodynamics, and kinetics, will be solved with numerical software. Each exercise will be accompanied by a lecture, a software template solving a problem and presenting a related take-home problem. The software will allow us to focus on, and treat in a transparent fashion, physical problems without the unwieldy idealizations and contrivances found in textbooks. Prerequisites: Chem 106/112A and/or Physics 192/194, and prior or concurrent enrollment in either Chem 401 or Phys 217. The lectures will be in-person however a complete set of taped lectures will also be available. A remote help session will be scheduled at a mutually agreed to time. There are no quizzes, exams or a final.

Credit 1 unit. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 401 Physical Chemistry I**

Introduction to quantum chemistry with applications to electronic structure and elementary spectroscopy. Prerequisites: Chem 106/112A and Math 233; prior completion of Physics 191 and 192 is strongly encouraged (but concurrent enrollment in Physics I will be accepted); or permission of instructor. Required course for all Chemistry majors.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L07 Chem 402 Physical Chemistry II**

This course presents an introduction to chemical thermodynamics, statistical mechanics, and transport phenomena, and it is a required course for all Chemistry majors. Prerequisites: Chem 401, and Math 233; or permission of instructor. Prior completion of Physics 192/194 is strongly encouraged, but prior completion of Physics 191/193 and concurrent enrollment in Physics 192/194 will be accepted.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L07 Chem 403 Chemical Kinetics**

This lecture course will provide an introduction to the kinetics of chemical reactions for graduate and upper-level undergraduate science and engineering students. Bulk and molecular-level considerations will be discussed and provide a foundation for the understanding of chemical reaction mechanisms and the techniques used for their

study. Students will gain an understanding of the importance and significance of the rate laws of reactions and in particular the reaction rate constant. Details of how the environment in which reactions occur (i.e., gas phase, solution phase, and surface reactions) and molecular structure are reflected in the rate constant will be discussed. Examples such as catalytic loss cycles in the atmosphere, enzyme catalysis, combustion systems, chain reactions, and explosions are presented in detail to illustrate how the fundamental principles of chemical kinetics can be applied to predict reaction rates, chemical reactivity, and the outcomes of particular processes. Prerequisites: Chem 106/112A and/or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 4050 Computational Problem Solving in the Chemical Sciences**

Have you ever wondered how molecular interactions shape the world around us? Why do certain materials exhibit unique properties? How can we predict and manipulate chemical reactions at the atomic level? These are the mysteries at the heart of chemistry, where understanding the unseen world of atoms and molecules can unlock groundbreaking advances in science and technology. However, one needs specialized numerical methods and computational chemistry skills to explore these questions. This course is designed to bridge this gap. It provides a comprehensive introduction to the mathematical and computational skills necessary to model chemical phenomena at the atomic level. We start by building a strong foundation in mathematical representations of chemical problems, utilizing open-source software tools for problem-solving, data interpretation, and visualization of materials and molecular structures. In the second part of the course, we delve into the fascinating world of atomic-level computer modeling. You'll learn various methodologies, such as Monte Carlo and molecular dynamics. We'll analyze static (thermodynamic and structural) and dynamic properties and their statistical errors. Don't worry if you're new to coding - we'll cover the basics of Python programming in the first few lectures, setting you up for success. By the end of this course, you will be proficient in using computational tools, understanding atomic interactions, and approaching chemical problems with a structured and strategic thought process. Join us to unlock the secrets of the molecular world and transform the way you see chemistry! Prerequisites: Chem 106/112A, Math 132, Physics 191, Chem 261.

Credit 3 units. A&S IQ: NSM

---

**L07 Chem 410 Special Topics in Physical Chemistry**

This course is an overview of instrumentation and techniques that are found in modern chemistry laboratories. We shall cover the design of experiments, including basic electronics, signal-to-noise considerations and signal handling. We shall also discuss the applications of a wide variety of spectroscopies, imaging techniques, surface analytical techniques, mass spectrometry and NMR. This course will be of interest to students who expect to pursue chemical research involving modern photosec measurements and who wish to understand the fundamental principles behind complex analytical instrumentation. Prerequisite: Chem 401, 402, or permission of the instructor. In detail, topics covered will be: 1. Physical Chemistry of Spectroscopy: Electromagnetic Spectrum; Molecular Energy Levels. 2. Signal-to-Noise: Different sources e.g. Shotky, Flicker, Johnson, interference, background radiation. 3. Basic Electronics: Kirchoff's Laws, impedance, capacitance, diodes, op-amps, filters, oscilloscopes. 4. Experimental Considerations: Light sources, magnetic fields, detectors, signal handling, vacuums. 5. CW Spectroscopies: IR, Raman, Rayleigh Scattering, fluorescence, UV-Vis. 6. Lasers: types, Q-switching, laser spectroscopies. 7. Imaging: SEM, TEM, NSOM. 8. Surface techniques: AES, WPS, RAIRS, HREELS, STM, AFM. 9. Mass Spectrometry. 10. NMR.

Credit 3 units. Arch: NSM Art: NSM

---

**L07 Chem 426 Inorganic Electrochemistry and Photochemistry**

An understanding of electrochemical processes is critical in describing the behavior of batteries, fuel cells, and other important devices used in energy conversion and environmental remediation. This course will cover modern inorganic electrochemistry, photochemistry, and photoelectrochemistry from a microscopic perspective of solid-electrolyte interfaces. The course material will start with the thermodynamics of solid-electrolyte interfaces and the kinetics of electron transfer across these interfaces. Electroanalytical techniques, including cyclic voltammetry and potential-step experiments, will be described to understand the mechanism of electrochemical and photochemical reactions. Lectures will include applications of electrochemical cells in catalysis, materials synthesis, and solar-fuel generation. Prerequisites: Chem 461, or Chem 465, or consent of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 435 Nuclear and Radiochemistry Lab**

Application of radiochemistry to problems in chemistry, physics, and nuclear medicine, with emphasis on particle detectors and experimental techniques. Prerequisites: 3 units of physical chemistry or quantum mechanics, or permission of instructor. Five hours of laboratory a week.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 436 Introduction to the Atomic Nucleus**

Introduction to the interaction of radiation with matter, the production and decay of radioactive nuclides, the structure and properties of nuclei, and various applications of nuclear science (including nuclear power) are all presented. Prerequisites: General Chemistry and/or Physics, and prior or concurrent enrollment in either Chemistry 401 or Physics 217. Lectures will be in-person but a complete set of taped lectures will also be available. A weekly, in-person or remote, help session will be scheduled at a mutually agreed to time. There will be about 6 timed quizzes, one midterm and one final, all of which must be taken in-person on mutually agreed dates.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 445 Instrumental Methods: Physical Chemistry**

A course providing direct hands-on experience with the principles of physical chemistry (thermodynamics, quantum, kinetics) and associated experimental methods and instrumentation, including optical, infrared, and nuclear and electron spin resonance, electrochemistry, calorimetry, laser kinetics, and basic electronics. Prerequisite: Chem 401 or concurrent enrollment in Chem 402.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

---

**L07 Chem 450 Physical Organic Chemistry**

The goal of physical organic chemistry (formerly called mechanistic organic chemistry) is to understand the details of reaction mechanisms, and gain insight into structures and reactivity common to organic chemicals and of high-energy chemical intermediates. This course focuses on the structure of any intermediates, the extent of a reaction from the perspective of the transition state, and identifying the relative energies of reactants, products, intermediates, and transition states. Students will learn concepts needed to solve mechanistic organic problems encountered in research, covering common organic reaction mechanisms, experimental techniques, and theoretical approaches. After the course, students will be able to design experiments to probe mechanistic questions and propose reasonable mechanisms and intermediates to explain experimental observations. Prerequisite: CHEM 262 or permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L07 Chem 451 Organic Chemistry III**

A lecture course that builds on the material in Chem 261/262, covering in more detail certain topics in those courses while also introducing new topics. A transition to graduate-level study in organic chemistry; recommended for chemistry, biochemistry, and biology majors.

Prerequisite: Chem 262.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 452 Synthetic Polymer Chemistry**

This course that describes various methods for the synthesis and characterization of polymers. Copolymers, control of architecture, polymer reactivity, polymer properties, structure/property relationships, and applications of polymers will be discussed. Current topics of interest from the recent literature will also be covered.

Prerequisite: Chem 262 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 453 Bioorganic Chemistry**

This course presents a molecule-centered perspective on the current state of the art in antibiotic drug discovery and natural products chemistry. The molecular mechanisms of antibiotic drug action and pathogen resistance will be covered along with the biosynthetic origins of antibiotics from plants and microbes. The course is taught from the perspective of understanding how organic chemistry plays out in biological systems, with an emphasis on small organic molecules and enzymes. Curved arrow mechanisms will be used frequently in learning activities and assignments. Thus, Chem 262 (Organic Chemistry 2) is a mandatory prerequisite for this course. A working knowledge of protein structure and function is helpful. Students are encouraged (but not required) to take Chem 481 (General Biochemistry 1) and/or Chem 482 (General Biochemistry 2) in preparation for this course. Students will be responsible for writing a review article on an assigned antibiotic molecule and presenting their paper to the class.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 453W Bioorganic Chemistry -- Writing intensive**

A molecule-centered perspective is presented on the current state of the art in antibiotic drug discovery and natural products chemistry. The molecular mechanisms of antibiotic drug action and pathogen resistance will be covered along with the biosynthetic origins of antibiotics from plants and microbes. The course is taught from a perspective of understanding how organic chemistry plays out in biological systems, with an emphasis on small organic molecules and enzymes. Curved arrow mechanisms will be used frequently in learning activities and assignments. Thus, Chem 262 (Organic Chemistry 2) is a mandatory prerequisite for this course. A working knowledge of protein structure and function is helpful. Students are encouraged but not required to take Chem 481 (General Biochemistry 1) and/or Chem 482 (General Biochemistry 2) in preparation for this course. Students will be responsible for writing a review article on an assigned antibiotic molecule and presenting their paper to the class. This course satisfies the Writing Intensive requirement.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

---

**L07 Chem 458 Chemical Reaction Mechanism Journal Club**

This seminar meets for one hour each week. During the meetings, student participants are responsible for presenting topics from the current literature. The format of the presentation varies from informal talks to student-authored problem sets. Attendance at meetings is strongly recommended for all students who are currently taking the organic cumulative examinations. Prerequisite: Chem 262.

Credit 1 unit. A&S IQ: NSM Arch: NSM Art: NSM

---

---

**L07 Chem 459 Organometallic Chemistry**

Survey of organometallic compounds with discussion of their synthesis, structure, spectroscopy, and reactivity. Prerequisite: Chem 262.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 460 Organic & Inorganic Reaction Mechanisms**

This course covers the fundamentals of the study of the mechanisms of reactions of organic, organometallic, and inorganic molecular compounds, primarily in the solution phase, and it surveys examples through case studies. A basic knowledge of organic chemistry is assumed. Prerequisites: Grade of B- or better Chem 261 and Chem 262 or the equivalent.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L07 Chem 461 Inorganic Chemistry**

Inorganic chemistry encompasses the structure, properties, and reactivity of inorganic molecules and solids and it is a required course for all Chemistry majors. This course will focus on the symmetry, bonding, electronic structure, spectroscopy, and reactivity of inorganic coordination complexes in which ligands are bound to one or more metal centers. The course will start with using group theory to classify molecules based on the symmetry elements they possess. A series of different bonding models including VSEPR, valence bond theory, molecular orbital theory, crystal field theory, and ligand field theory will be used to describe the structure and bonding of inorganic molecules, coordination complexes, and organometallic compounds. These models will serve as a basis for interpreting and predicting the electronic and vibrational spectra of inorganic compounds. Prerequisites: Chem 106 or 112, and Chem 152.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 462 Synthetic Polymer Chemistry Laboratory**

Chem 462 is an upper-level undergraduate laboratory course that complements Chem 452 Synthetic Polymer Chemistry. This twice-a-week lab provides hands-on training in the design, synthesis, and characterization of polymers and polymeric materials through four standard experiments (each one week) and one independent project (over five to six weeks). The independent project involves using an article from the literature as the basis for developing a short proposal. At the end of the course, students give oral presentations of their proposals, which are reviewed by their classmates. Prerequisite or Concurrent: Chem 452 or permission from instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L07 Chem 462W Synthetic Polymer Chemistry Laboratory -- Writing Intensive**

Chem 462W is an upper-level undergraduate and graduate level laboratory course that complements Chem 452, Synthetic Polymer Chemistry. This twice-a-week lab provides hands-on training in the design, synthesis, and characterization of polymers and polymeric materials through four standard experiments (each one week) and one independent project (over five to six weeks). The independent project involves using an article from the literature as the basis for developing a short proposal. At the end of the course, students give oral presentations of their proposals, which are reviewed by their classmates. Prerequisite or Corequisite: Chem 452 or permission of instructor. This course satisfies the writing-intensive requirement.

Credit 3 units. A&S IQ: NSM, WI BU: SCI

---

**L07 Chem 464 Inorganic Biochemistry**

A class in biological chemistry that emphasizes the role of metals in electron transfer and enzymatic catalysis. After a brief survey of essential concepts from biology, coordination chemistry, and spectroscopy, topics will include: electron transfer systems; oxygen

transport and activation; metal ion acquisition, transport, and homeostasis; enzymes catalyzing atom transfer reactions and radical-mediated processes. Prerequisite: Chem 262; Chem 461 recommended but not required.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 465 Solid-State and Materials Chemistry**

A description of how the structures of crystalline solids at different length scales control their chemical and physical properties is critical for understanding how these materials are applied in a variety of technologies ranging from solar cells to lithium batteries. This course begins with basic crystallography and introduces common inorganic structure types as well as common defects in crystalline solids. With the aid of computer models, students will learn to analyze and index x-ray powder-diffraction patterns that provide a fingerprint to identify a crystal. The relation between the crystal structure of a solid and its resulting electronic structure, chemical reactivity, and physical properties (e.g., optical, electrical, and mechanical) will be discussed throughout the semester with an emphasis on how crystal defects alter these properties. The course will conclude with the use of phase diagrams to assess the composition and microstructure of metals and ceramics. Prerequisite: Chem 105/111A or permission of instructor

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 470 Inorganic Chemistry Laboratory**

A laboratory course emphasizing both the synthesis of inorganic compounds and the study of their physical properties. Laboratory exercises will introduce novel synthetic techniques including high-temperature synthesis and vacuum-line manipulations. Compounds will be spectroscopically characterized by UV-visible absorption, gas-phase infrared, and multinuclear and dynamic NMR spectroscopies. Measurements of electrochemical behavior, magnetic susceptibility, and electrical conductivity will be performed. Prereq: Chem 461 or consent of the instructor. A Writing Intensive option is available with the permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 470W Inorganic Chemistry Laboratory -- Writing Intensive**

A laboratory course emphasizing both the synthesis of inorganic compounds and the study of their physical properties. Laboratory exercises will introduce novel synthetic techniques including high-temperature synthesis and vacuum-line manipulations. Compounds will be spectroscopically characterized by UV-visible absorption, gas-phase infrared, and multinuclear and dynamic NMR spectroscopies. Measurements of electrochemical behavior, magnetic susceptibility, and electrical conductivity will be performed. Prereq: Chem 461 or consent of the instructor. This course satisfies the Writing Intensive requirement.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

---

**L07 Chem 475 Chemical Biology**

This course is a survey of modern chemical biology focusing on the application of a broad array of chemical tools to biological problems. The course is roughly divided into four sections; biopolymers, computational methods and bioinformatics, tools for chemical biology, and applications of chemical biology. A mandatory discussion section accompanies the course and is used to review current and classical literature in the field. Prereqs: Chem 262 and Biol 2970, or permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---



---

### L07 Chem 481 General Biochemistry I

Topics include the properties and structures of biomolecules, including amino acids, nucleotides, lipids, carbohydrates, proteins and nucleic acids. Additional topics include enzyme kinetics and mechanisms, membrane structure and properties, protein folding, an introduction to metabolism, oxidative phosphorylation and photosynthesis. This course is the first semester of an integrated two-semester sequence. The second course is Chem 482. Prerequisites: Biol 2970, Chem 262. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 482 General Biochemistry II

Biochemistry explores the chemistry of life processes at the molecular level. This course is the second semester of a two-semester General Biochemistry sequence (Chem481/482 or Bio4810/4820). Prerequisites include Chem481/Bio4810 and Chem262 or instructor permission. The first semester of the Biochemistry sequence covered the basics of the topic with an emphasis on the structures, functions, and interactions of biomolecules including proteins, nucleic acids, carbohydrates, and lipids. This second semester course will emphasize metabolism, the biosynthetic (anabolism) and degradation (catabolism) pathways that provide the energy of life and define the molecules associated with healthy and disease states.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 483 Protein Biochemistry

The focus of this course is protein biochemistry, and is intended to build upon General Biochemistry (Chem 481). In this course we will focus on protein structure, folding, and techniques to purify and characterize protein activity. We will progress from initial studies to first understand protein fold and function to current efforts to better characterize protein structure-function relationships. We will also highlight human diseases that are underpinned by protein misfolding. This course will focus on reading and understanding primary literature, including landmark papers along with more recent work. During the second half of the semester, each student will select a paper and prepare a written analysis of that paper. The student will then present the paper and lead a journal club style discussion of the paper. Prerequisites: Chem 481 or instructor's permission

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L07 Chem 485 Nucleic Acids

This course presents the structure, synthesis, properties, and interactions of nucleic acids and the design and synthesis of nucleic acid-based and/or targeted drugs, probes, and tools. Topics include primary, secondary, and tertiary structure; topological and thermodynamic properties; biological and chemical synthesis; DNA chips; PCR; site-directed natural and unnatural mutagenesis; chemical evolution (SELEX); ribozymes; phage display; carcinogen, drug, and protein interactions; affinity cleaving; ultraviolet light and ionizing radiation damage; DNA repair of mutagenesis; and the design and synthesis of anti-sense and anti-gene probes and drugs. Extensive use is also made of molecular modeling and the protein databank of nucleic acid structures. Prerequisites: Chem 261 and Chem 262 or equivalents.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 488 Modern Spectroscopy

This course will focus on the fundamental principles and methodologies associated with numerous optical spectroscopy techniques that are commonly utilized in physical and life sciences research laboratories. In order to develop a solid understanding of the material as well as best practices, and the strengths and limitations of the techniques, this course will combine lectures with laboratory experiments. Students will also learn how to analyze and interpret data and succinctly describe their results. During one lecture each week the underlying principles of a specific type of spectroscopy will be presented. The second lecture each week will be spent covering

the general details of the instrumentation and methods for acquiring spectra on different types of samples. The students will then acquire spectra using the spectroscopic methods presented during the laboratory session. The students will independently analyze the data, and write brief reports of their findings. During the last two weeks of class, pairs of students will be given an unknown, and they will need to identify and characterize the sample. Students will then write and submit a final report describing this independent research and their findings.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 490 Introduction to Research

Third- and fourth-year students register for this course to perform research on a selected topic in chemistry. A student planning to register for Chem 490 with a Department of Chemistry research mentor MUST obtain approval from that faculty member before registering, but a formal proposal is not required. For research experiences with mentors outside of the chemistry department, the student must submit the Chem 490 Project Proposal Form, which identifies the faculty mentor and includes a short description of the proposed chemical research. The Chem 490 Project Proposal Form, which is available on the chemistry department website, should be submitted to the director of undergraduate studies in the chemistry department for approval.

Credit/no credit only.

Credit variable, maximum 6 units. A&S IQ: NSM

---

### L07 Chem 495 Advanced Undergraduate Research in Chemistry

Registration for this course allows for advanced research mentored by a Department of Chemistry faculty member. Chemical research with a faculty member outside of the chemistry department may be allowed with prior approval. At the end of the semester, the mentor will chair a faculty committee to evaluate an oral presentation by the student, and a letter grade will be assigned. A concise written report may also be requested by the mentor or committee in addition to the oral examination. Before registration can be allowed, the student must fill out the Chem 495 Application Form, available on the chemistry department website, and submit it to the director of undergraduate studies. This form, which is required for all Chem 495 registrants, includes a short description of the proposed research and a list of the committee members. This course may provide a Capstone Experience, but it does not fulfill the Writing Intensive requirement. The units earned may be applied as elective advanced credits toward a chemistry major with Latin honors eligibility. The course may be taken only once for credit. Prerequisite: Chem 490 and/or other advanced electives or research experience as specified by the mentor.

Credit 3 units. A&S IQ: NSM

---

### L07 Chem 500 Independent Work

Independent mentored work in Chemistry, such as (but not limited to) a detailed literature search and report on a topic of current interest. Prerequisite: Permission of the faculty mentor.

Credit variable, maximum 6 units.

---

### L07 Chem 5001 Physical Science in 12 Problems

Exercises related to general chemistry, classical mechanics, quantum mechanics, statistical mechanics, thermodynamics, and kinetics, will be solved with numerical software. Each exercise will be accompanied by a lecture, a software template solving a problem and presenting a related take-home problem. The software will allow us to focus on, and treat in a transparent fashion, physical problems without the unwieldy idealizations and contrivances found in textbooks. Prerequisites: Chem 106/112A and/or Physics 192/194, and prior or concurrent enrollment in either Chem 401 or Phys 217. The lectures will be in-person however a complete set of taped lectures will also be available. A remote help session will be scheduled at a mutually agreed to time. There are no quizzes, exams or a final.

Same as L07 Chem 400  
Credit 1 unit. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 5010 Physical Chemistry I

Introduction to quantum chemistry with applications to electronic structure and elementary spectroscopy. Prerequisites: Chem 106/112A and Math 233; prior completion of Physics 191 and 192 is strongly encouraged (but concurrent enrollment in Physics I will be accepted); or permission of instructor. Required course for all Chemistry majors. Same as L07 Chem 401  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L07 Chem 5020 Physical Chemistry II

This course presents an introduction to chemical thermodynamics, statistical mechanics, and transport phenomena, and it is a required course for all Chemistry majors. Prerequisites: Chem 401, and Math 233; or permission of instructor. Prior completion of Physics 192/194 is strongly encouraged, but prior completion of Physics 191/193 and concurrent enrollment in Physics 192/194 will be accepted. Same as L07 Chem 402  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L07 Chem 5030 Chemical Kinetics

This lecture course will provide an introduction to the kinetics of chemical reactions for graduate and upper-level undergraduate science and engineering students. Bulk and molecular-level considerations will be discussed and provide a foundation for the understanding of chemical reaction mechanisms and the techniques used for their study. Students will gain an understanding of the importance and significance of the rate laws of reactions and in particular the reaction rate constant. Details of how the environment in which reactions occur (i.e., gas phase, solution phase, and surface reactions) and molecular structure are reflected in the rate constant will be discussed. Examples such as catalytic loss cycles in the atmosphere, enzyme catalysis, combustion systems, chain reactions, and explosions are presented in detail to illustrate how the fundamental principles of chemical kinetics can be applied to predict reaction rates, chemical reactivity, and the outcomes of particular processes. Prerequisites: Chem 106/112A and/or permission of instructor.  
Same as L07 Chem 403  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 5035 Nuclear and Radiochemistry Lab

Application of radiochemistry to problems in chemistry, physics, and nuclear medicine, with emphasis on particle detectors and experimental techniques. Prerequisites: 3 units of physical chemistry or quantum mechanics, or permission of instructor. Five hours of laboratory a week.  
Same as L07 Chem 435  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 5036 Introduction to the Atomic Nucleus

Introduction to the interaction of radiation with matter, the production and decay of radioactive nuclides, the structure and properties of nuclei, and various applications of nuclear science (including nuclear power) are all presented. Prerequisites: General Chemistry and/or Physics, and prior or concurrent enrollment in either Chemistry 401 or Physics 217. Lectures will be in-person but a complete set of taped lectures will also be available. A weekly, in-person or remote, help session will be scheduled at a mutually agreed to time. There will be about 6 timed quizzes, one midterm and one final, all of which must be taken in-person on mutually agreed dates.  
Same as L07 Chem 436  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 5050 Computational Problem Solving in the Chemical Sciences

Have you ever wondered how molecular interactions shape the world around us? Why do certain materials exhibit unique properties? How can we predict and manipulate chemical reactions at the atomic level? These are the mysteries at the heart of chemistry, where understanding the unseen world of atoms and molecules can unlock groundbreaking advances in science and technology. However, one needs specialized numerical methods and computational chemistry skills to explore these questions. This course is designed to bridge this gap. It provides a comprehensive introduction to the mathematical and computational skills necessary to model chemical phenomena at the atomic level. We start by building a strong foundation in mathematical representations of chemical problems, utilizing open-source software tools for problem-solving, data interpretation, and visualization of materials and molecular structures. In the second part of the course, we delve into the fascinating world of atomic-level computer modeling. You'll learn various methodologies, such as Monte Carlo and molecular dynamics. We'll analyze static (thermodynamic and structural) and dynamic properties and their statistical errors. Don't worry if you're new to coding - we'll cover the basics of Python programming in the first few lectures, setting you up for success. By the end of this course, you will be proficient in using computational tools, understanding atomic interactions, and approaching chemical problems with a structured and strategic thought process. Join us to unlock the secrets of the molecular world and transform the way you see chemistry! Prerequisites: Chem 106/112A, Math 132, Physics 191, Chem 261. Same as L07 Chem 4050  
Credit 3 units. A&S IQ: NSM

---

### L07 Chem 5051 Methods of Biophysical Chemistry

The course provides an overview of key methodologies of contemporary biophysics and biophysical chemistry, covering: 1) Spectroscopic methods routinely used in biochemistry, including absorption, fluorescence, and circular dichroism; 2) Biophysical methods to study intra- and intermolecular protein interactions including solution-state NMR, FCS, and FRET; 3) Cutting-edge biophysical techniques to study transient protein-protein/protein-nucleic acids interactions. A significant emphasis is placed on the principles of quantum mechanics, which underpin all the techniques discussed. The course begins with an introduction to the basics of quantum mechanics, laying a foundation for understanding the core physical principles that govern each method. Throughout the course, we will derive and analyze key formulae essential for comprehending and applying these advanced biophysical techniques effectively.  
Credit 3 units.

---

### L07 Chem 5064 NMR for Biological Solids

The course will cover theoretical and practical aspects of nuclear magnetic resonance (NMR) spectroscopy. Specific focus will be given to solid-state NMR and its application for studying amorphous biological solids. Prerequisites: undergraduate-level course in quantum mechanics.  
Credit 3 units.

---

### L07 Chem 5070 Instrumental Methods: Physical Chemistry

A course providing direct hands-on experience with the principles of physical chemistry (thermodynamics, quantum, kinetics) and associated experimental methods and instrumentation, including optical, infrared, and nuclear and electron spin resonance, electrochemistry, calorimetry, laser kinetics, and basic electronics. Prerequisite: Chem 401 or concurrent enrollment in Chem 402. Same as L07 Chem 445  
Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

---

**L07 Chem 510 Chemical Dynamics of Biological Pathways**

This course will provide a highly advanced evaluation of cellular metabolism. The course will interrogate metabolic pathways and associated enzymatic mechanisms by tracking stable isotope labeling patterns as measured by liquid chromatography/mass spectrometry. The course will not contain any background treatment of mass spectrometry or basic metabolism. To be enrolled, students must already have an in-depth understanding of these topics. Major objectives of the course are: (1) to learn how to use labeling patterns qualitatively to understand chemical mechanisms at the arrow-pushing level as well as metabolic regulation, (2) to learn metabolic flux analysis, (3) to understand the complex metabolic interactions between cells and organs, and (4) to understand how metabolic reprogramming of specific cell types supports physiologic coordination at the organismal level. Pre-reqs: Chem 482/Chem 5820/Biol 4820 AND permission of instructor.

Credit 3 units.

---

**L07 Chem 5147 Contrast Agents for Biological Imaging**

Contrast Agents in Biological Imaging will build the chemistry foundations for the design and use of contrast agents in imaging applications such as nuclear medicine, magnetic resonance imaging (MRI) and optical imaging. The course will include lectures on the design of radiopharmaceuticals for gamma scintigraphy and positron emission tomography, MRI contrast agents and agents for optical imaging, including bioluminescence and fluorescence microscopy. Prereqs: one year of general chemistry, one semester of organic chemistry.

Same as L41 Biol 5147

Credit 3 units.

---

**L07 Chem 515 Biological Chemistry Seminar**

This course is required for all graduate students following the biological chemistry track. The course will consist of tutorials for first year graduate students and research presentations by second year students. Prerequisites: enrollment in the biological chemistry track or permission of the instructor.

Credit 1 unit.

---

**L07 Chem 533 Time-Dependent Quantum Mechanics & Spectroscopy**

This graduate-level course lays the foundations of time-dependent quantum mechanics and applications to contemporary optical spectroscopies, particularly ultrafast techniques. Formal theoretical descriptions for nonlinear spectroscopic techniques including transient absorption, photon echo, and two-dimensional spectroscopies will be developed. Practical aspects of these experiments including modern laser systems, instrument design, data collection, data processing, and data analysis will also be discussed. Discussion of current literature in the field will be an important component of the course. Prerequisite courses: Chem 401 or permission from the instructor.

Credit 3 units.

---

**L07 Chem 536 Radiochemistry for the Life Sciences**

This course will provide an introduction to nuclear science (e.g. radioactive decay, nuclear stability, interactions of radiation with matter) and followed by an overview of how radiochemistry is used in the life sciences. Lectures on radiolabeling chemistry with radionuclides used in medical imaging (single photon emission computed tomography (SPECT) and positron emission tomography (PET) and their applications will be presented. In addition, lectures on radiochemistry with tritium (H-3) and C-14 will also be included. Additional applications include environmental radiochemistry as applied to nuclear waste disposal and biofuels.

Credit 2 units.

---

**L07 Chem 540 Inorganic/Organometallic Chemistry Seminar**

Students present informal seminars on topics of current interest from the chemical literature or from their own dissertation research.

Credit 1 unit.

---

**L07 Chem 541 Advanced Inorganic Chemistry**

Study of physical inorganic concepts with an emphasis on modern experimental methods applied to inorganic and bioinorganic systems. The spectral and magnetic properties of inorganic and bioinorganic compounds will be discussed. Topics in group theory will be covered, including symmetry of molecules and ions, the application of group theory in molecular structure determination, chemical bond theory and spectroscopy for inorganic materials as molecular species and in crystal lattices. Prerequisite: Chem 461, or consent of instructor.

Credit 3 units.

---

**L07 Chem 542 Special Topics in Inorganic Chemistry**

This course focuses on an important current topic in inorganic chemistry. Open to undergraduates with permission of the instructor. Chemistry 461 recommended.

Credit 3 units.

---

**L07 Chem 543 Physical Properties of Quantum Nanostructures**

This course will explore the physical properties of semiconductor nanomaterials with dimensions that are small enough to give rise to quantum-confinement effects. These effects strongly influence the electronic structures, absorption/emission behavior, and charge-carrier dynamics within quantum wells, rods, wires, dots, and nanotubes. The course begins with an overview of the electronic structure of bulk semiconductors. The theoretical and experimental bases for quantum-confinement effects, which are of considerable fundamental and applied interest, will then be developed. A significant emphasis will be placed on the optical absorption and photoluminescence properties of semiconductor quantum nanostructures. Recent advances and observations as reported in the literature will be emphasized throughout the semester. Prerequisites: Chem 461/Chem 5610 and Chem 465/Chem 5620, or permission of the instructor. While the course is steered to graduate students in the Chemistry Department, Chemistry undergraduate students, graduate or undergraduate students in Physics, Electrical & Systems Engineering, Energy, Environmental & Chemical Engineering, Mechanical Engineering & Materials Science may also find this course valuable.

Credit 3 units.

---

**L07 Chem 550 Mass Spectrometry**

The first focus of the course is an overview of the subject and its history. The second covers the fundamentals of ionization to produce molecular ions. Ionization methods include electron ionization, chemical ionization, electrospray, and matrix-assisted laser desorption. Thermodynamic principles of ionization including ionization energies, proton affinities, and gas-phase acidities provide a fundamental basis for ionization. The third major focus is interpretation of EI and product-ion spectra from MS/MS. Mechanisms of gas-phase ion decomposition reactions, rates and thermodynamics of gas-phase ion processes, and ion-molecule reactions are discussed in terms of interpreting spectra. A major emphasis is the spectra of peptides and proteins, providing a basis for the field of proteomics and related "omics" areas. The fourth focus is the fundamentals of instrumentation design and implementation: quadrupole, time-of-flight, ion trap, orbitraps, and Fourier transform instruments. Combined or hyphenated GC/MS, LC/MS, and tandem mass spectrometry are also discussed. Applications in a variety of areas are worked in as the course progresses: structure determination of synthetic, natural products, metabolites, and

biomolecules, exact mass measurements (high resolution MS), peptide and protein and other biomolecule sequencing, sensitive detection, trace analysis, and mixture analysis. Prerequisite: Chem 262 or permission of instructor.  
Credit 3 units.

---

#### L07 Chem 5510 Organic Chemistry III

A lecture course that builds on the material in Chem 261/262, covering in more detail certain topics in those courses while also introducing new topics. A transition to graduate-level study in organic chemistry; recommended for chemistry, biochemistry, and biology majors.  
Prerequisite: Chem 262.  
Same as L07 Chem 451  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### L07 Chem 5511 Synthetic Polymer Chemistry

This course that describes various methods for the synthesis and characterization of polymers. Copolymers, control of architecture, polymer reactivity, polymer properties, structure/property relationships, and applications of polymers will be discussed. Current topics of interest from the recent literature will also be covered.  
Prerequisite: Chem 262 or permission of instructor.  
Same as L07 Chem 452  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### L07 Chem 5521 Physical Organic Chemistry

The goal of physical organic chemistry (formerly called mechanistic organic chemistry) is to understand the details of reaction mechanisms, and gain insight into structures and reactivity common to organic chemicals and of high-energy chemical intermediates. This course focuses on the structure of any intermediates, the extent of a reaction from the perspective of the transition state, and identifying the relative energies of reactants, products, intermediates, and transition states. Students will learn concepts needed to solve mechanistic organic problems encountered in research, covering common organic reaction mechanisms, experimental techniques, and theoretical approaches. After the course, students will be able to design experiments to probe mechanistic questions and propose reasonable mechanisms and intermediates to explain experimental observations. Prerequisite CHEM 262 or permission of the instructor.  
Same as L07 Chem 450  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### L07 Chem 5522 Synthetic Methods

A lecture course presenting a detailed survey of synthetically useful reactions of carbonyl compounds and their derivatives, with particular attention to their stereoselectivity aspects and asymmetric methodology. The course is intended to provide the necessary background for more advanced work in organic synthesis.  
Credit 3 units.

---

#### L07 Chem 554 Molecular Orbital Theory

Lectures will cover the background, practice and applications of computational chemistry to the modeling of the structures and chemical reactions of organic molecules. Different levels of calculation will be presented, from molecular mechanics calculations and Hückel molecular orbital theory, through semi-empirical and ab initio self-consistent field calculations with correlation energy corrections, and density functional theory. Hands-on experience performing calculations is an important element in this course.  
Credit 3 units.

---

#### L07 Chem 555 Special Topics in Organic Chemistry

This course focuses on an important current topic in organic chemistry. Open to undergraduates with the permission of the instructor.  
Credit 3 units.

---

#### L07 Chem 557 Advanced Organic Synthesis

The objective of this course is to teach students the art of planning a total synthesis. Key synthetic concepts, strategies and tactics, as well as a variety of reactions and synthetic methods, will be illustrated using examples from total syntheses of the main groups of natural products - terpenes, steroids, and alkaloids. Prerequisite: Chem 451/Chem 5510 or permission of instructor.  
Credit 3 units.

---

#### L07 Chem 5570 Synthetic Polymer Chemistry Laboratory

Chem 462 is an upper-level undergraduate laboratory course that complements Chem 452 Synthetic Polymer Chemistry. This twice-a-week lab provides hands-on training in the design, synthesis, and characterization of polymers and polymeric materials through four standard experiments (each one week) and one independent project (over five to six weeks). The independent project involves using an article from the literature as the basis for developing a short proposal. At the end of the course, students give oral presentations of their proposals, which are reviewed by their classmates. Prerequisite or Concurrent: Chem 452 or permission from instructor.  
Same as L07 Chem 462  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### L07 Chem 558 Spectral Methods in Organic Chemistry

A detailed treatment of the structure and stereochemistry of organic compounds with particular emphasis on ultraviolet, visible, infrared, nuclear magnetic resonance, and mass spectroscopic techniques for structure determination. Prerequisite: Chem 262 or permission of instructor.  
Credit 3 units.

---

#### L07 Chem 559 Organic Chemistry Seminar

The organic chemistry graduate students enrolled will each present one seminar on a topic of current interest in the literature.  
Credit 1 unit.

---

#### L07 Chem 5610 Inorganic Chemistry

Inorganic chemistry encompasses the structure, properties, and reactivity of inorganic molecules and solids and it is a required course for all Chemistry majors. This course will focus on the symmetry, bonding, electronic structure, spectroscopy, and reactivity of inorganic coordination complexes in which ligands are bound to one or more metal centers. The course will start with using group theory to classify molecules based on the symmetry elements they possess. A series of different bonding models including VSPER, valence bond theory, molecular orbital theory, crystal field theory, and ligand field theory will be used to describe the structure and bonding of inorganic molecules, coordination complexes, and organometallic compounds. These models will serve as a basis for interpreting and predicting the electronic and vibrational spectra of inorganic compounds. Prerequisites: Chem 106 or 112, and Chem 152.  
Same as L07 Chem 461  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 562 Statistical Thermodynamics**

Statistical mechanical methods will be used to characterize equilibrium and non-equilibrium thermodynamic systems. Computer programming assignments are given. An initial familiarity with ideal equilibrium systems will be assumed. Prerequisite Chem 401 or its equivalent or permission of the instructor.

Credit 3 units.

---

**L07 Chem 5620 Solid-State and Materials Chemistry**

A description of how the structures of crystalline solids at different length scales control their chemical and physical properties is critical for understanding how these materials are applied in a variety of technologies ranging from solar cells to lithium batteries. This course begins with basic crystallography and introduces common inorganic structure types as well as common defects in crystalline solids. With the aid of computer models, students will learn to analyze and index x-ray powder-diffraction patterns that provide a fingerprint to identify a crystal. The relation between the crystal structure of a solid and its resulting electronic structure, chemical reactivity, and physical properties (e.g., optical, electrical, and mechanical) will be discussed throughout the semester with an emphasis on how crystal defects alter these properties. The course will conclude with the use of phase diagrams to assess the composition and microstructure of metals and ceramics. Prerequisite: Chem 105/111A or permission of instructor Same as L07 Chem 465

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 5630 Inorganic Electrochemistry and Photochemistry**

An understanding of electrochemical processes is critical in describing the behavior of batteries, fuel cells, and other important devices used in energy conversion and environmental remediation. This course will cover modern inorganic electrochemistry, photochemistry, and photoelectrochemistry from a microscopic perspective of solid-electrolyte interfaces. The course material will start with the thermodynamics of solid-electrolyte interfaces and the kinetics of electron transfer across these interfaces. Electroanalytical techniques, including cyclic voltammetry and potential-step experiments, will be described to understand the mechanism of electrochemical and photochemical reactions. Lectures will include applications of electrochemical cells in catalysis, materials synthesis, and solar-fuel generation. Prerequisites: Chem 461, or Chem 465, or consent of instructor.

Same as L07 Chem 426

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 5670 Inorganic Chemistry Laboratory**

A laboratory course emphasizing both the synthesis of inorganic compounds and the study of their physical properties. Laboratory exercises will introduce novel synthetic techniques including high-temperature synthesis and vacuum-line manipulations. Compounds will be spectroscopically characterized by UV-visible absorption, gas-phase infrared, and multinuclear and dynamic NMR spectroscopies. Measurements of electrochemical behavior, magnetic susceptibility, and electrical conductivity will be performed. Prereq: Chem 461 or consent of the instructor. A Writing Intensive option is available with the permission of the instructor.

Same as L07 Chem 470

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L07 Chem 571 Quantum Chemistry and Spectra**

This course covers the development and application of quantum mechanics as applied to molecular structure and properties. Material to be discussed will include the fundamentals of quantum mechanics; representations; matrix formalisms; applications to model

systems; perturbation theory; variational methods; many-electron wavefunctions; Hartree-Fock theory and post-Hartree Fock methods; density functional theory; additional topics and applications. Prereq: Chem 401.

Credit 3 units.

---

**L07 Chem 5721 Quantum Chemistry in Practice**

A spectrum of modern computational tools -- from semiempirical, self-consistent field theory, and density functional theory one-electron pictures to perturbative and simulation many-electron pictures -- will be used to determine potential energy surfaces, spectroscopic cross-sections, and oxidation-reduction energetics.

Credit 3 units.

---

**L07 Chem 576 Magnetic Resonance**

Quantum mechanical and classical aspects of paramagnetism and of nuclear and electronic magnetic resonance. Phenomenological equations of motion, spin interactions, spin temperature, thermal relaxation, dynamic polarization, multiple resonance phenomena.

Credit 3 units.

---

**L07 Chem 5762 Electron Spin Resonance**

Principles of magnetic resonance of paramagnetic species, structure and dynamics of organic free radicals and transition metal ions in the condensed phase. Detection of transient paramagnetic species generated in photochemical reactions and photo physical processes.

Prereq, Chem 401.

Credit 3 units.

---

**L07 Chem 578 Nuclear Magnetic Resonance Spectroscopy**

A course dealing with the quantum and classical description of the nuclear magnetic resonance of an isolated system of two spin-1/2 nuclei. The design of pulsed NMR spectrometers and the Fourier analysis of time-dependent observable magnetization in 1 and 2 dimensions are treated in detail, NMR relaxation in liquids and solids is included phenomenologically. Prerequisite: Physical Chemistry or permission of the instructor.

Credit 3 units.

---

**L07 Chem 580 Special Topics in Physical Chemistry: Methods of Biophysical Chemistry**

The course provides an overview of key methodologies of contemporary biophysics and biophysical chemistry, covering: 1) Spectroscopic methods routinely used in biochemistry, including absorption, fluorescence, and circular dichroism; 2) Biophysical methods to study intra- and intermolecular protein interactions including solution-state NMR, FCS, and FRET; 3) Cutting-edge biophysical techniques to study transient protein-protein/ protein-nucleic acids interactions. Prerequisites: undergraduate-level course in quantum mechanics (Chem 401)

Credit 3 units.

---

**L07 Chem 581 Advanced Quantum Chemistry**

A study of the theory and methods of quantum mechanics, with applications to problems of chemical interest. Prerequisite, Chem 571 or permission of the instructor.

Credit 3 units.

---

---

### L07 Chem 5810 General Biochemistry I

Topics include the properties and structures of biomolecules, including amino acids, nucleotides, lipids, carbohydrates, proteins and nucleic acids. Additional topics include enzyme kinetics and mechanisms, membrane structure and properties, protein folding, an introduction to metabolism, oxidative phosphorylation and photosynthesis. This course is the first semester of an integrated two-semester sequence. The second course is Chem 482. Prerequisites: Biol 2970, Chem 262. Same as L07 Chem 481

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 5811 Introduction to Biomolecules

The goal of this course is to introduce students to the preparation, characterization, structure-function relationship, and chemistry of proteins, polysaccharides, and nucleic acids. The course emphasizes understanding the chemical and physical properties of the respective building blocks and their noncovalent interactions as the foundation for macromolecular properties and function. Students will apply fundamental energetic and mechanistic principles (from general and organic chemistry) and develop chemical reasoning skills that enable scientific problem-solving towards the understanding of chemical phenomena in biological systems.

Credit 3 units.

---

### L07 Chem 5820 General Biochemistry II

Biochemistry explores the chemistry of life processes at the molecular level. This course is the second semester of a two-semester General Biochemistry sequence (Chem481/482 or Bio4810/4820). Prerequisites include Chem481/Bio4810 and Chem262 or instructor permission. The first semester of the Biochemistry sequence covered the basics of the topic with an emphasis on the structures, functions, and interactions of biomolecules including proteins, nucleic acids, carbohydrates, and lipids. This second semester course will emphasize metabolism, the biosynthetic (anabolism) and degradation (catabolism) pathways that provide the energy of life and define the molecules associated with healthy and disease states.

Same as L07 Chem 482

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 5821 Chemical Biology

This course is a survey of modern chemical biology focusing on the application of a broad array of chemical tools to biological problems. The course is roughly divided into four sections; biopolymers, computational methods and bioinformatics, tools for chemical biology, and applications of chemical biology. A mandatory discussion section accompanies the course and is used to review current and classical literature in the field. Prereqs: Chem 262 and Biol 2970, or permission of the instructor.

Same as L07 Chem 475

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 583 Time-Dependent Quantum Mechanics & Spectroscopy

This graduate-level course lays the foundations of time-dependent quantum mechanics and applications to contemporary optical spectroscopies, particularly ultrafast techniques. Formal theoretical descriptions for nonlinear spectroscopic techniques including transient absorption, photon echo, and two-dimensional spectroscopies will be developed. Practical aspects of these experiments including modern laser systems, instrument design, data collection, data processing, and data analysis will also be discussed. Discussion of current literature in the field will be an important component of the course. Prerequisite courses: Chem 401 or permission from the instructor.

Credit 3 units.

---

### L07 Chem 5830 Bioorganic Chemistry

This course presents a molecule-centered perspective on the current state of the art in antibiotic drug discovery and natural products chemistry. The molecular mechanisms of antibiotic drug action and pathogen resistance will be covered along with the biosynthetic origins of antibiotics from plants and microbes. The course is taught from the perspective of understanding how organic chemistry plays out in biological systems, with an emphasis on small organic molecules and enzymes. Curved arrow mechanisms will be used frequently in learning activities and assignments. Thus, Chem 262 (Organic Chemistry 2) is a mandatory prerequisite for this course. A working knowledge of protein structure and function is helpful. Students are encouraged (but not required) to take Chem 481 (General Biochemistry 1) and/or Chem 482 (General Biochemistry 2) in preparation for this course. Students will be responsible for writing a review article on an assigned antibiotic molecule and presenting their paper to the class.

Same as L07 Chem 453

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L07 Chem 5833 Protein Biochemistry

The focus of this course is protein biochemistry, and is intended to build upon General Biochemistry (Chem 481). In this course we will focus on protein structure, folding, and techniques to purify and characterize protein activity. We will progress from initial studies to first understand protein fold and function to current efforts to better characterize protein structure-function relationships. We will also highlight human diseases that are underpinned by protein misfolding. This course will focus on reading and understanding primary literature, including landmark papers along with more recent work. During the second half of the semester, each student will select a paper and prepare a written analysis of that paper. The student will then present the paper and lead a journal club style discussion of the paper. Prerequisites: Chem 481 or instructor's permission

Same as L07 Chem 483

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L07 Chem 584 Molecular Spectroscopy

Cursorry overview of electromagnetic radiation and its interaction with atoms and molecules. The course will assume a general knowledge of quantum chemistry, (i.e., Chem 401), although a quick review of eigenfunctions and states will be given. We will cover Rotational Spectroscopy, Vibrational Spectroscopy, Electronic Spectroscopy, and Time-resolved Spectroscopy. In so doing, attention will be focused on diatomic molecules, although some examples of polyatomics will be given with emphasis placed on how structure contributes to spectra. Emphasis is placed on creating intuition into spectroscopy, not necessarily the quantum-mechanical rigor or detailed calculations of molecular spectroscopy. Prerequisite, Chem 401 or permission of the instructor.

Credit 3 units.

---

### L07 Chem 585 Molecular Reaction Dynamics

This course addresses the question, "what happens in a chemical reaction?" at the atomic/molecular level. Topics: Non-reactive and reactive molecular collisions, scattering and resonances, unimolecular and bimolecular reactions, potential energy surfaces, reaction rate calculations and models, state to state experiments and stereodynamics, energy transfer mechanisms, time resolved and frequency resolved dynamics, condensed phase dynamics, control of chemical reactions. Requirements: Chem 401 is a pre-requisite and prior completion or current registration in Chem 402 is required. However, equivalent courses will be considered at the discretion of the instructor.

Credit 3 units.

---

### L07 Chem 599 Chemical Laboratory Safety

An overview of current laboratory safety, regulatory, and compliance practices. Safety and compliance issues that impact chemical, biological, and materials research will be covered. Required for entering chemistry graduate students.

Credit 0.5 units.

## Chemistry Major Program Requirements

- **Total units required:** 53

### Required Courses

To prepare for a major in chemistry, students will take the following:

Code	Title	Units
Chem 111A	General Chemistry I *	3
Chem 112A	General Chemistry II *	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Chem 262	Organic Chemistry II with Lab	4
Physics 191	Physics I **	3
Physics 191L	Physics I Laboratory **	1
Physics 192	Physics II **	3
Physics 192L	Physics II Laboratory **	1
Math 131	Calculus I ***	3
Math 132	Calculus II ***	3
Math 233	Calculus III ***	3
<b>Total Units</b>		<b>35</b>

\* In certain instances, students may substitute Chem 105 Principles of General Chemistry I and Chem 106 Principles of General Chemistry II for Chem 111A General Chemistry I and Chem 112A General Chemistry II. Please consult the department's director of undergraduate studies for details.

\*\* Physics 193 Focused Physics I may replace Physics 191 Physics I, Physics 194 Focused Physics II may replace Physics 192 Physics II, Physics 193L Focused Physics I Laboratory may replace Physics 191L Physics I Laboratory, and Physics 194L Physics II Laboratory may replace Physics 192L Physics II Laboratory.

\*\*\* Math 203 Honors Mathematics I may replace both Math 131 Calculus I and Math 132 Calculus II. Math 204 Honors Mathematics II may replace Math 233 Calculus III.

Physics 217 Introduction to Quantum Physics and additional mathematics courses are also recommended. The optional Chem 181 First-Year Opportunity: Why is Chemistry Called "the Central Science"? is open to first-year students, highlighting research activities in the department.

A working knowledge of computer programming and of a foreign language, such as German or Russian, is encouraged for the chemistry major but not required.

Majors in chemistry must take a minimum of 18 units of advanced courses in chemistry or biochemistry, among which the following must be included:

Code	Title	Units
Chem 401	Physical Chemistry I	3
Chem 402	Physical Chemistry II	3
Chem 461	Inorganic Chemistry	3
<b>Total Units</b>		<b>9</b>

In addition, 9 units in chemistry at the 300 level or above must be taken (not including Chem 490 Introduction to Research or Chem 495 Advanced Undergraduate Research in Chemistry). Biol 451 General Biochemistry may be used to complete 3 of these additional 9 units, but not in combination with Chem 481 General Biochemistry I or Chem 482 General Biochemistry II.

At least 3 of these 9 advanced units must be in a laboratory course chosen from the following list:

Code	Title	Units
Chem 358	Advanced Organic Laboratory	4
Chem 435	Nuclear and Radiochemistry Lab	3
Chem 445	Instrumental Methods: Physical Chemistry	3
Chem 462	Synthetic Polymer Chemistry Laboratory	3
Chem 470	Inorganic Chemistry Laboratory	3

Neither Chem 490 Introduction to Research nor Chem 495 Advanced Undergraduate Research in Chemistry can be used to satisfy the advanced laboratory requirement.

Students have the advantage of planning their programs with their advisors in accordance with their personal interests. Some graduate courses are also available to seniors.

All chemistry course work must be taken in residence at Washington University to be applied toward the chemistry major. A minimum grade of C- must be earned in each course to count toward the chemistry major.

## Additional Information

### Study Abroad

Study Abroad programs are available both for chemistry and pre-medical studies. Details of these programs can be found at the Overseas Programs website. For chemistry programs, students may be able to receive elective/research (Chem 490 Introduction to Research) credit for courses taken/research done abroad. It is strongly advised that students contact the Department of Chemistry Study Abroad Advisor, Prof. Richard Mabbs (mabbs@wustl.edu), as soon as possible after they declare their major in order to discuss study abroad plans.

## Latin Honors for the Major in Chemistry

- **Total units required:** 56

To qualify for Latin Honors, students must complete a minimum of 21 units in advanced courses in chemistry or biochemistry, among which the following must be included:

Code	Title	Units
Chem 401	Physical Chemistry I	3
Chem 402	Physical Chemistry II	3
Chem 461	Inorganic Chemistry	3

In addition, 6 units in chemistry at the 300 level or above must be taken (not including Chem 490 Introduction to Research). Chem 495 Advanced Undergraduate Research in Chemistry can be used to satisfy 3 of these additional 6 units on the chemistry honors track. Biol 451 General Biochemistry may be used to complete 3 of these additional 6 units but not in combination with Chem 481 General Biochemistry I or Chem 482 General Biochemistry II.

Students must also complete **two** additional advanced laboratories. Students **must** choose one synthetic laboratory from the following:

Code	Title	Units
Chem 358	Advanced Organic Laboratory	4
Chem 462	Synthetic Polymer Chemistry Laboratory	3
Chem 470	Inorganic Chemistry Laboratory	3

They **must** also choose one physical laboratory from the following:

Code	Title	Units
Chem 435	Nuclear and Radiochemistry Lab	3
Chem 445	Instrumental Methods: Physical Chemistry	3

Neither Chem 490 Introduction to Research nor Chem 495 Advanced Undergraduate Research in Chemistry can be used to satisfy the advanced laboratory requirements.

## Departmental Honors for the Major in Chemistry

To be eligible for Departmental Honors, a student must complete the Latin Honors program in chemistry. To graduate "with distinction," a student must maintain a chemistry grade point average of 3.5 and complete the equivalent of at least 3 units of Chem 490 Introduction to Research. To graduate "with high distinction," a student must maintain a chemistry GPA of 3.65 and complete the equivalent of at least 3 units of Chem 490 and one semester of Chem 495 Advanced Undergraduate Research in Chemistry. To graduate "with highest distinction," a student must maintain a chemistry GPA of 3.8 and complete the equivalent of at least 3 units of Chem 490 and one semester of Chem 495. Chemistry research is defined as a research project performed under the direction of a chemistry faculty member or a research project approved by the

Chemistry Department Undergraduate Work Committee. The chemistry GPA is calculated from the grades received in chemistry courses and prerequisites for the chemistry major. The level of Departmental Honors that a student achieves will appear on the student's final transcript.

Phone: 314-935-6530  
Email: chemistry@wustl.edu  
Website: http://chemistry.wustl.edu

## Chemistry Major, Biochemistry Specialization

### Program Requirements

- **Total units required:** 61-62

### Required Courses

To prepare for a major in chemistry with a specialization in biochemistry, students will take the following:

Code	Title	Units
Chem 111A	General Chemistry I *	3
Chem 112A	General Chemistry II *	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Chem 262	Organic Chemistry II with Lab	4
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Physics 191	Physics I **	3
Physics 191L	Physics I Laboratory **	1
Physics 192	Physics II **	3
Physics 192L	Physics II Laboratory **	1
Math 131	Calculus I ***	3
Math 132	Calculus II ***	3
Math 233	Calculus III ***	3
<b>Total Units</b>		<b>43</b>

\* In certain instances, students may substitute Chem 105 Principles of General Chemistry I and Chem 106 Principles of General Chemistry II for Chem 111A General Chemistry I and Chem 112A General Chemistry II. Please consult the department's director of undergraduate studies for details.

\*\* Physics 193 Focused Physics I may replace Physics 191 Physics I, Physics 194 Focused Physics II may replace Physics 192 Physics II, Physics 193L Focused Physics I Laboratory may replace Physics 191L Physics I Laboratory, and Physics 194L Physics II Laboratory may replace Physics 192L Physics II Laboratory.



\*\*Math 203 Honors Mathematics I may replace both Math 131 Calculus I and Math 132 Calculus II. Math 204 Honors Mathematics II may replace Math 233 Calculus III.

Majors in chemistry with a specialization in biochemistry must take a minimum of 18 units of advanced courses in chemistry or biochemistry, among which the following must be included:

Code	Title	Units
Chem 481	General Biochemistry I	3
Chem 482	General Biochemistry II	3
Chem 401	Physical Chemistry I	3
Chem 402	Physical Chemistry II	3
Chem 461	Inorganic Chemistry	3
<b>Total Units</b>		<b>15</b>

In addition, at least one advanced lab must be chosen from the following list:

Code	Title	Units
Chem 358	Advanced Organic Laboratory	4
Chem 435	Nuclear and Radiochemistry Lab	3
Chem 445	Instrumental Methods: Physical Chemistry	3
Chem 462	Synthetic Polymer Chemistry Laboratory	3
Chem 470	Inorganic Chemistry Laboratory	3
Biol 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4

All required chemistry course work must be taken in residence at Washington University to be applied toward the chemistry major. A minimum grade of C- must be earned in each course to count toward the chemistry major.

**Note:** Per the College of Arts & Sciences guidelines, for students who also pursue a minor or more than one major or minor program, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both programs. All advanced (300- and 400-level) courses must be unique to each program. In other words, no advanced course may be "double-counted" for the course work needed to fulfill either program's minimal requirements. Should a student's major and minor programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.

## Additional Information

### Study Abroad

Study Abroad programs are available both for chemistry and pre-medical studies. Details of these programs can be found at the Overseas Programs website: <http://www.artsci.wustl.edu/~overseas/>. For chemistry programs, you may be able to receive elective/research (Chem 490 Introduction to Research) credit for courses taken/

research done abroad. It is strongly advised that you contact the Department of Chemistry Study Abroad Advisor, Prof. Richard Mabbs (mabbs@wustl.edu) as soon as possible after you declare your major to discuss study abroad plans.

## Latin Honors for the Major in Chemistry With a Specialization in Biochemistry

- **Total units required:** 64-66

To qualify for Latin Honors, students must complete a minimum of 21 units in advanced courses, including **one** of the following six courses:

Code	Title	Units
Chem 410	Special Topics in Physical Chemistry	3
Chem 453	Bioorganic Chemistry	3
Chem 464	Inorganic Biochemistry	3
Chem 475	Chemical Biology	3
Chem 483	Protein Biochemistry	3
Chem 485	Nucleic Acids	3
Chem 510	Chemical Dynamics of Biological Pathways	3
Biol 334	Cell Biology	3
Biol 349	Microbiology	4

or a second advanced laboratory course in chemistry or biology chosen from the following list:

Code	Title	Units
Chem 358	Advanced Organic Laboratory	4
Chem 435	Nuclear and Radiochemistry Lab	3
Chem 445	Instrumental Methods: Physical Chemistry	3
Chem 462	Synthetic Polymer Chemistry Laboratory	3
Chem 470	Inorganic Chemistry Laboratory	3
Biol 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
Biol 4523	Molecular Methods in Enzyme Analysis	4

All required chemistry course work must be taken in residence at Washington University to be applied toward the chemistry major. A minimum grade of C- must be earned in each course to count toward the chemistry major.

## Departmental Honors for the Major in Chemistry With a Specialization in Biochemistry

To be eligible for Departmental Honors, a student must complete the Latin Honors program in chemistry. To graduate "with distinction," a student must maintain a chemistry grade point average of 3.5 and complete the equivalent of at least 3 units of Chem 490 Introduction to Research. To graduate "with high distinction," a student must maintain a chemistry GPA of 3.65 and complete the equivalent of at least 3 units of Chem 490 and one semester of Chem 495 Advanced Undergraduate

Research in Chemistry. To graduate "with highest distinction," a student must maintain a chemistry GPA of 3.8 and complete the equivalent of at least 3 units of Chem 490 and one semester of Chem 495. Chemistry research is defined as a research project performed under the direction of a chemistry faculty member or a research project approved by the Chemistry Department Undergraduate Work Committee. The chemistry GPA is calculated from the grades received in chemistry courses and prerequisites for the chemistry major. The level of Departmental Honors that a student achieves will appear on the student's final transcript.

Phone: 314-935-6530  
Email: chemistry@wustl.edu  
Website: http://chemistry.wustl.edu

## Chemistry Minor Program Requirements

- **Total units required:** 41 (27 in chemistry; 14 in math and physics)

### Required Courses

Code	Title	Units
Chem 111A	General Chemistry I	3
Chem 112A	General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry I with Lab	4
Chem 262	Organic Chemistry II with Lab	4
Math 131	Calculus I *	3
Math 132	Calculus II *	3
Physics 191	Physics I **	3
Physics 191L	Physics I Laboratory **	1
Physics 192	Physics II **	3
Physics 192L	Physics II Laboratory **	1
<b>Total Units</b>		<b>32</b>

\* Math 203 Honors Mathematics I may replace both Math 131 Calculus I and Math 132 Calculus II.

\*\* Physics 193 Focused Physics I may replace Physics 191 Physics I, Physics 194 Focused Physics II may replace Physics 192 Physics II, Physics 193L Focused Physics I Laboratory may replace Physics 191L Physics I Laboratory, and Physics 194L Physics II Laboratory may replace Physics 192L Physics II Laboratory.

**Note:** In certain instances, students may substitute Chem 105 Principles of General Chemistry I and Chem 106 Principles of General Chemistry II for Chem 111A General Chemistry I and Chem 112A General Chemistry II. Please consult with the department's director of undergraduate studies for details.

## Elective Courses

Student must complete 9 units of chemistry encompassing three courses in at least two subdisciplines. Biol 451 General Biochemistry may be used to satisfy one course of the three required (but not in combination with Chem 481 General Biochemistry I or Chem 482 General Biochemistry II). Courses must be at the 300 level or above, but Chem 490 Introduction to Research and Chem 495 Advanced Undergraduate Research in Chemistry are specifically excluded.

All chemistry course work must be taken in residence at Washington University to be applied toward the chemistry minor. A minimum grade of C- must be earned in each course to count toward the chemistry minor.

**Note:** Per the College of Arts & Sciences guidelines, if a student has a major and a minor or has two minors, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both programs. All advanced (300- and 400-level) courses must be unique to each program. In other words, no advanced course may be "double-counted" for the course work needed to fulfill either program's minimal requirements. Should a student's major and minor programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.

Phone: 314-935-6530  
Email: chemistry@wustl.edu  
Website: http://chemistry.wustl.edu

## Classics

The major in Classics focuses on the study of the Latin and/or ancient Greek languages. The major in Ancient Studies is for students who want to explore the whole spectrum of the classical world with little or no work in the ancient languages. Resources on campus that support the study of classics include a substantial library collection of materials related to the ancient world, collections of Greek papyri and art, and the Wulfling Coin Collection.

Contact: Luis Alejandro Salas  
Phone: 314-935-5183  
Email: classics@wustl.edu  
Website: http://classics.wustl.edu

## Faculty

### Endowed Professor and Chair

#### Timothy Moore

John and Penelope Biggs Distinguished Professor of Classics  
Department Chair  
PhD, University of North Carolina

## Director of Graduate Studies

### Catherine Keane

Professor  
PhD, University of Pennsylvania

## Director of Undergraduate Studies

### Luis Alejandro Salas

Associate Professor  
PhD, University of Texas at Austin

## Department Faculty

### Nicola Aravecchia

Associate Professor  
PhD, University of Minnesota

### William Bubelis

Associate Professor  
Curator of the Wulping Coin Collection  
PhD, University of Chicago

### Carl W. Conrad

Professor Emeritus  
PhD, Harvard University

### Christopher Erdman

Assistant Professor  
PhD, University of California at Santa Barbara

### Ian Hollenbaugh

Assistant Professor  
PhD, University of California, Los Angeles

### Lance Jenott

Senior Lecturer  
PhD, Princeton University

### Thomas Keeline

Associate Professor  
PhD, Harvard University

### Robert D. Lamberton

Professor Emeritus  
PhD, Yale University

### Justin Meyer

Lecturer  
PhD, Washington University in St. Louis

### Susan I. Rotroff

Jarvis Thurston & Mona Van Duyn Professor Emerita  
PhD, Princeton University

### Rebecca Sears

Senior Lecturer  
PhD, University of Michigan

### Zoe Stamatopoulou

Associate Professor  
PhD, University of Virginia

### Kathryn Wilson

Senior Lecturer  
PhD, University of Pennsylvania

## Majors

- Ancient Studies Major (p. 423)
- Classics Major (p. 423)

## Minors

- Ancient Studies Minor (p. 424)
- Classics Minor (p. 424)

## Courses

Courses include the following:

- Classics (p. 410)
- Greek (p. 419)
- Latin (p. 421)

## Classics

Visit online course listings to view semester offerings for L08 Classics.

### L08 Classics 1040 First-Year Seminar: The Trojan War in Myth, Art, and Reality

The Trojan War was one of the most significant events in the history of the world. It was also, almost certainly, fictional. The goal of this class will be to examine the wide-ranging and varied evidence for the story of the Trojan War and its long-lasting cultural influence, from antiquity to the present day. Ultimately, we will seek to understand how every reflection on the Trojan War as a past event - whether poetic, artistic, or archaeological - has also been a reflection of a contemporary society - Iron Age Greece, Imperial Rome, Modern Europe - and an attempt to situate that society within a global history. In doing so, the class will also address questions of pressing contemporary relevance: including how civilizations form and collapse, how fact and fiction are intertwined in the construction of civic and ethnic identities, and how certain kinds of evidence may be alternately privileged or suppressed in the creation of historical narratives. Prerequisites: none

Same as L01 Art-Arch 1040

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

### L08 Classics 1135 Freshman Seminar: The World of Cleopatra

Cleopatra -- the last queen of ancient Egypt -- captivated her contemporaries and has fascinated the Western world ever since her famous suicide by asp in 31 BCE. She was a woman of contrasts: Pharaoh of Egypt and Greco-Macedonian queen; seductive woman and shrewd political strategist; a ruthless monarch using every means available to consolidate her position in the face of the encroaching power of the Roman Empire. Through texts and material culture, the seminar will seek to understand Cleopatra in the context both of her native Egypt and of the wider Mediterranean world. We will thus examine the traditions of Pharaonic Egypt; the historical events that brought Egypt under the control of the Macedonian Ptolemies (Cleopatra's dynasty); the wider stage of East-West tension and conquest in which Cleopatra struggled to maintain her power; her

relationships (political and personal) with famous men of her day (Caesar, Herod, Mark Antony); her capital city of Alexandria, the largest metropolis of its day; Cleopatra's brilliant court and its luxury arts; and finally the many Cleopatras that have populated art and literature of later times. We will emerge with a sense of Cleopatra, both as a unique individual and as a product of her time.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: CPSC BU: IS EN: H

---

#### **L08 Classics 114 First-Year Seminar: Ancient Literary Journeys**

Recent social histories exploring Greek childhood have emphasized the reconstruction of the ancient child's agency. Such studies have been interested to illuminate the lived experience of children and to apprehend their voices so often silent in the sources. While such inquiry has clearly widened our understanding of ancient children's lives, the present course is designed instead to explore explicitly the representation of children as particularly rich reservoirs of cultural values. Drawing upon a range of art historical and archaeological sources and literary genres, we will examine the ways in which children were presented to mirror back social mores, thus capturing the aspirations of ancient Greek society. As figures of future potential, children continue to offer social historians one of the most striking lenses through which to explore the question of our humanity. The protean answer to this question at once reveals the proximity and vast distance that stands between our modern society and the ancient Greek one.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L08 Classics 115 First-Year Seminar: Engaging the Classical Past in Modern Fiction**

This course will explore the persistent -- but often camouflaged -- influence of classical antiquity on modern genre (popular) fiction. Students will read and discuss both texts from antiquity (e.g., Ovid's "Metamorphoses," Lucian's "A True History") and selections from the works of major 20th-century authors drawn from the canon of a specific genre. Although popular fiction embraces a wide range of authors and styles, genres that are particularly engaged with the classical past include science fiction (e.g., Jules Verne, Suzanne Collins), fantasy (e.g., J.R.R. Tolkien, Rick Riordan), horror (e.g., H.P. Lovecraft, Stephen King), mystery (e.g., Elizabeth Peters, Steven Saylor), and adventure (e.g., Clive Cussler, David Gibbins). Discussion of these texts will include theorization about the nature of the genre and its origins as well as specific examples of allusions and intertexts to ancient Greek and Roman authors, focusing on the characters, artifacts, monsters, themes, legends, and plot devices drawn from Greco-Roman mythology or modern mythology about Classical antiquity. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L08 Classics 117 First-Year Seminar: Villians of Ancient Rome**

Fall 2024: Who were the ancient Romans? What were their lives like? What did they care about, and what did they believe? In this seminar, you will work to answer these questions and more as you examine the rich culture and literature of the ancient Romans through the lens of "villainy". You will read historical and literary accounts of ancient Rome and explore the great "villains" of the monarchy, republic, and empire--to name a few: Tarquinius Superbus, Lucius Catiline, Livia Drusilla, Marc Anthony, and Agrippina the Younger. As we make our way through our sources you will learn about the daily life, social structures, governments, economies, and multiple religions of Roman culture. Furthermore, you will come to see how traces of Romans (virtuous and villainous) live on today! After a semester of critical reading and class discussions, you should leave the course with a greater understanding

of three things: Roman culture broadly, the impact that this culture has on our modern world, and what constitutes a "villain" in the Roman mind across the centuries. Note: This course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L08 Classics 118 First Year Seminar: The Art of Rhetoric from Cicero to Social Media**

In Barack Obama's victory speech after the 2008 election, he said, "It's been a long time coming, but tonight, because of what we did on this day, in this election, at this defining moment, change has come to America." He did indeed promise change, but in making that promise he relied on rhetorical rules -- like the climactic tricolon -- that were first formulated in classical antiquity and have been passed down in an unbroken tradition right up to today. In this class we will study the uses and abuses of rhetoric from the ancient world to the present. The course combines a study of rhetorical theory with observation of its practice from Cicero to contemporary advertising, and also includes a significant public speaking component. The meticulous deconstruction of complex texts and ideas in this course will give students a tool for cutting to the heart of the issues that continue to face the modern world, and the participants' own speaking and writing will also benefit. Students will analyze both ancient and modern attempts at persuasion in light of classical rhetorical theory, and they will write and deliver two short speeches on topics of their choice.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L08 Classics 120 First Year Seminar: The Hero**

The tale of the hero has endured as one of the most popular narrative forms since the 3rd millennium BC. From the first recording of the Sumerian Epic of Gilgamesh to the 21st c. cinematic spectacle of Marvel's Avengers, audiences have been transfixed by the travails of the protagonist who attains heroic status. In studying seminal heroes drawn from near eastern and ancient Greek epic, classical tragedy and history, this course will examine why the hero generates such fascination and how the hero reflects back the most fundamental concerns of human existence.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: HUM EN: H

---

#### **L08 Classics 121 Christianity and Polytheism in Late Antique Egypt**

This course explores the subject of polytheism in late Roman Egypt and the role that Christianity played in shaping a new religious, social, and cultural environment between the third century CE and the advent of Islam in the seventh century. The goal is to gain an understanding of the process by which the new religion spread in a deeply Hellenized part of the Mediterranean world such as Egypt. Indeed, its inhabitants had not only largely adopted the Greek language, but were deeply imbued with Greco-Roman culture and lifestyle, at the same time remaining attached to their traditional religious heritage. The seminar will touch upon issues of religious and cultural resistance, imperial involvement, official propaganda, proselytism, and syncretic manifestations of devotional practice. Attention will also be paid to the variety of forms in which Christianity (and modes of Christian life) developed in Egypt, revealing a complex but deeply fascinating world of ideas and beliefs. The religious topography of pre-Christian Egypt, in which temples were prime visual landmarks, will be examined and compared with the dramatic changes brought about, both to the built and the natural environment, by the appearance and dissemination of Christian places of cult and monastic life.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L08 Classics 137 First Year Seminar: The Emperor Nero: Prince, Monster, Artist**

The destructive, scandal-ridden career of the Roman emperor Nero (mid-1st century CE) almost defies belief. From his assumption of power as a teenager to his suicide after a military revolt, Nero flouted political and cultural conventions left and right. His inspiring debut notwithstanding, he killed off his family and mentor, held wild parties, poured money into extravagant projects, and neglected state business to pursue a career on stage. He came to be labeled one of the "Bad Emperors," and seen as a symbol of the decline of Rome itself - especially by sympathizers of the Christians he persecuted. Yet Nero as an emperor and a literary character was also a creation of his time. The figure of Nero is examined in his context. The central text is the *Life of Nero* by Suetonius (2nd century CE), a dense and colorful text read first in its entirety and then more carefully in pieces. Supplementary readings are from the abundant other sources on and interpretations of Nero, both ancient and modern. Discussions and writing assignments are varied and designed to develop analytical and writing skills.  
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

---

**L08 Classics 180 First-Year Seminar:**

This course is for freshman only. The topic varies from semester to semester. Recent topics include Miracles; Sexuality in Early Christianity; and The Self in Chinese Thought.  
Same as L22 History 180  
Credit 3 units. A&S: FYS A&S IQ: HUM

---

**L08 Classics 188 Beginning Coptic I**

This course provides an introduction to the Coptic language in the Sahidic (southern) dialect. Coptic was the vernacular language spoken and written in Egypt during the Roman, Byzantine, and Arab periods (until about 1300 CE) and as such is important for studying the history of premodern Egypt. It preserves some of the oldest known translations of the Bible, many apocryphal and "heretical" books that illustrate the wide diversity of ancient Christianity (e.g., the Gospels of Thomas and Mary), as well as sermons, saints' lives, monastic instructions, and liturgical manuals that still constitute the literary culture of the Coptic Orthodox Church today. In addition, a plethora of "magical" papyri illustrate medical and religious practices; personal letters reveal the lives of everyday people; and troves of business documents (e.g., contracts, wills, governmental petitions, receipts) have proved important for understanding Roman and Byzantine economies. Because Roman Egypt was a highly bilingual society, there are even instances of Classical Greek literature translated into Coptic (e.g., selections of Homer and Plato), and these offer a unique witness to how such texts were received by Egyptians. The goal of this course is to cover 15 of the 20 lessons in the grammar book. The remainder will be covered in the second level of this course.  
Credit 4 units. A&S IQ: HUM, LCD BU: HUM EN: H

---

**L08 Classics 189 Beginning Coptic II**

After completing the remaining grammar lessons from Beginning Coptic I, we will build skill and confidence as translators by reading selections from a variety of Coptic texts: the Sahidic Gospel of Mark, the hagiographic "Life of John the Monk," selections from the Gospels of Mary and Thomas, and a unique Coptic translation of Plato's "Republic." In our readings from the Bible and Plato, those who read Classical Greek will also have the opportunity to study how ancient translators chose to render the Greek texts into Egyptian, and how, in the process of translation, they changed the meaning of the originals. Prerequisite: Classics 188 or permission of instructor.  
Credit 4 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L08 Classics 2011 Classical to Renaissance Literature**

Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's *Iliad* is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin, and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare.  
Same as L93 IPH 201C  
Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L08 Classics 2100 Beginning Sanskrit I**

This course is an introduction to Classical Sanskrit, the ancient literary language of India. Students will learn to read and write in the Devanagari writing system and be introduced to the basics of Sanskrit grammar. By the end of the course students will be able to produce grammatical paradigms of Sanskrit words, understand and produce complex sentences in Sanskrit, and will even start reading passages of the Mahabharata in the original.  
Credit 4 units. A&S IQ: HUM, LCD EN: H

---

**L08 Classics 2110 Beginning Sanskrit II**

Credit 3 units. A&S IQ: LCD, LS EN: H

---

**L08 Classics 223 Ampersand: The Age of Pericles**

This seminar will explore the relationship between the sociopolitical history and cultural development of Athens in the fifth and fourth centuries BC. Students will be encouraged to analyze both archeological and literary evidence throughout the process of democratization, paying particular attention to the Periclean building program, including the sanctuary of Athena on the Acropolis, the Agora, domestic Athenian architecture, and the panhellenic sanctuaries of Delphi and Olympia. Selections from the histories of Herodotus and Thucydides, the plays of Sophocles and Aristophanes, the dialogues of Plato, and Aristotle's "Constitution of Athens" will highlight the functions and limitations of the democratic regime. This course is for first-year, non-transfer students in the Democracy and Myth in Ancient Greece Ampersand program.  
Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L08 Classics 225D Latin and Greek in Current English**

An astonishingly large number of English words, especially in areas such as medicine, science, and law, are derived from Latin and Greek. This course will provide a study of the impact of Latin and Greek on the English language through study of the Latin and Greek roots, prefixes, and suffixes that are most commonly found in English technical and non-technical vocabulary and the linguistic principles through which these elements have entered the English language.  
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L08 Classics 228 Theater Culture Studies I: Antiquity to Renaissance**

This course is a survey of ancient, medieval and Renaissance theater and performance: in both the West and in the East, as it both reflects and shapes culture. Coverage will include the following areas: ancient Greece, ancient Rome, classical Sanskrit theater, Yuan China, medieval Japan, medieval Europe, Renaissance Italy, and Renaissance England. Both scripted theater and performance practices will be examined

through the lenses of dramatic literature, theater history, performance studies, and dramatic theory. A continual emphasis will be on marginal and underrepresented figures, as we will attempt to excavate forgotten histories from the theatrical past.

Same as L15 Drama 228C

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: IS EN: H

---

### L08 Classics 232E Myths and Monuments of Antiquity

An introduction to the ancient world (circa 3500 B.C. to A.D. 400) based on masterpieces of art and architecture from Mesopotamia, Egypt, Greece, and the Roman Empire. The monuments are accompanied by a selection of myths and documents representing the cultural life of these ancient societies and constituting their legacy to our modern world.

Same as L01 Art-Arch 232

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM EN: H

---

### L08 Classics 234 The Greek World

This course offers an introduction to the society and culture of ancient Greece, the civilization that created Homer, Socrates, and Herodotus, among many others. Using a wide variety of literary, documentary, and material sources, we will focus on one central question: what does it mean to be Greek in antiquity? We will explore how the negotiation of 'Greekness' affects cultural values, how it influences the geopolitics of the ancient Mediterranean, how women, slaves, and immigrants fit (or do not fit) into this Greekness, how ancient Greek democracy arises, and how it dies.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L08 Classics 2361 Cities and Towns of the Ancient World

This course is an introduction to ancient urbanism in the Mediterranean region, the Near East, and the Indus Valley. The chronological span is wide, ranging from the Neolithic era to the Late Roman/Early Byzantine period. The archaeological evidence of some of the earliest known cities will be presented and discussed, with the aim of understanding the formation process of urban centers and how these shaped and influenced their sociopolitical, economic, and cultural life. Broad issues that will be considered in class concern the origin of urban life and its different manifestations; the relationship between the natural landscape and the built environment and how the former affected the development of the latter; and the ways in which ancient civilizations constructed and used space in order to shape social relations. The course will also highlight the available evidence of monuments and artworks in context as integral parts of the urban landscape of ancient cities and towns. When available, ancient documentary sources will be introduced in order to present a more comprehensive picture of those urban centers and of the communities that created and inhabited them. The readings assigned for each session (and discussed in class) will also provide a broad sample of primary and secondary sources, the latter consisting of relevant scholarship on the topic of ancient urbanism.

Same as L01 Art-Arch 236

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

---

### L08 Classics 236C The Roman World

An introduction to the society and culture of the ancient Roman Republic and Empire. The "Roman World" began as a small settlement by the Tiber River and became a huge and diverse empire extending into three continents, with a cultural legacy that has lasted to this day. The course will cover key events over a millennium of Roman political history, but much of our time will be given to study and analysis of

Roman concepts of national identity, moral and political thought, social hierarchies and dynamics, family, religion, and entertainment. To this end, we will examine a diverse combination of primary sources - literary, documentary, and material.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L08 Classics 251 Projecting the Past: Ancient Greece and Rome in Modern Film

Since the earliest days of film, screenwriters and directors have mined the rich history of Ancient Greece and Rome to captivate audiences with tales of heroes and slaves, soldiers and lovers. This course will examine such cinematic representations across a variety of American and European films from the 20th and 21st century. Drawing upon translated selections from ancient Greek and Roman authors, secondary readings and weekly screenings, students will reflect upon the ways in which film adaptations of antiquity both tell us much about Ancient Greece and Rome and reveal as much about our present as they do the past.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L08 Classics 300 Independent Study

Credit variable, maximum 3 units.

---

### L08 Classics 3003 Writing Intensive in Ancient Studies

This is a Writing Intensive course involving the study of selected topics in Classics. Recent topics include The Banquet in Antiquity; The Art of Reading and Writing an Ancient Greek Vase; and Golden Ages, Nostalgia, and the Idealized Past.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

### L08 Classics 301C Greek Mythology

The myths of ancient Greece are not only inherently interesting, but they are an incomparable starting point for the study of the ancient world, and they have offered numerous images and paradigms to poets, artists, and theorists. This course provides an introduction to the major Greek myths, their role in literature and art, their historical and social background, and ancient and modern approaches to their interpretation. Student work will include discussing course material in sections and online, taking two exams covering both the myths themselves and the ancient authors who represent our richest sources, and writing several essays interpreting or comparing ancient literary treatments. 3 units.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM

---

### L08 Classics 3051 Orthodoxy and Heresy in Early Christianity

From the time Jesus of Nazareth preached in the rural countryside of Judea, his followers interpreted his words differently and wrote varied accounts of what he said and did. As time passed and as Jesus' movement grew into a world religion -- Christianity -- disagreement among Christians only continued to increase, leading to the need to define and enforce correct beliefs and practices to create a Christian "orthodoxy" embodied in the now-familiar institutions of creed, canon, and clergy. Yet in the process of creating an orthodoxy, what was left out? Whose voices were suppressed? Through the careful study of ancient texts that were long-ago deemed heretical and virtually lost until the 20th century, this course examines the wide varieties of Christianity in its nascent years and discusses how the framers of orthodoxy defined themselves against these alternatives.

Same as L23 Re St 3051

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L08 Classics 306 Race and Identity in Greco-Roman Antiquity**

This seminar will start from one big question: Were the ancient Greeks and Romans white? We will examine this question -- and the questions that spring from it -- from two angles. First, using literary and archaeological evidence and informed by modern critical race theory, we will investigate how people living in the ancient Mediterranean understood difference: between themselves and others as well as among their own citizens. Did they have a concept of race at all? If not, how did they theorize difference? Second, we will study how and why the modern race system in the United States uses antiquity and racializes the premodern past. Students will write several short responses to sources over the semester and complete a research paper on a topic of their choice.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L08 Classics 307F Historical Introduction to the New Testament**

What can be known -- from an historical perspective -- about the life and teachings of Jesus and his earliest followers? How did Jesus see himself and how did his followers see him? How did the lives, teachings, and deaths of Jesus and his followers come to form the heart of a new movement? If Jesus and the apostles were all Jews, how did Christianity emerge as a distinct "religion"? This course investigates these questions through a focus on the earliest sources for Jesus and his first followers, including and extending beyond the canonical books of the Christian New Testament. Our approach in this course is historical and literary, rather than theological or confessional: we ask what Jesus, his first followers, and their Jewish and "pagan" contemporaries did and believed, and we try to catch glimpses of the worlds in which they lived and the cultures which they took for granted.

Same as L23 Re St 307F

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

---

**L08 Classics 3130 Sexuality in Early Christianity**

What did Jesus of Nazareth and his early followers teach about sexuality in terms of marriage, adultery, divorce, the virtues of procreation and celibacy, same-sex relationships, and erotic desire? How and why did ancient Christians take different stances on these issues, and how do these traditions continue to inform sexual ethics and gender roles today? In this course, we will study these questions by examining key passages from the teachings of Jesus in the Gospels, Paul's letters, writings of early church leaders, martyr propaganda, monastic literature, and apocryphal books deemed heretical. We will also consider the interpretations of contemporary historians of religion informed by recent trends in sexuality and gender theories.

Same as L23 Re St 3130

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L08 Classics 3152 Gender and Sexuality in Greco-Roman Antiquity**

In this course, we will explore how ancient Greeks and Romans thought about gender and sexuality. We will consider questions such as: which traits and behaviors did the Greeks and the Romans associate with masculinity and with femininity? What can we tell from our sources about those who did not fit neatly into this binary? How did ancient Greeks and Romans think about male and female anatomy and psychology? How did the Greeks and the Romans construct sexuality and how did they approach homosexual and heterosexual relationships? How did they think about erotic desire? How did ancient laws and institutions circumscribe the lives of men and women, and how did they contribute to the construction of gender and sexuality? How did class, ethnicity, and age intersect with ideas about gender and sexuality in antiquity? We will read an array of ancient texts in translation, we will consider various theoretical viewpoints, and we

will move toward a better understanding of how gender and sexuality were constructed in antiquity. Ultimately, we will reflect on how our exploration of ancient ideas about these issues can help us understand better how we think about them today.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: BA EN: H

---

**L08 Classics 3153 The Women of Greek Tragedy**

This course examines the role of women in Athenian drama. Students will read English translations of the works of the three major tragedians -- Aeschylus, Sophocles, and Euripides -- and their near contemporary, the comedian Aristophanes. Direct engagement with ancient texts will encourage students to develop their own interpretations of and written responses to the political, social, and ethical manipulation that these mythological women were compelled to endure and the subtle ways in which they appear to exercise power themselves. Selected scholarly articles and book chapters will help students to contextualize these ancient dramas in their culture of origin. Because such issues continue to preoccupy both sexes today, students will see how Greek tragedy addresses perennial historical and cultural concerns through the examination of adaptations of Greek tragedies ranging from Seneca in ancient Rome to Spike Lee's "Chi-Raq" and Luis Alfaró's "Mojada: A Medea in Los Angeles." The final research paper will encourage students to consider how a specific female character from antiquity is transformed for a "modern" dramatic audience.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L08 Classics 3212 Art & Archaeology of Cleopatra's Egypt**

This course is an introduction to the art and archaeology of Egypt from its conquest by Alexander the Great (332 BCE) to the early fourth century CE. It will examine the rich and multi-faceted history and artistic legacy of Egypt under the Ptolemies and their last queen Cleopatra, followed by the Roman conquest under Emperor Augustus up to the flourishing of Egyptian Christianity. Students will become familiar with a wide range of ancient sources, including documentary and literary texts, coins, architecture, paintings and sculpture. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.

Same as L01 Art-Arch 3212

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

---

**L08 Classics 3231 Jews and Christians in the Premodern World**

In modern times, it is common to think of Judaism and Christianity as two distinct, if historically connected, "religions." Increasingly, however, historians of ancient religions have thought more deeply about the implications of taking Christianity and Judaism in antiquity as more fluid and porous than we tend to think of them. In this upper division course, we will explore the ways in which the boundaries that early Christians attempted to draw between Christianity and Judaism remained unstable and incomplete. While the various efforts to establish early Christian identity led to the production of a variety of hermeneutical representations of the Judaeoi, these literary representations nevertheless often reflected, to various degrees, engagement with actual historical Jews/Judeans, who shared political, economic, and intellectual worlds with Christians. We will consider how early Christian discourse about Jews and Judaism informed and was informed by intra-Christian disputes and their negotiations of their relationships with the wider Greco-Roman culture. We will explore how Christian efforts to establish both continuity and difference between Judaism played a role in the construction of 'orthodoxy' and 'heresy,' as well as the way in which Christians re-appropriated Jewish texts, rituals, and ideas in their efforts to construct a Christian identity. We will also explore how this continued dynamic of difference and continuity continued into the Middle Ages.

Same as L23 Re St 323

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

---

---

**L08 Classics 3250 Pompeii: Cultural Mosaic of the Ancient Mediterranean**

This course will provide an in-depth survey of artistic, architectural, and archaeological material from the ancient town of Pompeii, a river port of middling size and importance in southern Italy with remains that were remarkably well preserved by the ash and pumice stones of Mt. Vesuvius during the eruption of 79 CE. Starting with an overview of its development -- an Oscan settlement under Greek and Etruscan influence that expanded after the conquest of the Samnite and then Roman armies -- students will explore all aspects of urban life through Pompeii's uniquely rich archaeological record, with a particular focus on the social, cultural, and ethnic diversity that can be difficult to detect and appreciate even in the much larger, wealthier, and more cosmopolitan capitals of the Roman Empire. Over the course of the semester, students will learn various methods for applying different types of material evidence (including wall paintings, sculpture, architecture, furniture, and graffiti) to a series of scholarly questions about key points of conflict and tension within society, such as local attitudes toward foreign cultures, resistance to imperialism, the marginalization of women and slaves, opportunities for social mobility, and religious censorship. By the end of the course, a dynamic and colorful mosaic of Pompeii will have emerged, far removed from the image of a static Roman town supposedly frozen in time. Prerequisite: L01 113 or permission of instructor.  
Same as L01 Art-Arch 325  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L08 Classics 326 Archaeology of Roman Slavery**

Slavery was a fundamental part of the ancient Roman world. In this course, we will survey various ways in which the institution of slavery played a critical role in shaping Roman society. Through an exploration of social, economic, legal, and cultural aspects of Roman slavery, we will pose questions of what it means to be a slave society, how the ubiquity of forced labor impacted the lives of ancient Romans, and the extent to which we can recover the experiences and subjectivities of enslaved people. Throughout the course, we will confront the interpretive problems posed by biased and/or scarce evidence and by assumptions we may carry as the inheritors of modern slaveries. A recurring theme we will explore is the extent to which evidence of slavery and the material traces of enslaved people's lives are visible in the archaeological record. At the end of the term, we will contextualize Roman slavery by comparing it with modern examples and by considering the legacy of ancient slavery in modern visual culture and representations of enslaved people. Prerequisites: Any 100- or 200-level course in art history or archaeology; or permission of instructor.  
Same as L01 Art-Arch 326  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

---

**L08 Classics 3330 Greek and Roman Painting**

This course provides a survey of the major achievements of ancient Greek and Roman painting, broadly understood and encompassing wall painting, panel painting, painted pottery, and mosaic. We will study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention will be paid to the social, political, and religious aspects of ancient Greco-Roman painting and to questions of innovation in artistic practice. Special emphasis will be placed on students' cultivation of the tools of art-historical analysis and of the presentation of that analysis in written form. Prerequisite: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215) or permission of instructor.  
Same as L01 Art-Arch 3330  
Credit 3 units. A&S IQ: HUM Art: AH, CPSC, GFAH, HUM BU: HUM, IS EN: H

---

**L08 Classics 341C Ancient History: The Roman Republic**

Rome from its legendary foundation until the assassination of Julius Caesar. Topics include: the establishment, development, and collapse of Rome's Republican government; imperial expansion; Roman culture in a Mediterranean context; and the dramatic political and military events associated with figures like the Carthaginian general Hannibal, the Thracian rebel Spartacus, and the Roman statesman Cicero.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L08 Classics 342C Ancient History: The Roman Empire**

An introduction to the political, military, and social history of Rome from the first emperor Augustus to the time of Constantine. Topics include: Rome's place as the center of a vast and diverse empire; religious movements, such as Jewish revolts and the rise of Christianity; and the stability of the state in the face of economic crises, military coups, and scandals and intrigues among Rome's imperial elite.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L08 Classics 345C Greek History: The Dawn of Democracy**

From the so-called Dark Ages to the death of Socrates, a survey of the political, social, economic, and military development of early Greece, with emphasis upon citizenship and political structure, religion and culture, and the complex relationships between Greeks and neighboring peoples.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L08 Classics 346C Greek History: The Age of Alexander**

From the death of Socrates until the foundation of the Roman Empire, Greece and the Ancient Near East underwent profound changes that still resonate today. This course surveys the political, social, economic, and military developments of this period, especially Alexander the Great's legacy.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L08 Classics 347C Ancient Philosophy**

An examination of the high-water marks of philosophy in ancient Greece and Rome, focusing primarily on Plato and Aristotle. A wide range of philosophical problems will be discussed, including the nature of the good life, the justification of knowledge, and the ultimate nature of mind and world. Attention will be paid to how these problems unfolded in their historical context and to how the ancient treatments of them compare to contemporary efforts. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor.  
Same as L30 Phil 347C  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L08 Classics 350 Greek Art and Archaeology**

A survey of the artistic achievements and material culture of the Greeks in the first millennium BCE (Iron Age through the Hellenistic period). Development of architecture, sculpture, and painting, as well as minor arts and utilitarian objects, with emphasis on the insights they offer into Greek society and interactions with the wider Mediterranean world.  
Same as L01 Art-Arch 331  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L08 Classics 3522 Topics in Literature: Drama Queens: Cleopatra in Elizabethan England**

Same as L14 E Lit 3524  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---



---

**L08 Classics 3563 Ancient Sport and Spectacle**

Ancient sport and spectacle seem both familiar and foreign to us today. We share the Greek obsession with athletic success, and we have revived their Olympic games-and yet the Greeks competed nude and covered in oil and included in their celebration a sacrifice of 100 oxen to Zeus. So too do we recognize the familiar form of the Roman arena, but recoil from the bloody spectacles that it housed. In this class we will examine the world of ancient Greco-Roman sport and spectacle, seeking to better understand both ancient culture and our own. We will consider Greek athletic competition, Roman gladiatorial combat, chariot racing, and other public performances. We will set these competitions in their social and historical context, considering both their evolution and their remarkable staying power.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L08 Classics 3801 Ancient Greek and Roman Medicine**

This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietetic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it?"

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

---

**L08 Classics 3821 Topics in Christian Thought**

The topic covered in this course varies. Recent course topics include: "The 'Other' Catholic Church: The Lived Experiences of Eastern Orthodoxy" and "The Apostle Paul: Communities and Controversies." Same as L23 Re St 382

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

**L08 Classics 3831 Magicians, Healers, and Holy Men**

Magic is perhaps not one of the first words one associates with Greco-Roman antiquity. Yet for most individuals living in the ancient Mediterranean, including philosophers, businessmen, and politicians, magic was a part of everyday life. Casting spells, fashioning voodoo dolls, wearing amulets, ingesting potions, and reading the stars are just some of the activities performed by individuals at every level of society. This course examines Greco-Roman, early Christian, and Judaic "magical" practices. Students read spell-books which teach how to read the stars, make people fall in love, bring harm to enemies, lock up success in business, and win fame and the respect of peers. Students also look at what is said, both in antiquity and in contemporary scholarship, about magic and the people who practiced it, which helps illuminate the fascinating relationship between magic, medicine, and religion.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L08 Classics 385W Comedy, Ancient and Modern**

In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy.

Credit 3 units. A&S IQ: HUM, LCD, WI Art: CPSC BU: HUM EN: H

---

---

**L08 Classics 4001 Independent Study**

Credit 3 units.

---

**L08 Classics 4011 Ancient Greek Numismatics**

Coins are one of the most powerful, mysterious, and enduring inventions of classical antiquity. Invented in western Anatolia c. 2,700 years ago, coins transformed every economy into which they entered and quickly became one of the hallmarks of ancient Greek society above all others. Adorned with a bewildering array of symbols for the kings and city-states that minted them,

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L08 Classics 408 Sacred Ways and Holy Spaces: Athenian Religion and Topography**

From seashore to mountain top, ancient Athens was famous for being a landscape rich with myth and religion. In order to worship their gods with processions, sacrifices, and other acts of devotion, Athenians moved through, across, and within space as defined by such things as sacred roads, monumental gateways and altars, and even places considered so holy that one was forbidden to enter. This course will introduce students to the study of place (topography) and to the methods and evidence by which we can determine where specific buildings and sites were, how they were used, and what they signified. We will explore major sites like the Acropolis as well as a variety of other temples, shrines, and holy sites across urban and rural landscapes alike, each of which structured space in its own way. By examining a wide range of archaeological and textual evidence (c. 800 BC-AD 400), we will develop an integrated understanding of Athenian religious belief and ritual in the context of architecture and space. While this course will concentrate on the topography of architecturally definable religious sites, we will also explore religious practices (e.g., magic, early Christianity) that employed the landscape in fundamentally different ways than other parts of the Athenian religious system.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L08 Classics 4230 The Reception of Egypt in the Graeco-Roman World**

Ancient Greeks and Romans found Egypt to be an exceptionally enthralling world, in terms not only of its physical features but also of its people, monuments, and traditions. This course will explore how different views of Egypt emerged in the Graeco-Roman world; it will also investigate the possible reasons for the remarkable popularity and allure of Egypt and things Egyptian as reflected in the writings of Greek and Roman authors as well as in the art and architecture of the Mediterranean world in Classical antiquity. In this seminar, we will read primary literary sources (in translation) that focus on the reception of ancient Egypt and, more specifically, its history, religion, and customs. Several of these sources also offer a privileged viewpoint to investigate how the perception of notable Egyptian figures -- chiefly Cleopatra -- was shaped by Rome to suit a specific agenda. In addition to the written sources, we will look at the artistic and archaeological evidence that best showcases the impact of Egypt's legacy on Graeco-Roman traditions. The readings assigned for each class will also provide a broad sample of secondary sources, consisting of some of the most significant scholarship on the image of Egypt in Classical antiquity.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L08 Classics 4235 Rome in Egypt: The Archaeology of an Oasis City**

This seminar will focus on the results of the archaeological fieldwork carried out at Trimithis / Amheida, a Graeco-Roman city in Egypt's Western Desert. It will investigate the available documentary and archaeological evidence, including a wealthy house with paintings inspired by Classical themes, a public bath built in the Roman tradition, a rhetorical schoolroom, pyramid-shaped Roman tombs, remains

of a temple, and one of the earliest churches discovered in Egypt so far. We will explore how this evidence compares with that from neighboring sites in Egypt's Western Desert as well as in the Nile Valley. The goal is to develop an appreciation and understanding of Romano-Egyptian architecture, Classical and late antique art in Egypt, and Egypt's religious, social, and cultural history. Students will also have the opportunity to familiarize themselves with notions of archaeological methods and practice, as adopted in the context of an Egyptian excavation project. Prerequisites: One course at the 100- or 200-level in Art History, Classics, or Archaeology recommended Same as L01 Art-Arch 4235

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: IS EN: H

---

#### **L08 Classics 4250 The Archaeology of Christian Monasticism**

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM EN: H

---

#### **L08 Classics 426 Ancient Athens**

Athens was one of the great cities of antiquity. From lavishly decorated marble temples on the Acropolis, to public office buildings and inscriptions in the Agora (civic center), to the houses of the living and the monuments for the dead, the city has left a rich record of her material culture. These buildings and objects, together with an exceptionally large number of literary and historical texts, make it possible to paint a vivid picture of the ancient city. The course concentrates on the physical setting and monuments of Athens, as revealed by both archaeology and texts, and how they functioned within the context of Athenian civic and religious life. PREREQUISITES: CLA 345C, CLA 350, OR PERMISSION OF INSTRUCTOR.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM

---

#### **L08 Classics 428 The Invention of the Image: From Classical Art History to Modern Visual Studies**

The scholarly field of Image or Visual Studies has developed in response to the widespread proliferation of images, both still and moving, in contemporary life. It distinguishes itself from traditional art history by examining visual representations of all types, not only works of high art, and by concentrating on the role those representations play in the formation of culture. Though most of the scholarship produced in this field focuses on the modern world, it depends upon ideas first developed in Mediterranean antiquity. This course has two primary goals. We will conduct an historical examination of practices and theories of image making from Near Eastern antiquity to modernity. In so doing, we will also carry out an historiographical survey of the major works in Image/Visual Studies, thereby gaining an appreciation for the wide range of methods of inquiry employed in this important field of research. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 428

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

---

#### **L08 Classics 429 Art and Death in Ancient Rome**

Perhaps more than any other phenomenon, death spurred the creation of art in the ancient Roman world. The practice of materially commemorating the deceased -- of perpetuating the memory of the dead through the creation of funerary monuments designed to appeal to both intimate familial relations and the public at large -- stretched across Roman social boundaries and endured for many centuries. But death also frequently provided the subject matter of art even outside the confines of the funerary realm. The goal of this course will be to explore the complex relationship between art and death in the Roman world. It will range from early Rome to the end of the empire and the changes brought about by widespread conversion to Christianity. In conjunction with historical readings, the course will also engage

with theoretical texts in the anthropology and philosophy of death. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

Same as L01 Art-Arch 429

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L08 Classics 4350 Hellenistic Philosophy**

The Hellenistic Age, traditionally dated from the death of Alexander and his (Macedonian) Empire at 323 BCE to the birth of Augustus' (Roman) Empire in 31 BCE, gave the West three of its most innovative and influential schools of philosophy: Epicureanism, Skepticism, and Stoicism. This course investigates the central features of their thought. Special attention is paid to the still-relevant debates between the Stoics and Sceptics about the possibility of knowledge, to the disagreements among all three schools about the issues of freedom, responsibility, and determinism, and to their ethical theories. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Same as L30 Phil 4530

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L08 Classics 4361 Topics in Ancient Studies**

Study of one or more themes recurring in the traditions of Greek and Roman literature, history, and culture. Topic will vary each semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L08 Classics 4376 Pictorial Illusion in the Ancient Mediterranean**

Among the many accomplishments in the history of Greco-Roman art, ancient writers especially valued the development of pictorial illusion. Pictorial illusion refers to the techniques of reproducing or approximating aspects of the visual perception of the material world on a two-dimensional surface. These include foreshortening, the application of highlights, and the indication of multiple points of depth in space relative to the picture plane. The purpose of the course is to explore the material, stylistic, and technical history of illusionistic painting practices in the ancient Mediterranean world from Classical Greece to Late Antique Rome and to seek to understand the cultural and social significance of those practices. In addition to examining specific historical questions in the development of ancient painting, the course will investigate trans-historical connections between vision, visibility, and methods of representation. Prerequisites: Either L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Same as L01 Art-Arch 4376

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

#### **L08 Classics 450W Topics in Classics**

Classics courses at the 400 level with enhanced requirements in writing may be taken under this designation as writing intensive courses.

REQUIRED: PERMISSION OF INSTRUCTOR.

Credit 3 units. A&S IQ: HUM, WI EN: H

---

#### **L08 Classics 451 Plato**

An examination of some of Plato's most important dialogues, typically including the Gorgias, Phaedo, and Republic, with the aim of grasping the development of Plato's most influential thoughts in ethics and in metaphysics and epistemology. In order to provide both historical understanding and philosophical evaluation, attention will be paid to the context and structure of the dialogues and to the best of recent secondary literature. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Same as L30 Phil 451

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L08 Classics 452 Aristotle**

This course offers a maximally full and detailed introduction to the works of Aristotle. His logic, natural philosophy, psychology, metaphysics, ethics, and political philosophy will be discussed, and stress will be laid on the interpretive problems facing contemporary philosophers seeking to understand Aristotle's achievement. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.  
Same as L30 Phil 452

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L08 Classics 453 The Greek Symposium**

This course explores the history, archaeology, material culture, and sociology of the symposium in ancient Greece. While we will focus mainly on the archaic and classical Greek symposium, we will also examine its reception in the Roman world. In this context, we will study art and literature produced for the symposium, as well as representations of the symposium in literature, especially in lyric poetry, drama, and philosophical prose.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L08 Classics 462 Ancient Greek and Roman Music**

Music played a vital role in Ancient Greece and Rome. New resources and perspectives now allow us to appreciate the ancients' music better than ever before. This course addresses the nature of ancient music (instruments, melody and rhythm, modes), ancient attitudes towards music, and its contribution to public and private life. The focus throughout will be on our ancient sources, both literary and archaeological.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L08 Classics 4647 Ancient Madness**

In this course we will ask what madness meant in Greek and Roman culture. We will find reading strategies that are sensitive both to ancient evidence and to the ethical demands of talking about, evaluating, and categorizing people treated as mad. While we will concentrate on literary (particularly tragic and epic), philosophical, and medical texts, we will also look at visual representations and evidence from ritual and cult. An important part of our project will involve tracing the afterlife of classical ideas: the history of melancholia will ground this aspect of the course. Finally, we will consider how antiquity informs psychoanalysis (Oedipus, Antigone, Narcissus), and how ancient madness might partake in a critique of contemporary understandings of mental illness.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L08 Classics 465 Topics in the History of Philosophy**

Study of individual philosophers or themes from the ancient, medieval, and/or modern periods. Examples: Spinoza, St. Thomas Aquinas, neo-Platonism, universals in ancient and medieval thought, ancient and modern theories of space and time. Prerequisite: 6 units in philosophy, or permission of instructor.

Same as L30 Phil 465

Credit 3 units. A&S IQ: HUM EN: H

---

**L08 Classics 4700 Ancient Greek and Roman Gynecology**

This course examines gynecological theory and practice in ancient Greece and Rome, from about the 5th century BCE to the 3rd century CE. The task is complicated by the nature of our evidence. Our surviving textual sources are authored exclusively by men, mainly physicians. They have a pronounced tendency to conceptualize the health and disease in terms of a single body, which was male by default. They distinguished female bodies from male primarily in reproductive aspects. How exactly did these physicians understand diseases of women and, as far as can be recovered, to what extent were their views represented among laypeople? What form did treatment take and what

was the social status of practitioners, both that of our extant sources and female practitioners whose voices have largely been silenced by the textual tradition? We will approach the study of Greek and Roman gynecology, first from the perspective of Greco-Roman medical views, then from the point of view of contemporary Western biomedicine. The limited nature of our sources will allow students to read the majority of surviving material. These primary readings will be accompanied by current secondary scholarship that explores these fascinating and often frustrating questions about the female body in ancient medical thought. All primary materials will be available in English translation. There will be an option for students with a background in Greek or Latin to form a satellite reading group. The course does not assume familiarity with Greek and Roman medicine more broadly.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L08 Classics 476 Money, Exchange, and Power: Economy and Society in the Ancient Mediterranean World**

From seaborne trade and banking to slavery and the impact of new technology, the economy of the ancient Mediterranean world constitutes a particularly dynamic field of study. To examine a society's underlying economics is to gain critical insight into those historical phenomena that are themselves the product of multiple, overlapping dimensions of human action and thought. This course engages directly with a fascinating array of primary evidence for economic behaviors, beliefs, structures, and institutions among the Romans, Greeks, and their neighbors. We will also explore the methodological challenges and implications of that evidence as well as a variety of modern theoretical approaches. This year our focus is mainly upon developments among the Greeks, ranging from the transformative invention of coinage to the rise of commercial networks centered around religious sanctuaries like Delos. PREREQ: CLA 341C OR 342C OR 345C OR 346C OR PERMISSION OF INSTRUCTOR.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

**L08 Classics 4763 Olympian Shadows: Macedon and its Neighbors in Antiquity**

The home of both Alexander the Great and Aristotle, Macedon was pivotal to the course of ancient Greek and Roman history and yet stood apart as a culturally and politically distinct region. Macedonian dynasts dominated the Hellenistic world and deeply shaped Roman reception of Greek culture, while others profoundly affected the intellectual life of antiquity. We will explore topics ranging from ethnicity, religion, and the nature of kingship to urbanization and Macedon's emergence as a great power until its subsequent transformation at the hands of the conquering Romans. We will pay special attention to Macedon's neighbors, especially Thrace and Illyria, as well as to Macedon's relationships with the Persian Empire and the Greek coastal colonies. PREREQUISITES: AT LEAST ONE SEMESTER OF CLASSICS 341C, 342C, 345C, OR 346C, OR INSTRUCTOR'S PERMISSION.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L08 Classics 480 Roman Coins and Their Stories**

This course will provide insights into everyday life in Rome and its territories through the evidence of the coins minted from the Roman Republic until the collapse of the Western Roman Empire in AD 476 and beyond. We will discuss general numismatics, starting with the history of coins and coinage, and we will understand how these small objects became an intrinsic part of the Roman way of life and what evidence they provide for daily life in Rome, from ideology to religion and from politics and culture.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

---

### L08 Classics 493 Senior Project

For Classics or Ancient Studies majors who wish to fulfill their capstone requirement in Classics through a one-semester research project. A structured research assignment or independent project under the supervision of one of the department's faculty is required. Prerequisites: Senior standing and permission of the Chair of the Department.  
Credit 3 units.

---

### L08 Classics 497 Study for Honors

Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. Prereq: Overall GPA of 3.65.  
Credit 3 units.

---

### L08 Classics 498 Study for Honors

Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. Prereq: Overall GPA of 3.65.  
Credit 3 units.

---

## Greek

Visit online course listings to view semester offerings for L09 Greek.

---

### L09 Greek 101D Beginning Greek I

An introduction to Classical Greek (Attic), which will prepare the student to read texts in Greek History, Philosophy, and Medicine as well as the New Testament. This course builds the foundations for readings in Greek Tragedy, Comedy, and Lyric poetry. Our goal will be to develop reading knowledge as rapidly and efficiently as possible. By the end of the year the student should be reading continuous Greek prose.  
Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L09 Greek 102D Beginning Greek II

Continuation of the program begun in Greek 101D. Students will complete their initial study of Classical Greek grammar and will begin reading selections from ancient Greek authors. Prerequisite: Greek 101D, or permission of the instructor.  
Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L09 Greek 190D Intensive Beginning Greek I

An intensive study of Attic Greek.  
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L09 Greek 210 Intensive Beginning Greek II

Completion of work begun in Greek 190D followed by readings in original Greek poetry and prose. Successful completion of Greek 210 will allow the student to proceed directly to Greek 318C. PREREQ: GREEK 190D OR PLACEMENT BY EXAMINATION.  
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L09 Greek 317C Introduction to Greek Literature

Introduction to Attic prose through the reading of Plato's APOLOGY and related texts. Prerequisite: L09 102D or placement by examination.  
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

### L09 Greek 318C Introduction to Greek Literature

Introduction to epic poetry through the reading of selections from Homer's ILLIAD and ODYSSEY. Prerequisite: Greek 210, Greek 316C, or Greek 317C.  
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

### L09 Greek 400 Independent Study

Credit 3 units. A&S IQ: HUM EN: H

---

### L09 Greek 416 Hesiod

In this course, we will read substantial passages from the works attributed to Hesiod, an archaic period Greek poet whose style and subject matter are often contrasted to Homer, and whose influence on Greek literary culture was second only to Homer's. Hesiod's two major poems - Theogony and Works and Days - form important evidence for the Greek rhapsodic tradition, and the mythological content and compressed styles of these mini-epics strongly influenced later Hellenistic Greek and Roman poets. Through discussion of readings from recent scholarship, we will consider topics including the authorship and dating of the Hesiodic corpus, Hesiod's Near-Eastern influences, oral poetics, mythography, genre studies, and narratology. Preparation of substantial Greek reading assignments will be supplemented with frequent practice of scansion (both written and oral) and the parallel development of sight translation skills. Students will be responsible for the development of a portfolio consisting of written translations, creative and interpretive mini-projects, a commentary, and an original research project.  
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H

---

### L09 Greek 421 Sophocles

In this course, we will read closely two plays by Sophocles: OEDIPUS REX and TRACHINIAN WOMEN.  
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM EN: H

---

### L09 Greek 422 Euripides

The tragedies of Euripides are among the most powerful dramas ever produced. In this class we will read one or more plays of Euripides in Greek as well as scholarly works on the tragedies. Among the topics discussed will be language and style, meter and music, mythological and historical backgrounds, elements of performance, and Euripides' influence in the modern world. PREREQUISITES: GREEK 318C OR PERMISSION OF THE INSTRUCTOR AND SOPHOMORE STANDING OR ABOVE.  
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

### L09 Greek 423 Aeschylus

This course will focus on Aeschylus' SEVEN AGAINST THEBES and on the PROMETHEUS BOUND; in addition, we will look at a few fragmentary plays. Readings will include relevant secondary literature.  
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

### L09 Greek 430 Herodotus

The Histories of Herodotus are our most important source for a key period of Greek history and are also a delight to read. We will read in Greek sections from various parts of the Histories. Among the topics discussed will be Herodotus' attitudes towards cultural and ethnic differences, the accuracy of Herodotus' narrative, and Herodotus' literary techniques. PREREQUISITES: GREEK 318C OR PERMISSION OF THE INSTRUCTOR AND SOPHOMORE STANDING OR ABOVE."  
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM

---

### L09 Greek 431 Thucydides

Credit 3 units. A&S IQ: HUM

---

**L09 Greek 432 The Attic Orators**

More than mere prose, Attic oratory consists of a rich body of literature in which style was paramount to its persuasive aims, and provides vital evidence for Athenian culture, politics, mores, institutions, thought, and history. This course will survey a representative and important sample of forensic, epideictic, and symbouleutic speeches from classical Athenian oratory, and will give special attention to the social, legal and political context of these speeches. In addition, the class will focus on improving students' command of syntax, vocabulary and idiom as the basis for further development as well as the study of different orators and their style. Prerequisites: L09 317C & 318C or the equivalent.  
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

**L09 Greek 437 Topics in Greek Poetry**

Reading in Greek and discussion of one or more texts by one or more ancient Greek poets. May be repeated for credit for study of different texts.  
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM EN: H

---

**L09 Greek 438W Topics in Greek Literature**

Advanced Greek seminars with enhanced writing requirements may be taken under this designation as writing intensive courses. REQUIRED: PERMISSION OF INSTRUCTOR.  
Credit 3 units. A&S IQ: HUM

---

**L09 Greek 439 The Greek Novel:**

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L09 Greek 440 Lucian**

Lucian's TRUE HISTORIES is neither true, nor a history, but it is often called the first science fiction novel. Lucian's voice is one of the most distinctive in antiquity: wry, sarcastic, and too clever by half. He feels distinctly modern but is steeped in the literary tradition before him. In this class, we will read his TRUE HISTORIES and several other of his works, with a focus on his questions about truth and fiction, and his engagement with other genres of writing, including historiography, epic, philosophy, and rhetoric. We also read about the first journey to the moon.  
Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L09 Greek 445 Greek Prose Composition**

The tradition of writing in Attic Greek stretches from classical antiquity to the present. In this course, students will become connoisseurs of that tradition and enter into it themselves. In the process, they will become better Hellenists. Each week, students will review points of Greek grammar, compose Greek sentences illustrating those points, read and analyze the style of a Greek passage, and write an original Greek composition of their own device. We will focus not only on grammatical and idiomatic accuracy but also on elegance of style. In this course, students will develop a more nuanced understanding of the Attic Greek language in all its many-splendored glory. They will thereby increase their ability to read ancient Greek with depth, ease, and pleasure. Prerequisite: Greek 317C and Greek 318C or equivalent and sophomore standing or higher. Note: This course is required for MA and PhD students in Classics.  
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H

---

**L09 Greek 451 Plato**

This course will focus on a set of Plato's dialogues known as his Early Dialogues. We will read two and perhaps three of the Euthyphro, Protagoras, and Meno in Greek. We will accompany these readings with a relatively small sample of secondary scholarship in English that aims at contextualizing the dialogues in the broader scope of Plato's work. Our aim will be to gain familiarity with Plato as a prose author as well as a philosophical thinker.  
Credit 3 units. A&S IQ: HUM EN: H

---

**L09 Greek 460 There Be Dragons: Greek Encounters with the Unknown in History and Legend**

How did ancient Greeks imagine their world, both in terms of geography and ethnography? What did they know -- or think they knew -- about foreign cultures and faraway lands such as India, Persia, Africa, and the distant north? How have their representations of foreigners influenced European conceptions of the self and others, even into our own time? This course examines these questions by focusing primarily on two foundational authors: first, Herodotus, the "father of history," who provides a wealth of information about ancient geography and the customs and lifestyles of non-Greek peoples; and second, Apollonius of Rhodes, whose epic poem "The Argonautica" tells the legendary tale of Jason and the Argonauts' search for the Golden Fleece. We will read extensive passages of these books in ancient Greek and, we will read and discuss additional passages in English translation, along with modern scholarship and atlases with historical and modern maps.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L09 Greek 471 Galen's "On Prognosis": A Social History of Medicine in Second-Century Rome**

Galen of Pergamum was a Greek physician, philosopher, and intellectual active throughout most of the second century CE. He was also a voracious reader and writer of Greek literature; his surviving work far exceeds the extant output of any other Greek author before the third century CE. In this course, we will be reading Galen's treatise "On Prognosis," in which he recounts his career in the city of Rome, from his arrival in the early 160s through his tenure as an imperial physician to at least the emperors Marcus Aurelius and Commodus. While ostensibly a medical account, "On Prognosis" has little to say on technical medical issues. Rather, Galen's story is a carefully constructed professional autobiography that pivots from searing denunciations of Roman life to tense public performances of medical expertise and finally to intimate case histories of Rome's rich and powerful. The text presents us a fascinating window through which to examine not only the social practice of elite medicine in Rome of the second century but also the complicated experience of a Greek intellectual navigating the corridors of the Imperial court. Course goals include improving accuracy and speed in reading Greek prose, acquiring greater familiarity with intellectual discourse of the Imperial Period, and training in methods of research and writing.  
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM, IS EN: H

---

**L09 Greek 497 Study for Honors**

Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. PREREQUISITE: OVERALL GPA OF 3.65.  
Credit 3 units. A&S IQ: HUM EN: H

---

**L09 Greek 499 Study for Honors**

Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. PREREQUISITE: OVERALL GPA OF 3.65.  
Credit 3 units. A&S IQ: HUM EN: H

---

## Latin

Visit online course listings to view semester offerings for L10 Latin.

---

### L10 Latin 101D Beginning Latin I

An introduction to Latin, the language of Ancient Rome and the European Middle Ages and Renaissance, and the most important source of English medical and scientific terms. Beginning with the foundations of Latin grammar, students will work towards developing reading knowledge with the goal of reading literary texts. Students who have already begun their study of Latin should consult the Chair of the Department to discuss placement.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L10 Latin 102D Beginning Latin II

Continuation and completion of the program begun in Latin 101D. PREREQUISITE: LATIN 101D OR EQUIVALENT OR PERMISSION OF INSTRUCTOR.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L10 Latin 301 Introduction to Latin Literature I

Review of Latin grammar and syntax and development of reading skills and translation techniques through short readings from original texts in prose and poetry such as Caesar and Ovid. PREREQUISITES: LATIN 102D OR LATIN 190D, PLACEMENT BY EXAMINATION, OR PERMISSION OF INSTRUCTOR.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

### L10 Latin 3161 Introduction to Latin Literature II: Elementary Prose and Poetry

Appreciation of literary forms through study of selected elementary literary texts in Latin prose and poetry. PREREQUISITE: LATIN 301, PLACEMENT BY EXAMINATION, OR PERMISSION OF THE INSTRUCTOR.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

### L10 Latin 3171 Survey of Latin Literature: The Republic

A sampling of the major literary achievements of the last two centuries of the Roman Republic, including prose and verse authors. Readings are typically drawn from Catullus, Lucretius, Caesar, and Cicero. There will be regular, selective grammar review and discussion of translation strategies. PREREQUISITE: LAT 102D OR LAT 190D WITH A GRADE OF B+ OR BETTER, OR LAT 301 AND LAT 3161, OR PLACEMENT BY EXAMINATION.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

### L10 Latin 3181 Survey of Latin Literature: The Empire

Readings in the verse and prose literature of the Roman Empire, particularly its first two centuries, with targeted grammar review and stylistic analysis. Readings may be drawn from Vergil, Livy, Suetonius, or other appropriate authors. PREREQUISITE: LAT 102D WITH A GRADE OF B+ OR BETTER, OR LAT 301, OR LAT 3161, OR PLACEMENT BY EXAMINATION.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

### L10 Latin 370 Topics in Latin Literature

Study in selected problems, eras, or generic sequences; specific topic for each semester in Course Listings. May be repeated for credit for study of different topics. PREREQUISITES: LATIN 318C OR PERMISSION OF INSTRUCTOR.

Credit 3 units. A&S IQ: HUM BU: HUM

---

### L10 Latin 400 Independent Study

Credit 3 units. EN: H

---

### L10 Latin 4080 The Catilinarian Conspiracy

In this course we will study one of the most fascinating and best documented episodes of the late Roman Republic, the Catilinarian Conspiracy of 63-62 BCE. The conspiracy, an attempted coup led by the apparently dissolute and certainly disaffected aristocrat Catiline, was uncovered and suppressed by the consul Marcus Tullius Cicero. We will read the main literary sources for the conspiracy in Latin (Cicero's first and third Catilinarian speeches; Sallust's *Bellum Catilinae*) or in English (Cicero's second and fourth Catilinarian speeches; Cicero's *Pro Murena* and *Pro Sulla*; short extracts from other texts). We will consider these texts both as historical sources and as works of literature.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

---

### L10 Latin 415 Cicero

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

### L10 Latin 416 Seneca

The tragedies of Seneca are fascinating works in themselves and have had a profound influence on modern theatre and literature. In this class we will read one or more plays of Seneca in Latin as well as scholarly works on the tragedies. Among the topics discussed will be the tradition of tragedy in Rome, questions of performance, and Seneca's responses to the politics and philosophy of his age. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

### L10 Latin 4161 Seneca: Philosopher and Friend

Seneca the Younger was a philosopher, politician, playwright, and propagandist; he rose from the province of Spain to become tutor and advisor to Nero, only to fall from favor and commit suicide at the emperor's command. We will study Seneca's life and works, focusing on the *Epistulae Morales* and select philosophical treatises. We will pay special attention to issues of language and style, cultural and historical context, and ideological and philosophical content. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

### L10 Latin 4215 Plautus

Readings from the comedies of Plautus. Discussion of play production in Republican Rome, reception, and interpretation. The advanced level Latin reading load will be supplemented by secondary readings, quizzes, and short reports. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

### L10 Latin 422 Lucretius

In this course, we will read selections from Lucretius' epic-didactic poem *ON THE NATURE OF THINGS*. The poem explains the basic tenets of Epicurean philosophy with a focus on the physical structure of the universe, the nature of the soul, and why we shouldn't fear death. There are many things in Lucretius that feel scientific in a modern sense, such as atomism and the absence of the gods. In fact, he has been accused of inspiring the Scientific Enlightenment, a charge we will acquit him of in this class. Special attention will be given to how Lucretius uses myth and poetry, the influence of earlier Roman epic poets such as Ennius, and his relationship with earlier Greek sources. No prior knowledge of Epicureanism or any philosophy is necessary; Lucretius will be happy to explain everything to you. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

**L10 Latin 431 Vergil: The Aeneid**

We will read books 2 and 3 of the Aeneid, in which Aeneas relates the fall of Troy and the strange series of events that leads him to Carthage and Dido. In addition to close analysis of Vergil's poetic practice in the context of the poem as a whole, we will consider ways in which he engages his epic forebear Homer.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

**L10 Latin 432 Horace**

This course examines Roman poetry that illuminates ancient and still-influential ideas about the functions of literature. Horace's monumental *Ars Poetica* and his other literary-critical works will be the major texts. These works convey the complexity of contemporary debates about literature's role in society and history and about the merits of various genres (epic, tragedy, comedy, satire, epigram). Readings in secondary sources will help to fill out the picture of Horace's career and of the climate of literary production in early Imperial Rome.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

**L10 Latin 433 Ovid**

In this course, we will read selections from the monumental and multifaceted "Metamorphoses of Ovid," which was composed before the poet's exile from Rome in 8 CE. Supplementary readings from Ovid's elegiac verse will give us a fuller picture of the poet's career and cultural context. Substantial daily Latin readings will be supplemented with practice of scansion, additional readings from related ancient works, and readings from modern scholarship on the poem. There will be regular translation quizzes, a final exam, student presentations, and a final research and writing project. Prerequisites: Latin 3171, Latin 3181 (or equivalent, and sophomore standing or above).

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

**L10 Latin 441 Roman Satire**

This course focuses on the genre of hexameter satire represented by the Roman poets Lucilius, Horace, Persius, and Juvenal (2nd century BCE - 2nd century CE). The Roman professor Quintilian called satire "entirely Roman" (*tota nostra*), and our readings will allow us to explore the meaning of this claim for satire's authors and readers. We will read a large sampling of satiric verse in the original Latin, practice reading the dactylic hexameter, and observe and discuss differences between the poets' styles and themes. We'll also read and discuss scholarship on the genre's formal characteristics and influences, its origins in Republican literary culture, and its development in the Imperial period.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

**L10 Latin 444 Latin Prose Composition**

Readings in select authors coupled with Latin composition, primarily in prose but occasionally in verse, with attention to grammatical and idiomatic accuracy as well as elegance of style.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

**L10 Latin 451 The Roman Historians**

Credit 3 units. A&S IQ: HUM

---

**L10 Latin 465 Silver Latin Epic: Lucan**

Lucan's epic poem about the civil war between Caesar and Pompey, written under Nero, investigates themes of individuality, citizenship, morality, and historical inevitability in Roman history. We will read selections from the poem, focusing on Lucan's literary models and poetic style; his treatment of the past and of historical figures

like Caesar, Pompey, and Cato; and Lucan's place in the political, philosophical, and literary world of Neronian Rome. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

---

**L10 Latin 471 Elegiac Poetry**

In this course we will read a broad selection of the works of the Roman elegiac poets, focusing primarily on the works of Propertius, Tibullus, and Ovid. This course will emphasize the development of Roman elegy as a genre during the Augustan period, and will consider a range of literary topics related to elegy, including poetic voice and persona, fictionality, style, meter, intertextuality, and generic tropes, as well as the political, social, and cultural context(s) for these poems. Coursework will include translation and analysis of Latin texts, written assignments, and readings from scholarly literature on Roman elegy. Prerequisites: L10 3171 & 3181 or the equivalent.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

**L10 Latin 493 Readings in Latin Prose: Apuleius**

A survey of the major genres of Latin prose, history, oratory, and philosophy. Authors may include Caesar, Cicero, Seneca, Tacitus. Aim is to develop reading facility and understanding.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM EN: H

---

**L10 Latin 494 Topics in Latin Literature**

This course involves the study of selected problems, eras, or generic sequences; the specific topic for each semester can be found in the Course Listings. The course may be repeated for credit for the study of different topics.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM EN: H

---

**L10 Latin 494W Topics in Latin Literature**

Advanced Latin seminars with enhanced writing requirements may be taken under this designation as writing intensive courses. REQUIRED: PERMISSION OF INSTRUCTOR

Credit 3 units. A&S IQ: HUM, LCD, LS, WI EN: H

---

**L10 Latin 495 Topics in Republican Latin**

May be repeated for credit for study of different topics.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM

---

**L10 Latin 496 Tacitus**

Tacitus, the great historian and orator of the late 1st and early 2nd centuries CE, is one of our best sources for the early history of the Roman Empire. With his concise style and scathing political insight, Tacitus' writings influenced later authors from Ammianus Marcellinus to Macchiavelli. We will read selections from Tacitus' historical works, paying particular attention to: prose style; genre, rhetoric, and historiography; and Tacitus' critique of the Principate. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM EN: H

---

**L10 Latin 4961 Topics in Empire Latin**

May be repeated for credit for study of different topics.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

**L10 Latin 4963 Martial**

Martial, the prolific first-century Latin poet, left behind fifteen books of poetry. Martial's epigrams can be witty, sincere, caustic, and often quite sexually explicit. In this course, we will read a selection of Martial's epigrams in Latin, and we will discuss various themes related to

Martial's work, such as gender and sexuality, ancient conceptions of authorship and publishing, flattery, invective, and the many personae Martial adopts. We will also pay close attention to Martial's language and style, and we will discuss where Martial fits into the wider social and historical context.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

#### L10 Latin 497 Honors Course I

Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. PREREQUISITE: OVERALL GPA OF 3.65.

Credit 3 units. A&S IQ: HUM EN: H

---

#### L10 Latin 498 Honors Course II

Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. PREREQUISITE: OVERALL GPA OF 3.65.

Credit 3 units. A&S IQ: HUM EN: H

---

## Ancient Studies Major Program Requirements

- **Total units required:** 24

Ancient Studies follows the Arts & Sciences minimum grade requirement of C- or better for courses that apply to the major. Students may apply up to a maximum number of 9 credits to their major earned through study abroad and/or transfer credits.

### Required Courses

Of the 24 required units, at least 18 units must be at the 300 level or above. Of these 18 units, at least 6 units must be at the 400 level or above.

In this major, students are encouraged to take at least one course in ancient history and to develop a certain depth in one special field of interest (e.g., art, history, literature, medicine, philosophy). Therefore, at least 9 of the 18 advanced units of the major should be taken in one such specific area.

Please consult the sections below regarding the required capstone experience and additional information.

### Required Capstone Experience

All Classics and Ancient Studies majors are required to complete a capstone experience in which they can synthesize what they have learned in their Classics courses. Except in unusual cases (e.g., a junior year abroad experience), the capstone experience should occur during the student's senior year. Among the most common capstone experiences are the following:

- A senior honors thesis (two semesters of research and writing concluding in a long paper)
- A one-semester research project
- A Classics study abroad experience
- Special work within a 400-level seminar

Students should consult with their advisor to see what kind of capstone experience will work best for them.

## Additional Information

### Study Abroad

Study abroad for a semester in Rome or Athens is an option many Classics and Ancient Studies majors select. Washington University is a member of the Intercollegiate Center for Classical Studies (ICCS) consortium. Majors and minors regularly attend the one-semester ICCS "Centro" program in Rome. Others choose to attend a semester at the College Year in Athens (CYA) program. Students interested in these programs should consult Professor Luis Salas. Some other study abroad programs will also allow students to earn major credit in Classics or Ancient Studies.

### Senior Honors

Students who are planning to pursue graduate work should enter the honors program, and other students are encouraged to consider this program as well. To apply, a student must have junior standing, an average of an A- or better in Greek and/or Latin courses (for Classics majors) or in Classics courses (for Ancient Studies majors) numbered 300 or higher, an overall grade point average of 3.65 or higher, and permission of the chair. A formal application should be submitted in April of the junior year. A thesis of substantial nature and length is prepared and written under the direction of a member of the department, beginning during the fall semester of the senior year. A final draft is submitted to the director no later than February 1 of the senior year, and a final copy is submitted to the full thesis committee before Spring Break of the senior year. Credit of 6 units is awarded upon presentation of an acceptable thesis. These credits will be in addition to the 24 credits of the major; those students who complete senior honors will, therefore, graduate with a total of 30 credits in the major.

Contact: Luis Alejandro Salas  
Phone: 314-935-5183  
Email: [classics@wustl.edu](mailto:classics@wustl.edu)  
Website: <http://classics.wustl.edu>

## Classics Major Program Requirements

- **Total units required:** 24

Classics follows the Arts & Sciences minimum grade requirement of C- or better for courses that apply to the major. Students may apply up to a maximum number of 9 credits to their major earned through study abroad and/or transfer credits.



## Required Courses

Students must complete 24 units; at least 18 of these units must be at the 300 level or above, and at least 6 of these 18 units must be in Greek or Latin at the 400 level or above. An additional 6 units must be in Greek or Latin at the 300 level or above.

The specific program will be determined by the student and the advisor, in accordance with the student's interests. Those who are able to enter the program at the advanced level because of previous language study will normally take 15 or more advanced units in language. Competence in both Greek and Latin — although strongly encouraged and necessary for those planning to go on to graduate study in Classics — is not required. Majors, especially those planning graduate work, should enter the Honors Program if time permits.

Please consult the sections below regarding the required capstone experience and additional information.

## Required Capstone Experience

All Classics and Ancient Studies majors are required to complete a capstone experience in which they can synthesize what they have learned in their Classics courses. Except in unusual cases (e.g., a junior year abroad experience), the capstone experience should occur during the student's senior year. Among the most common capstone experiences are the following:

- A senior honors thesis (two semesters of research and writing concluding in a long paper)
- A one-semester research project
- A Classics study abroad experience
- Special work within a 400-level seminar

Students should consult with their advisor to see what kind of capstone experience will work best for them.

## Additional Information

### Study Abroad

Study abroad for a semester in Rome or Athens is an option many Classics and Ancient Studies majors select. Washington University is a member of the Intercollegiate Center for Classical Studies (ICCS) consortium. Majors and minors regularly attend the one-semester ICCS "Centro" program in Rome. Others choose to attend a semester at the College Year in Athens (CYA) program. Students interested in these programs should consult Professor Luis Salas. Some other study abroad programs will also allow students to earn major credit in Classics or Ancient Studies.

### Senior Honors

Students who are planning to pursue graduate work should enter the honors program, and other students are encouraged to consider this program as well. To apply, a student must have junior standing, an average of an A- or better in Greek and/or Latin courses (for Classics majors) or in Classics courses (for Ancient Studies majors) numbered

300 or higher, an overall grade point average of 3.65 or higher, and permission of the chair. A formal application should be submitted in April of the junior year. A thesis of substantial nature and length is prepared and written under the direction of a member of the department, beginning during the fall semester of the senior year. A final draft is submitted to the director no later than February 1 of the senior year, and a final copy is submitted to the full thesis committee before Spring Break of the senior year. Credit of 6 units is awarded upon presentation of an acceptable thesis. These credits will be in addition to the 24 credits of the major; those students who complete senior honors will, therefore, graduate with a total of 30 credits in the major.

Contact: Luis Alejandro Salas  
Phone: 314-935-5183  
Email: classics@wustl.edu  
Website: <http://classics.wustl.edu>

## Ancient Studies Minor Program Requirements

- **Total units required:** 15

Ancient Studies follows the Arts & Sciences minimum grade requirement of C- or better for courses that apply to the minor. Students may apply up to a maximum number of 6 credits to their minor earned through study abroad and/or transfer credits.

### Required Courses

Students select at least two courses from the following list:

Code	Title	Units
Classics 341C	Ancient History: The Roman Republic	3
Classics 342C	Ancient History: The Roman Empire	3
Classics 345C	Greek History: The Dawn of Democracy	3
Classics 346C	Greek History: The Age of Alexander	3

### Elective Courses

Students must complete at least 3 additional units at the 300 level or above. Students must earn a grade of C- or better in all courses.

Contact: Luis Alejandro Salas  
Phone: 314-935-5183  
Email: classics@wustl.edu  
Website: <http://classics.wustl.edu>

## Classics Minor Program Requirements

- **Total units required:** 15

## Required Courses

Code	Title	Units
Greek 317C & Greek 318C	Introduction to Greek Literature and Introduction to Greek Literature	6
or		
Latin 3171 & Latin 3181	Survey of Latin Literature: The Republic and Survey of Latin Literature: The Empire	6

## Elective Courses

At least 3 additional units must be in Greek or Latin at the 300 level or above.

## Additional Information

Classics follows the Arts & Sciences minimum grade requirement of C- or better for courses that apply to the minor.

Students may apply up to a maximum number of 6 credits to their minor earned through study abroad and/or transfer credits.

Contact: Luis Alejandro Salas  
Phone: 314-935-5183  
Email: classics@wustl.edu  
Website: <http://classics.wustl.edu>

## Comparative Literature and Thought

The Department of Comparative Literature and Thought houses two main units: Comparative Literature and Thought and Germanic Languages and Literatures.

Comparative Literature and Thought undergraduate programs include the following:

- Comparative Literature and Thought Major (p. 458)
- Comparative Literature and Thought, Comparative Arts Specialization Major (p. 459)
- Comparative Literature and Thought Minor (p. 462)
- Data Science in the Humanities Minor (p. 462)
- Legal Studies Minor (p. 463)
- Medieval and Renaissance Studies Minor (p. 464)
- Translation Studies Minor (p. 464)

Germanic Languages and Literatures undergraduate programs include the following:

- Germanic Languages and Literatures Major (p. 461)
- Germanic Languages and Literatures Minor (p. 463)

Phone: 314-935-4276  
Email: [complitandthought@wustl.edu](mailto:complitandthought@wustl.edu)  
Website: <https://complitandthought.wustl.edu/>

## Faculty

### Chair

**Matt Erlin**  
Professor of German  
PhD, University of California, Berkeley

### Director of Graduate Studies

**Caroline Kita**  
Associate Professor of German  
PhD, Duke University

### Directors of Undergraduate Studies

**André Fischer**  
Assistant Professor of German  
PhD, Stanford University

**Joseph Loewenstein**  
Professor of English  
PhD, Yale University

### Department Faculty

**Jami Ake**  
Teaching Professor  
PhD, Indiana University

**Aylin Bademsoy**  
Assistant Professor of Germanic Languages and Literatures  
PhD, University of California, Davis

**Nancy E. Berg**  
Professor of Modern Hebrew Language and Literature (Affiliated Faculty)  
PhD, University of Pennsylvania

**J. Dillon Brown**  
Associate Professor of English (Affiliated Faculty)  
PhD, University of Pennsylvania

**Jianqing Chen**  
Assistant Professor (Affiliated Faculty)  
PhD, University of California, Berkeley

**Jiayi Chen**  
Assistant Professor of East Asian Languages and Cultures (Affiliated Faculty)  
PhD, University of Chicago

**Lingchei Letty Chen**  
Professor of Modern Chinese Literature (Affiliated Faculty)  
PhD, Columbia University

**Rebecca Copeland**

Professor of Japanese Language and Literature (Affiliated Faculty)  
PhD, Columbia University

**Tili Boon Cuillé**

Professor of French (Affiliated Faculty)  
PhD, University of Pennsylvania

**Matthias Goeritz**

Professor of Practice of Comparative Literature  
PhD, Washington University

**Robert E. Hegel**

Liselotte Dieckmann Professor Emeritus of Comparative Literature in  
Arts & Sciences (Emeritus Faculty)  
PhD, Columbia University

**Robert K. Henke**

Professor of Drama and Comparative Literature  
PhD, University of California, Berkeley

**Mona Kareem Husain**

Assistant Professor of Jewish, Islamic, and Middle Eastern Studies  
(Affiliated Faculty)  
PhD, State University of New York at Binghamton

**Ignacio Infante**

Professor of Spanish and Comparative Literature  
PhD, Rutgers University

**Carol Jenkins**

Lecturer in Germanic Languages and Literatures  
PhD, Washington University in St. Louis

**Hyeok Hweon Kang**

Assistant Professor East Asian Languages and Cultures (Affiliated  
Faculty)  
PhD, Harvard University

**Catherine Keane**

Professor of Classics (Affiliated Faculty)  
PhD, University of Pennsylvania

**Tom Keeline**

Associate Professor of Classics (Affiliated Faculty)  
PhD, Harvard University

**Katherine Kerschen**

Lecturer in Germanic Languages and Literatures  
PhD, Penn State University

**Gabi Kirilloff**

Assistant Professor of English (Affiliated Faculty)  
PhD, University of Nebraska-Lincoln

**Stephanie Kirk**

Professor of Spanish (Affiliated Faculty)  
PhD, New York University

**Sarah Koellner**

Assistant Professor of German Languages and Literatures  
PhD, Vanderbilt University

**Naomi Lebowitz**

Hortense and Tobias Lewin Distinguished Professor Emerita in the  
Humanities  
PhD, Washington University

**Ji-Eun Lee**

Associate Professor of Korean Language and Literature (Affiliated  
Faculty)  
PhD, Harvard University

**Tabea Linhard**

Professor of Spanish (Affiliated Faculty)  
PhD, Duke University

**Frank Lovett**

Professor of Political Science  
PhD Columbia University

**Paul Michael Lützel**

Rosa May Distinguished University Professor Emeritus (Emeritus  
Faculty)  
PhD, Indiana University

**Marvin Marcus**

Professor Emeritus of Japanese (Emeritus Faculty)  
PhD, University of Michigan

**Erin McGlothlin**

Professor of German  
PhD, University of Virginia

**William McKelvy**

Associate Professor of English (Affiliated Faculty)  
PhD, University of Virginia

**Stamos Metzidakis**

Professor Emeritus of French and Comparative Literature (Emeritus  
Faculty)  
PhD, Columbia University

**Timothy Moore**

John and Penelope Biggs Distinguished Professor (Affiliated Faculty)  
PhD, University of North Carolina

**Jamie Newhard**

Associate Professor of Japanese (Affiliated Faculty)  
PhD, Columbia University

**Anca Parvulescu**

Liselotte Dieckmann Professor of Comparative Literature (Affiliated  
Faculty)  
PhD, University of Minnesota

**Dolores Pesce**

Avis Blewett Professor Emerita of Music (Emeritus Faculty)  
PhD, University of Maryland

**Philip Purchase**

Senior Lecturer  
PhD, University of Southern California

**Jessica Rosenfeld**

Associate Professor of English (Affiliated Faculty)  
PhD, University of Pennsylvania

### **Wolfram Schmidgen**

Professor of English (Affiliated Faculty)  
PhD, University of Chicago

### **Michael Sherberg**

Professor Emeritus of Italian (Emeritus Faculty)  
PhD, University of California, Los Angeles

### **Vincent Sherry**

Howard Nemerov Professor in the Humanities (Affiliated Faculty)  
PhD, University of Toronto

### **Zoe Stamatopoulou**

Associate Professor of Classics (Affiliated Faculty)  
PhD, University of Virginia

### **Alexander Stefaniak**

Associate Professor of Music (Affiliated Faculty)  
PhD, Eastman School of Music

### **Harriet Stone**

Professor of French (Affiliated Faculty)  
PhD, Brown University

### **Lynne Tatlock**

Hortense and Tobias Lewin Distinguished Professor in the Humanities  
PhD, Indiana University

### **Gerhild Scholz Williams**

Barbara Schaps Thomas and David M. Thomas Professor Emerita in the Humanities (Emeritus Faculty)  
PhD, University of Washington

## **Majors**

- Comparative Literature and Thought Major (p. 458)
- Comparative Literature and Thought Major, Comparative Arts Specialization (p. 459)
- Germanic Languages and Literatures Major (p. 461)

## **Minors**

- Comparative Literature and Thought Minor (p. 462)
- Data Science in the Humanities Minor (p. 462)
- Germanic Languages and Literatures Minor (p. 463)
- Legal Studies Minor (p. 463)
- Medieval and Renaissance Studies Minor (p. 464)
- Translation Studies Minor (p. 464)

## **Courses**

Courses include the following:

- Comparative Literature (p. 427)
- Germanic Languages and Literatures (p. 440)
- Interdisciplinary Project in the Humanities (p. 444)
- Legal Studies (p. 449)

## **Comparative Literature**

Visit online course listings to view semester offerings for L16 Comp Lit.

---

### **L16 Comp Lit 1023 Beethoven in His Time and Ours**

Ludwig van Beethoven not only composed some of the most significant works of Western classical music -- he continues to make his mark as the prototypical "troubled genius," symbol for a wide range of political causes, subject of numerous films, and classical music's main representative in American pop culture. We will begin with an exploration of Beethoven's life, music, and historical context and continue by tracing how, after his death, Beethoven became a cultural hero whose image took on a life of its own. Throughout, we will unravel the interaction of music, culture, and mythmaking. No previous musical experience required.

Same as L27 Music 1023

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L16 Comp Lit 1024 Mozart: The Humor, Science, and Politics of Music**

Wolfgang Amadeus Mozart is one of the most recognized composers of classical music and has come to symbolize beauty, "genius," and technical perfection. In this course, we'll peer behind this beauty and discover that Mozart speaks to some of our most complex present-day concerns. Mozart's music reflects the world of the Enlightenment, as well as challenges to its beliefs about reason and human nature. He also created musical comedies that make provocative, strikingly contemporary statements about power, gender, privilege, and sexuality. And, he delighted in musical engineering challenges and thought carefully about how we perceive music. Our focus works will range from symphonies and piano music to musical theatre. We'll also explore Mozart's afterlife: how his music has figured in film and popular culture. This course is open to all - no previous musical experience is required.

Same as L27 Music 1024

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L16 Comp Lit 1115 First Year Seminar: Engaging the Classical Past in Modern Fiction**

This course will explore the persistent -- but often camouflaged -- influence of classical antiquity on modern genre (popular) fiction. Students will read and discuss both texts from antiquity (e.g., Ovid's "Metamorphoses," Lucian's "A True History") and selections from the works of major 20th-century authors drawn from the canon of a specific genre. Although popular fiction embraces a wide range of authors and styles, genres that are particularly engaged with the classical past include science fiction (e.g., Jules Verne, Suzanne Collins), fantasy (e.g., J.R.R. Tolkien, Rick Riordan), horror (e.g., H.P. Lovecraft, Stephen King), mystery (e.g., Elizabeth Peters, Steven Saylor), and adventure (e.g., Clive Cussler, David Gibbins). Discussion of these texts will include theorization about the nature of the genre and its origins as well as specific examples of allusions and intertexts to ancient Greek and Roman authors, focusing on the characters, artifacts, monsters, themes, legends, and plot devices drawn from Greco-Roman mythology or modern mythology about Classical antiquity. Course is for first-year, non-transfer students only.

Same as L08 Classics 115

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L16 Comp Lit 115 First Year Seminar**

A variety of topics in comparative literature, designed for first-year students--no special background is required--and to be conducive to the investigation and discussion format of a seminar. Previous topics include: Story Telling Through Sound, Banned Books, Imigrants and Exiles, Literature and Democracy, Literature and the Art of Apology, Hell on Earth: Crime, Conscience, and the Arts, Magical thinknig: Literature and Theory Engage the Occult  
Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 137A First Year Seminar**

The destructive, scandal-ridden career of the Roman emperor Nero (mid-1st century CE) almost defies belief. From his assumption of power as a teenager to his suicide after a military revolt, Nero flouted political and cultural conventions left and right. His inspiring debut notwithstanding, he killed off his family and mentor, held wild parties, poured money into extravagant projects, and neglected state business to pursue a career on stage. He came to be labeled one of the "Bad Emperors," and seen as a symbol of the decline of Rome itself - especially by sympathizers of the Christians he persecuted. Yet Nero as an emperor and a literary character was also a creation of his time. The figure of Nero is examined in his context. The central text is the Life of Nero by Suetonius (2nd century CE), a dense and colorful text read first in its entirety and then more carefully in pieces. Supplementary readings are from the abundant other sources on and interpretations of Nero, both ancient and modern. Discussions and writing assignments are varied and designed to develop analytical and writing skills. Same as L08 Classics 137  
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 195C Images of Africa in Literature and Film**

Credit 3 units. Art: HUM

---

**L16 Comp Lit 200C Sanity and Madness**

We will consider explicit and implicit models of mental life, motivation, and action in works by authors studied in 201C. We will investigate how concepts related to madness are formulated and regulated in these literary texts and in the societies that produce them, and we will read scholarship from the 19th through 21st centuries that has debated the scale and scope of irrationality in ancient, medieval, and early modern cultures.  
Same as L93 IPH 200C  
Credit 3 units. A&S: AMP A&S IQ: HUM BU: BA, HUM EN: H

---

**L16 Comp Lit 201A AMP: Classical to Renaissance Literature**

Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's Iliad is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin, and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare.  
Same as L93 IPH 201C  
Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 211 World Literature**

This course teaches ways of reading literature across eastern and western cultures, introducing students to works of great imaginative power from many different regions of the world. The course focuses on a given historical period, such as the modern period or antiquity (the latter including Near Eastern as well as European texts). Organizing themes may include cultural translation, cross-cultural encounter (e.g., orientalism), hybridity, and displacement.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 215C Introduction to Comparative Practice I**

This course permits the close examination of a particular theme or question studied comparatively, that is, with a cross-cultural focus involving at least two national literatures. Topics are often interdisciplinary; they explore questions pertinent to literary study that also engage history, philosophy, and/or the visual arts. Although the majority of works studied are texts, the course frequently pursues comparisons of texts and images (painting, photography, film). Requirements may include frequent short papers, response papers, and/or exams.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 220 Literatures of the Indian Sub-Continent**

Credit 3 units. Art: HUM

---

**L16 Comp Lit 226 Theatre Culture Studies I: Antiquity to Medieval**

Credit 3 units. Art: HUM BU: HUM

---

**L16 Comp Lit 228B Thatre Culture Studies I: Antiquity to Renaissance**

This course is a survey of ancient, medieval and Renaissance theater and performance: in both the West and in the East, as it both reflects and shapes culture. Coverage will include the following areas: ancient Greece, ancient Rome, classical Sanskrit theater, Yuan China, medieval Japan, medieval Europe, Renaissance Italy, and Renaissance England. Both scripted theater and performance practices will be examined through the lenses of dramatic literature, theater history, performance studies, and dramatic theory. A continual emphasis will be on marginal and underrepresented figures, as we will attempt to excavate forgotten histories from the theatrical past.  
Same as L15 Drama 228C  
Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L16 Comp Lit 232C The Reformation and its Culture**

Credit 3 units. Art: HUM

---

**L16 Comp Lit 251 Topics in Asian American Studies**

Credit 3 units. Art: HUM

---

**L16 Comp Lit 300 Undergraduate Independent Study**

Students pursue personalized projects not normally covered in standard courses at this level. Prerequisites: acceptance by an appropriate instructor of a proposed project and permission of the chair of the committee.  
Credit 3 units. Art: HUM

---

**L16 Comp Lit 3003 Writing Intensive in Ancient Studies**

This is a Writing Intensive course involving the study of selected topics in Classics. Recent topics include The Banquet in Antiquity; The Art of Reading and Writing an Ancient Greek Vase; and Golden Ages, Nostalgia, and the Idealized Past.

Same as L08 Classics 3003  
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

### L16 Comp Lit 3019 Greek Mythology

Credit 3 units. Art: HUM BU: HUM

---

#### L16 Comp Lit 301C Greek Mythology

The myths of ancient Greece are not only inherently interesting, but they are an incomparable starting point for the study of the ancient world, and they have offered numerous images and paradigms to poets, artists, and theorists. This course provides an introduction to the major Greek myths, their role in literature and art, their historical and social background, and ancient and modern approaches to their interpretation. Student work will include discussing course material in sections and online, taking two exams covering both the myths themselves and the ancient authors who represent our richest sources, and writing several essays interpreting or comparing ancient literary treatments. 3 units.

Same as L08 Classics 301C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM

---

#### L16 Comp Lit 3023 Jazz in American Culture

This course will address the role of jazz within the context of twentieth-century African American and American cultural history, with particular emphasis on the ways in which jazz has shaped, and has been shaped by, ideas about race, gender, economics, and politics. We will make use of recordings and primary sources from the 1910s to the present in order to address the relationship between jazz performances and critical and historical thinking about jazz. This course is not a survey, and students should already be familiar with basic jazz history.

Same as L27 Music 3023

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

#### L16 Comp Lit 3040 Introduction to Digital Humanities

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 312

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM

---

#### L16 Comp Lit 3050 Literary Modernities in Europe and America: Text and Tradition

The course examines the various facets of modernity in major works of European, Eurasian, and, sometimes, American literature from the early 17th century to the 1920s, starting with "Don Quixote." We will explore, among other things, the eruption of the novel, the secularization of autobiography, the literary discovery of the city, and the rise of literary and aesthetic criticism that takes literature and art seriously as political and social institutions. In addition to literary works, the course will engage with two or three important models of critical practice (e.g., Wollstonecraft's "Vindication of the Rights of Women"; Marx's "German Ideology"; Freud's "The Interpretation of Dreams"; Eliot's "Tradition and the Individual Talent"; or perhaps that great work of fictionalized literary criticism, Borges' "Pierre Menard, Author of the Quixote").

Same as L93 IPH 3050

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

#### L16 Comp Lit 306 Modern Jewish Writers

What is Jewish literature? While we begin with -- and return to -- the traditional question of definitions, we will take an unorthodox approach to the course. Reading beyond Bellow, Ozick and Wiesel, we will look for enlightenment in unexpected places: Egypt, Latin America, and Australia. Recent works by Philip Roth, Andre Aciman, Simone Zelitch and Terri-ann White will be supplemented by guest lectures, film, short stories and significant essays. We will focus on issues of language, memory and place. Background knowledge is not required, though it is warmly welcomed.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

#### L16 Comp Lit 306C Voice, Language and Power: Late Medieval Religious Writing

In the later Middle Ages, there is a flowering throughout Christian Europe of religious writings that offer a new voice in which personal religious experience can be pursued and expressed. Their voices are mainly intended to be communal ones, to be contained within the Church and regulated by it. But in each case the fact that it is a voice may offer a mode of resistance, or of difference. Such writing is often aimed at lay people, sometimes exclusively at women; and sometimes the intended auditors become the authors, and propose a version of religious experience that claims a new and more intimate kind of power for its readers. This course looks at a wide range of such writing in vernacular languages read in translation (English, French and German), including the work of Meister Eckhart, Marguerite Porete, Margery Kempe, Julian of Norwich, Eleanor Hull, the anonymous writer of *The Cloud of Unknowing* and the perhaps pseudonymous William Langland, author of *Piers Plowman*. Whether such writing seeks to be orthodox or conducive to heresy, it presents a challenge to the power of clergy - a challenge that is written in the vernacular language of lay people, rather than clerical Latin, and in doing so offers distinctively new voices for religious experience. The course will also look at ways in which such work might have been influenced, if only oppositionally or at times indirectly, by contact with Muslim and Jewish writing (including Jewish exegesis of the Psalms).

Same as L23 Re St 3065

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

#### L16 Comp Lit 3071 Caribbean Literature in English

Rum! Fun! Beaches! Sun! This is the image of the Caribbean in America today. This course will survey literature and culture from these islands, looking both at and beyond this tourists' paradise. It will aim to introduce students to the region's unmistakably vibrant tradition of multicultural mixture, while keeping an eye on the long history of slavery and rebellion out of which the islands' contemporary situation formed. Along the way we will encounter a wide variety of texts, from the earliest writing focused on life in urban slums, to the first novel ever to have a Rastafarian as its hero, to more contemporary considerations of the region's uncertain place in a U.S.-dominated world. Toward the end of the course, we will also look at important films like *The Harder They Come* as well as discussing the most globally famous cultural product of the contemporary Caribbean: reggae music. The course will involve readings from multiple genres, and will cover authors such as C.L.R. James, Derek Walcott, Jean Rhys, V.S. Naipaul, Jamaica Kincaid, and Caryl Phillips.

Same as L14 E Lit 3071

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 307B Literary Modernities in East Asia: The Interplay of Tradition, Modernity, & Empire: Text & Tradition**

This course will explore the complex forces at work in the emergence of modern East Asia through a selection of literary texts spanning fiction, poetry, and personal narrative. Our readings-- by Chinese, Japanese, Korean, and Taiwanese writers and poets-- will point to the distinctively different and dramatically-shifting circumstances of modern East Asian nations and peoples, as well as to their shared values and aspirations. Same as L93 IPH 307

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L16 Comp Lit 308 Persona Idea in Anc Soc**

Credit 0.3 units. Art: HUM

---

**L16 Comp Lit 311A Topics in English and American Literature: The Environment Crisis Novel**

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, science and literature, the modern short story). Consult Course Listings for offerings in any given semester.

Same as L14 E Lit 311

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM EN: H UColl: CD

---

**L16 Comp Lit 311B Topics in English & American Literature: International Modernism**

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, science and literature, the modern short story). Consult Course Listings for offerings in any given semester.

Same as L14 E Lit 311

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM EN: H UColl: CD

---

**L16 Comp Lit 311E Practical Criticism**

Credit 3 units. Art: HUM

---

**L16 Comp Lit 3123 Introduction to Digital Humanities**

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 3123

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 312A Medieval Romance and Arthurian Legend**

The romance grows out of the epic: how we get from the fall of Troy to the fall of Troilus. Readings from Vergil's Aeneid to Sir Gawain and the Green Knight.

Same as L14 E Lit 3121

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 312C Topics in English and American Literature**

Starting with Allan Bloom's *The Closing of the American Mind*, a book that helped re-ignite the Culture Wars, this course will consider the debates and problems that pervaded American culture during the 1990s. From the end of the Cold War to the sexual scandals that rocked Bill Clinton's presidency, from the emergence of the Internet to the rise of grunge and rap, the 1990s were a time of vast change in American culture. It was a period when we, as a nation, reconsidered the legacy of

the 1960s, the Reagan revolution, and the end of the Cold War, a time of economic expansion and cultural tension. In our consideration of this period, we will take a multidisciplinary approach when tackling a variety of materials--ranging from literary fiction (Philip Roth's *The Human Stain*, Jonathan Franzen's *The Corrections*) and popular films (Spike Lee's *Do the Right Thing* and *The Cohen brothers' The Big Lebowski*) to the music of Nirvana and Public Enemy--in an attempt to come to a better understanding of our recent history. Throughout the semester, we will pursue the vexed cultural, political, and historical questions that Americans faced in the years between the fall of the Berlin Wall and the terrorist attacks of September 11th, 2001, and consider how literary texts imagined this period of American history. Same as L14 E Lit 312W

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 3132 Romantic Revolutions in European Music and Culture**

The early nineteenth century in Europe witnessed sweeping changes in social, political, and cultural life, but some of the most fascinating happened in music. This course considers intersections between Romantic thinking about music--which inspired an idealistic vision of the art form as a source of quasi-spiritual experience-- and other contemporary "revolutions." To what extent was Romantic music a "holy art" that offered a refuge from the world? In what ways was it a worldly participant in larger currents in society and culture? By exploring these questions and more, students will develop the skills and framework needed to incorporate works of music into their investigation of enduring issues in history and the humanities. Although this course will require listening and viewing of musical works, it is designed for students with intellectual curiosity but without prior musical background. We will also require weekly readings, occasional presentations, three short papers, and spirited class discussion.

Same as L27 Music 3132

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 313A Topics in English Literature: Asian American Fictions: Space, Place, & the Makings of Asian America**

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, over simply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem." It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we will consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We will follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also to be assigned will include Mary Shelley's *Frankenstein* and Byron's *Don Juan*.

Same as L14 E Lit 313

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 313B Nordic Noir Adaptations**

The past decade has seen an unprecedented passion for crime fiction, film and TV originating in the Nordic countries, such as Stieg Larsson's *"The Girl with the Dragon Tattoo"* and the TV series *"The Killing"* and *"The Bridge."* Before they are distributed in the United States, Scandinavian cultural products undergo a degree of adaptation via tactics ranging from translation to subtitling to the creation of

complete remakes. Many of these works are also subject to transmedial adaptation (e.g., from the page to the screen). In this course, we will use Nordic noir as a vibrant case study to consider the theoretical implications of adaptations across media and across cultures. In workshops, students will also gain exposure to the practical side of adaptation. No knowledge of Scandinavian languages is required to enroll.

Credit 3 units. BU: HUM

---

### L16 Comp Lit 313E Introduction to Comparative Arts

Intro to Comparative Arts is an interdisciplinary, multimedia course that explores the relationship among the arts in a given period. In their written work, students will venture beyond the course material, alternately assuming the roles of artist, critic, and consumer. Students will attend (virtual and/or in-person) performances and exhibits. Ability to read music is not required.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L16 Comp Lit 3153 The Women of Greek Tragedy

This course examines the role of women in Athenian drama. Students will read English translations of the works of the three major tragedians -- Aeschylus, Sophocles, and Euripides -- and their near contemporary, the comedian Aristophanes. Direct engagement with ancient texts will encourage students to develop their own interpretations of and written responses to the political, social, and ethical manipulation that these mythological women were compelled to endure and the subtle ways in which they appear to exercise power themselves. Selected scholarly articles and book chapters will help students to contextualize these ancient dramas in their culture of origin. Because such issues continue to preoccupy both sexes today, students will see how Greek tragedy addresses perennial historical and cultural concerns through the examination of adaptations of Greek tragedies ranging from Seneca in ancient Rome to Spike Lee's "Chi-Raq" and Luis Alfaro's "Mojada: A Medea in Los Angeles." The final research paper will encourage students to consider how a specific female character from antiquity is transformed for a "modern" dramatic audience.

Same as L08 Classics 3153

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### L16 Comp Lit 3161 Topics in English and American Lit: Island Stories

Same as L14 E Lit 3161

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L16 Comp Lit 320A The Intellectual History of Race and Ethnicity

This course is designed to introduce students to a wide range of historical ideas, contexts, and texts that have shaped our understandings of race and ethnicity. We will examine the ways in which our definitions and categories of race and ethnicity have helped us to construct (and continuously reinvent) our sense of who counts as human, what counts as human behavior, the possibilities of artistic expression, the terms of political engagement, and our critical and analytical frameworks. Students should be prepared to do quite a bit of reading of some very challenging yet rewarding texts.

Same as L93 IPH 320

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

### L16 Comp Lit 3231 Transatlantic Foreignisms, 1878-1946

Intensive study of one or more American writers. Consult Course Listings for offerings in any given semester.

Same as L14 E Lit 323

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L16 Comp Lit 328 Topics in German Studies

Credit 3 units. Art: HUM

---

### L16 Comp Lit 328F Christian Mystical Texts

Credit 3 units. Art: HUM

---

### L16 Comp Lit 3301 Topics in Chinese Literature and Culture

Topics course in Chinese literature and culture. Subject matter varies by semester; consult current semester listings for topic.

Same as L04 Chinese 330

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H UColl: CD

---

### L16 Comp Lit 331A Topics in Holocaust Studies

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period--the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children--both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children - an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. OPEN TO FRESHMEN. STUDENTS MUST ENROLL IN BOTH MAIN SECTION AND A DISCUSSION SECTION.

Same as L21 German 331

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L16 Comp Lit 336C The Novel: Textures and/of Salvation

Emphasis on understanding and enjoying individual novels by such writers as Dante, the Lazarillo-author, Mme de Lafayette, Goethe, Balzac, Laclos, Lady Murasaki, Stendhal, Flaubert, Dostoevsky.

Credit 3 units. Art: HUM BU: HUM

---

### L16 Comp Lit 3371 The Theatre of the Absurd

Credit 3 units. Art: HUM

---

### L16 Comp Lit 340B Israeli Women Writers

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation.

Same as L74 HBRW 340

Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Art: HUM BU: HUM EN: H

---

### L16 Comp Lit 341 Russian Literature in Translation

Credit 3 units. Art: HUM

---

### L16 Comp Lit 343A Literature and Science: Two Cultures?

The relation between biology and literature as it has been examined and expressed in poetry, fiction, and nonfiction of the past two centuries.



Same as L14 E Lit 343

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 350C Don Quixote and Madame Bovary as Readers**

These two novels have as their main characters avid readers who fail to integrate books and other aspects of life. Detailed analysis of these interrelated texts illuminates the question of reading adequately in different cultures and periods. Both novels read in English translations, with frequent reference to the Spanish and French originals. Two short papers, midterm and final examinations.

Credit 3 units. Art: HUM BU: HUM

---

**L16 Comp Lit 351 A World of Words**

This seminar is designed for undergraduate students who are interested in literature, foreign languages, creative writing, and translating. In the course students will enrich their studies in foreign languages, cultures and literatures with creative work. Participants will read and discuss practical criticism, present their own creative projects and hone their skills as writers, translators, and readers. At the conclusion of the course, students will have the choice of presenting a polished work of translation or a piece of original writing. Besides myriad possibilities for translating into and from English, the course can accommodate creative writers in English, Spanish, French, German, Korean, and Chinese. Students who wish to enroll in the course should contact the Program in Comparative Literature for further information. There is a limit of 14 participants to this class.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 3511 Global Surveillance Culture**

Surveillance in its most basic definition is often understood as watching someone from above and has proven to be one of the most effective ways of exercising power in political communities since the Middle Ages. If it is true, as the surveillance scholar David Lyon writes, that cultures of surveillance develop differently depending on their political economies and post-authoritarian or colonial past, a focus on the global circulation of surveillance imaginaries then raises the question of how such local differences are narrated, visualized or imagined. In this course, we will focus on the narrated differences within artistic and cultural expressions from Europe, Asia, Africa, North and South America to explore how local surveillance practices shape, disrupt or create global imaginaries. Surveillance and the linkages between its diverging cultures, as one might argue, then become a part of the globalization processes themselves. Against this backdrop, a focus on the global imaginaries of surveillance promises a unique inquiry into how local attitudes towards information collection, beliefs in (mass) monitoring, or values and desires associated with social media surveillance translate, shape, and intervene with the global. In final projects students will have the opportunity to work on a (digital) humanities project that explores the themes of "Sharing is Caring," "Counter-Surveillance," and "(In)Visibility in Surveillance Capitalism."

Same as L97 GS 3511

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

**L16 Comp Lit 351B A World of Words**

This seminar is designed for undergraduate students who are interested in literature, foreign languages, creative writing, and translating. In the course, students will enrich their studies in foreign languages, cultures, and literatures with creative work. Participants will read and discuss practical criticism, present their own creative projects, and hone their skills as writers, translators, and readers. At the conclusion of the course, students will have the choice between presenting a polished work of translation or a piece of original writing. In addition to myriad possibilities for translating into and from English, the course can accommodate creative writers in English, Spanish, French, German, Korean, and Chinese. Students who wish to enroll in the course should contact the Program in Comparative Literature for further information.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 351C The Singing Line I: Lyric Poetry from Antiquity to the 19th Century**

The lyric impulse in western and nonwestern cultures in its most significant periods. Focuses on the short lyric closely tied to music. Poets include Pindar, Sappho, Vergil, Horace, poets from the T'ang dynasty in China and Heian Japan, French *trouvères*, troubadours, Villon, Ronsard, Dante, Petrarch, Michelangelo, Shakespeare, Donne, Marvell, Keats, Goethe, Holderlin. Non-English poems read in translation, with accompanying texts in the original.

Credit 3 units. Art: HUM BU: HUM

---

**L16 Comp Lit 352 Arts Reviewing**

What does it mean to become writers and public intellectuals who combine their creative work as poesis and praxis within a community of creative people? Writers will be asked to write about almost everything. Interviews, reviews, short essays, public speeches, radio plays, ekphrastic texts and staged works are among the many smaller forms with which an emerging writer has to engage. We will be writing in museums, writing in nature, performing on stage and exploring artistic collaboration. The course is designed for students who want to produce their own creative work and receive feedback, strengthening their personal writing skills as well as their creative and critical thinking. Throughout the course, students will discuss and analyze a variety of works, learn to read like writers, and deeply explore their senses, including reactions to and the incorporation of other forms of art. This experience and exposure to music, paintings architecture and nature e.g. can inspire writers to further their own expression via the multilayered genres of the written text. The course will engage with different professionals in the field of creative writing and investigate how to build a successful literary career. This course is open for first year students.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC

---

**L16 Comp Lit 3520 Introduction to Postcolonial Literature**

At its zenith, the British Empire encompassed almost a quarter of the globe, allowing the diminutive island nation unprecedented economic, military, and political influence upon the rest of the world. This course will introduce some of the foundational responses to this dominance, both literary and theoretical, by the colonized and their descendants. We will examine important critiques of colonialism by theorists such as Frantz Fanon, Aimé Césaire, Edward Said, Homi Bhabha, and Gayatri Spivak, as well as literary works that reflect a postcolonial critique by authors such as V.S. Naipaul, George Lamming, Doris Lessing, and N'gugi wa Thiong'o. The course will interrogate how literature could be said to help consolidate Empire as well as ways in which it might function as rebellion against imperial power, with a view toward teasing out the problematics of race, gender, language, nationalism, and identity that postcolonial texts so urgently confront. This course may fulfill the global or minority literatures requirement for students who declare an English major in the fall 2021 semester and beyond.

Same as L14 E Lit 3520

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 3522 7 Lamps of Literature**

Credit 3 units. Art: HUM

---

**L16 Comp Lit 352A Topics in Literature**

Topics course which varies by semester.

Same as L14 E Lit 3522

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

---

**L16 Comp Lit 352C The Singing Line II: Lyric Poetry of the 19th and 20th Centuries**

Focus on the extended lyric of romanticism, symbolism, and modernism and the sprawl of lyric into other genres ("lyric novel," "prose poem," "lyric drama"). Baudelaire, Mallarm, Bonnefoy, Rilke, Neruda, Blok, Eliot, Hart Crane, Dickinson, Whitman, the imagists. Non-English poems read in translation, with accompanying texts in the original.

Credit 3 units. Art: HUM BU: HUM

---

**L16 Comp Lit 3552 Introduction to Literary Theory**

This course introduces students to some of the most influential theoretical approaches to interpretation applied to English-language literature; to significant conceptual and historical debates about literary and cultural theory; and to the keywords used in these debates. Students will learn how to write and speak about theoretical texts and how to recognize the theoretical assumptions that underlie acts of literary interpretation. Theoretical approaches to be featured may include formalism; Marxism; psychoanalysis; gender and sexuality studies; structuralism and post-structuralism; postcolonial studies; critical race studies; new historicism and cultural materialism; cultural studies; affect theory; neurocognitive approaches; and disability studies. This course fulfills the literary theory requirement for the English major; no substitutions will be permitted. In order to preserve necessary seats for English majors, the course will be enrolled through the wait list.

Same as L14 E Lit 3552

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H UColl: HUM

---

**L16 Comp Lit 3556 Exile in Global French & Francophone Cultures: Senegal, Algeria, & the Caribbean**

French is the fifth most spoken language in the world, with an estimated 300 million speakers in 106 countries and territories. It is the only language aside from English to be spoken on five continents, according to the OIF. In the wake of decolonization and the rapid spread of globalization, the French language has been adopted, adapted and transformed in various locales and with widespread cultural implications. This course will aim to explore French culture through the specific case studies of Senegal, Algeria, the Caribbean and Francophone exiles worldwide. We will explore the history, literature, poetry and film of these regions and, in doing so, gain a more nuanced and complex understanding of global French cultures. In this course, we will study a range of works that will provide a window onto the issues of French cultural and national identity in the modern world. We will delve into the role of race, ethnicity, belonging and identity in global French and Francophone societies. Students will gain an understanding of French (post)colonial history and current French politics and culture through novels, poetry and film. Knowledge of French is not required for this class.

Same as L97 GS 3556

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L16 Comp Lit 3561 Exodus**

We will investigate the biblical book of Exodus in both its original significance in the ancient Near East and its later meanings for Jews, Christians, and Muslims in societies around the world. Why did its narratives and ideas about law and justice and religion resonate so strongly both in biblical times and afterwards? Which assumptions did the biblical authors make about writing stories and poetry? What is the historical reality of the Exodus? How did the biblical Israelites conceive of their religious practices and institutions? We will also explore how Exodus and the celebration of Passover has been, and continues to be, a crucial source of identity in Jewish and Christian circles. How has Exodus been re-imagined and transfigured multiple times, and

how has the Passover celebration reflected transformations in the understanding of the Exodus? We will analyze many types of expression influenced by Exodus: historical sources, liturgy, art, commentaries, theology, literature, film, mysticism, and music.

Same as L75 JIMES 3561

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 356C Islamic Literature in Translation 1200-1800**

The literary cultures of later Islamic civilization, in various linguistic traditions (Arabic, Persian, Turkish, Urdu). Themes and topics include mystical literature, court patronage, love and wine poetry, social satire, popular literature, allegory, romance, and epic. Comparisons to medieval Western literatures. Readings in English.

Credit 3 units. Art: HUM BU: HUM

---

**L16 Comp Lit 357 The Art of Poetry**

Art: HUM BU: HUM

---

**L16 Comp Lit 358C Modern Near Eastern Literatures**

This course introduces literary expressions of the struggle for love, self-realization, and liberation. Genres include romanticism, realism, and the surreal. A comparative, team-taught approach is used to instruct students in selected genres, authors, or themes in two or more Near Eastern literatures (Arabic, Hebrew, Persian, Turkish) in English translation.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 359 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies**

Jewish literature includes highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy businesswoman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation. Please note: L75 559 is intended for graduate students only.

Same as L75 JIMES 359

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L16 Comp Lit 359C The Art of Short Prose Fiction**

A study of the short forms of prose fiction.

Credit 3 units. Art: HUM BU: HUM

---

**L16 Comp Lit 362 African History and the African Novel**

Credit 3 units. Art: HUM

---

---

**L16 Comp Lit 369A Reading Sex in Premodern England: Medieval Sexualities**

This course introduces students to the literary representation of gender and sexuality in England from the medieval period to the eighteenth century. To understand a tradition that addressed the intractable problem of human sexuality in terms very different from ours, we will ask: how does pre-modern culture imagine gendered identities, sexual difference, and erotic desire? How do various contexts—medical, religious, social, private, public—inform the literary representation of gender and sexuality? What are the anatomies and economies of the body, the circuits of physical pleasure, and the disciplines of the self that characterize human sexuality? Students will have the opportunity to study romances, saints' lives, mystical writings, diaries, plays, sex guides, novels, and scientific treatises. By learning how to "read sex" in pre-modern literature, students will acquire a broad cultural and historical understanding of English sexualities before the descent of modern sensibilities.

Same as L14 E Lit 369

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

---

**L16 Comp Lit 3721 Topics in Renaissance Literature**

Topics course in Renaissance Literature

Same as L14 E Lit 3725

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 375 Topics in Comparative Literature: Representation and Memory in St. Louis Museums**

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

---

**L16 Comp Lit 376 Reading Across the Disciplines: Introduction to the Theoretical Humanities**

What does theory look like in an age like ours so sharply marked by interdisciplinarity and in which most humanities scholarship crosses disciplines—for instance, combining literature or history with philosophy or critical race studies? In this way all (or almost all) humanities scholars are comparatists in practice if not always in name. The course is designed to introduce this complex and exciting state of affairs to CompLit and English majors, yet any students in a humanities program, or with an interest in the humanities, will fit right in. Our main text is *Futures of Comparative Literature*, ed. Heise (2017), which contains short essays on topics like Queer Reading; Human Rights; Fundamentalism; Untranslatability; Big Data; Environmental Humanities. We will supplement this material with relevant short texts from a variety of fields, including some that cross over into the social sciences.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 376C Topics in Comparative Literature II**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 382 Existentialism**

Credit 3 units. Art: HUM

---

**L16 Comp Lit 384 Romance**

Romances tell how young lovers learn about the world and themselves by loving, suffering, and growing up. An exploration of the genre over time, space, and culture, including examples from elite and popular literatures.

Credit 3 units. Art: HUM

---

---

**L16 Comp Lit 385 Topics in Comparative Literature: Narratives of Childhood**

Topics in comparative literature. Subject matter will vary from semester to semester.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 385A Comedy, Ancient and Modern**

In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy.

Same as L08 Classics 385W

Credit 3 units. A&S IQ: HUM, LCD, WI Art: CPSC BU: HUM EN: H

---

**L16 Comp Lit 387 Black Literature to Early 1900**

Credit 3 units. Art: HUM

---

**L16 Comp Lit 387C African-American Literature: Rebels, Sheroes, and Race Men**

Same as L14 E Lit 387

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM

---

**L16 Comp Lit 389 Topics in Comparative Literature**

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 389A Topics in African Literature**

Beginning with a survey of African oral narratives, then analyzing selected texts by such leading African authors as Chinua Achebe, Ngugi waThiong'o, Wole Soyinka, and Ousmane Sembene, this course will examine ways in which African narrators have represented the struggle to uphold African identity in the face of such insidious influences as individualism, colonialism and neo-colonialism. Translations from indigenous African languages will supplement the study of works originally written in English. Critical issues in African literature such as the role of literature in society and the issue of language and audience in multilingual African societies will be discussed. The course will help students understand and appreciate the distinctiveness of African culture and encourage them to explore the meaning and complexity of that experience through the eyes of African narrators.

Credit 3 units. Art: HUM

---

**L16 Comp Lit 389B Topics in African Literature**

Beginning with a survey of African oral narratives, then analyzing selected texts by such leading African authors as Chinua Achebe, Ngugi waThiong'o, Wole Soyinka, and Ousmane Sembene, this course will examine ways in which African narrators have represented the struggle to uphold African identity in the face of such insidious influences as individualism, colonialism and neo-colonialism. Translations from indigenous African languages will supplement the study of works originally written in English. Critical issues in African literature such as the role of literature in society and the issue of language and audience in multilingual African societies will be discussed. The course will help students understand and appreciate the distinctiveness of African culture and encourage them to explore the meaning and complexity of that experience through the eyes of African narrators.

Credit 3 units. Art: HUM

---

---

**L16 Comp Lit 394 Worldwide Translation: Language, Culture, Technology**

This course considers the crucial role played by translation across the world today: from new technologies and digital media, to the global demands of professionals working in fields as diverse as literature, law, business, anthropology, and health care. We will begin our exploration of the concept of translation as a key mechanism of transmission between different languages by looking at works of literature, and film. Students will then examine how different cultures have historically required translation in their encounter with each other, studying how translation constitutes a necessary transcultural bridge both from a colonial and postcolonial point of view in different historical moments and parts of the world. The course also analyzes from practical and real-world perspectives whether concepts such as war, human rights, democracy or various illnesses have the same meaning in different societies by considering the diverse frames of reference used by linguists, lawyers, anthropologists, and medical doctors across the world. Finally, we will focus on translation from a technological perspective by examining various modes of transfer of information required for the functioning of digital tools such as Google Translate, Twitter, Duolingo, or various iPhone applications. Throughout the semester we will also examine a range of creative artworks, and various forms of digital technology and computing (AI, machine translation) related to the theory and practice of translation. Readings will include works by Jorge Luis Borges, Walter Benjamin, Gayatri Spivak, Kwame Anthony Appiah, Susan Bassnett, Lawrence Venuti, Emily Apter, Gideon Lewis-Krauss, and Karen Emmerich among others. Prerequisite: None. Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 395 Paris and New York: The Art of the City**

The cultural icons Paris and New York exert a powerful hold on our imagination. We will explore how the French and Americans define themselves, and each other, through their premiere cities. The themes of integration and isolation, class and race, innovation and tradition, and commemoration and celebration will ground our discussions of writers Zola ("Therese Raquin"), Wharton ("The Age of Innocence"), Proust ("Swann's Way"), Foer ("Extremely Loud and Incredibly Close"), Krauss ("The History of Love"), Truong ("The Book of Salt"), and Gopnik ("Paris to the Moon"); painters Vuillard, Caillebotte, and de Kooning; photographers Brassai, Cartier-Bresson, Doisneau, Ronis, Abbott, Hine, and Stieglitz; and filmmakers Godard ("Breathless"), Allen ("Manhattan," "Midnight in Paris"); Jeunet ("Amelie Poulain"), and Kassovitz ("Hate"). Through our study of public spaces (the Brooklyn Bridge, the Twin Towers, the Eiffel Tower, and the streets themselves), we will consider how each city functions as a site of memory even as it fashions the future. Credit 3 units.

---

**L16 Comp Lit 4012 Staging Atrocity: Theatre of the Holocaust**

Responding to the Holocaust has challenged artists working in every medium. Nowhere are these challenges more extreme than in the theater, where the intimacy of the space, the close proximity of live actors and audience, and the subject matter itself may serve to intensify its effect. We will read a careful selection of modern and contemporary dramas and explore the range of responses. Underneath each weekly topic reverberate the nagging question of whether one can -- or should -- make art from the Holocaust, as well as a serious exploration of the uses and effectiveness of theater to communicate on this subject. We look at the ways in which the Holocaust has been used as a subject to raise moral dilemmas, examine the limits of humanity, elicit doubt or faith, and provide political commentary. We will also discuss the ways in which playwrights have stretched the limits of the theater to meet the challenge of staging the Holocaust. Topics considered include the

nationalization and personalization of the Holocaust, the role of the second generation, issues of audience, and the use of experimental forms and obscenity. The plays on the syllabus are from North America, Israel and Europe. All readings are in English (original or translation). Same as L15 Drama 4011

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 403 Poems, Poets, Poetics: Changing Lit. Conv.**

Comparison of poems and poetics of European and American poets of the 19th and 20th centuries. Writers include Schiller, Wordsworth, Coleridge, Poe, Baudelaire, Valéry, T.S. Eliot, Brecht, and the concrete poets. The changing functions of the lyric genre and the history of its theory and practice. Prerequisite: 6 units of literature, or permission of instructor.

Credit 3 units. Art: HUM

---

**L16 Comp Lit 403A Senior Thesis Tutorial**

A working group for thesis writers in the humanities. Permission of department required.

Same as L93 IPH 403

Credit 3 units. A&S IQ: HUM, WI EN: H

---

**L16 Comp Lit 405A Theory and Methods in the Humanities**

Same as L93 IPH 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 409C Beyond Geography: The Meaning of Place in the Middle East**

This course considers the importance of place in the Middle East with particular reference to Jewish and Islamic traditions. Topics to cover include the creation of holy sites, the concept of sacred space, the practice of pilgrimages, and the tropes of exile and return. Texts will range from analytical essays to novels, memoirs, and films by authors such as Edward Said, Naguib Mahfouz, Taher Ben Jelloun, Elif Shafak, A. B. Yehoshua, Shulamit Hareven, and Hanan Al-Shaykh. Requirements include participation, short assignments, and a seminar paper. This course fulfills the capstone requirement for students majoring in Jewish, Islamic and Near Eastern Languages and Cultures, but is open to advanced undergraduates and graduate students. Prerequisites: coursework in JINES and senior standing or permission of instructor. Same as L75 JIMES 409

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L16 Comp Lit 4100 Medieval Women's Writing**

Topics course in Medieval English literature.

Same as L14 E Lit 4101

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 410A Medieval Women's Writing**

---

**L16 Comp Lit 411 The Empire Writes Back**

Britannia did indeed once rule the waves, controlling an empire that encompassed a quarter of the globe. In the estimation of many, literature was a crucial component of its power. This course will examine the nature of Britain's cultural power, as well as the ways colonial authors answered back through an assertive rewriting of the British canon. We will read classic texts of British literature - Charlotte Brontë's JANE EYRE, E.M. Forster's HOWARD'S END, Joseph Conrad's HEART OF DARKNESS - in tandem with later reworkings of them by authors such as Zadie Smith and Jean Rhys, in order to tease out the implications of literary emendation and adaptation. The course

will also look at film versions of these works, as well as some critical theories of revision, hoping to shed light on both the opportunities and the pitfalls of attempting to critique a system of thought within the constraints of that very system.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

### L16 Comp Lit 4111 Pastoral Literature

This course will open with a survey of the classical tradition in pastoral/bucolic. We will consider questions of genre, intertextuality and ideology, and we will ask how 'the lives and loves of herders' became favored ground for literary meditation on issues of surface and depth, reality and illusion, artifice and sincerity. This portion will involve intensive reading in translation of Theocritus, Vergil and Longus. In the second half of the semester, we will consider the survival, adaptation and deformation of ancient pastoral themes, forms and modes of thought in British and American writing from the 19th and 20th centuries. We will read works of Mark Twain, Kenneth Grahame, Thomas Hardy and Tom Stoppard.

Same as L93 IPH 4111

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L16 Comp Lit 4120 The Cultural Poetics of the Early Modern Book

Same as L14 E Lit 412

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L16 Comp Lit 4130 Modernity & Historicity in the Renaissance

Introduction to a pivotal period in the emergence of the modern consciousness by an intensive, sustained study of a few major Renaissance or "early modern" writers such as Petrarch, Castiglione, More, Erasmus, and Montaigne. The relationship of these authors to their ancient and medieval past, their "modernity," and their historical otherness. Of central concern is the nature of "humanism," imitative and antagonistic relationships with ancient texts, the complex Renaissance "self" as integral and individual or as a product of its cultural and material relations, utopias and anti-utopias, the discovery of historicity, and the state as a work of art. The course does not assume that its students have already done substantial work in the Renaissance.

Credit 3 units. Art: HUM

---

### L16 Comp Lit 4140 Topics in Embodied Communication: Listening

This course is about listening. We will begin by mediated and unmediated listening with the human auditory system and continue into an exploration of multi-modal listening, focusing on vibration and on somatic attention. We will work in the "studio," which will include a music studio, a dance studio, and the environment. Our investigation will include the study of sensing in more-than-human organisms as well as theoretical perspectives from sound studies, critical improvisation and history of science. The course will encourage the perspective that the practice of listening is a political act of tending to the invisible, the non-normative, and the incomplete.

Same as L15 Drama 4140

Credit variable, maximum 3 units. A&S IQ: HUM EN: H

---

### L16 Comp Lit 415A Music in the Romantic Era: Aesthetics and Ideologies

This course explores pivotal developments in 19th-century thinking about music's cultural and aesthetic significance -- developments that reverberate well beyond that historical period. Rather than surveying repertoire, we will emphasize in-depth exploration of selected issues and music, reading important contemporary writings and grappling with challenging musical works. Our topics will include discourses about musical interiority, the post-Beethovenian symphony, the Lied tradition, performance aesthetics and the creative agency of the

performer, intersections of music and literature, and canon formation and its consequences. Our topics will include, to cite but a few examples, discourses about musical interiority, the post-Beethovenian symphony, the Lied tradition, performance aesthetics and the creative agency of the performer, intersections of music and literature, and canon formation and its consequences.

Same as L27 Music 415

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L16 Comp Lit 418A Victorian Literature and Post-Colonial Studies

Readings in such authors as Carlyle, Tennyson, Browning, Mill, Arnold, and Pater.

Same as L14 E Lit 418

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L16 Comp Lit 4204 Film Theory

This course is an introduction to both classical and contemporary film theory. Beginning with the earliest attempts to treat cinema as a new and unique art form, the course will initially review the various ways in which film theory attempted to define cinema in terms of its most essential properties. The course will then examine more contemporary developments within film theory, more specifically its attempt to incorporate the insights of other critical and analytical paradigms, such as semiotics, psychoanalysis, feminism, queer theory, and postmodernism. Throughout the course, we will consider questions regarding the ontology of cinema, its relation to spectators, and the various ways in which its formal properties create meaning. Readings for the course will include the major works of Sergei Eisenstein, Andre Bazin, Christian Metz, Laura Mulvey, and Fredric Jameson. Required screenings.

Same as L53 Film 420

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

---

### L16 Comp Lit 420A Topics in English and American Literature

Comparing the literatures -- readings in the literature and theory of English and American Literature. Topics vary according to semester offerings.

Same as L14 E Lit 420

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L16 Comp Lit 420B Topics in Literature: The Novel and Globalization

Comparing the literatures -- readings in the literature and theory of English and American Literature. Topics vary according to semester offerings.

Same as L14 E Lit 420

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L16 Comp Lit 4210 Correlations Between East & West: Japan & the West

Investigations of the particular cultural moments when eastern and western literature and thought converge and provide a terrain for detailed comparison and contrast. Content varies.

Credit 3 units. Art: HUM

---

### L16 Comp Lit 423A Topics in American Literature: Diaspora and the African American Literary Tradition

Same as L14 E Lit 423

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM EN: H

---

### L16 Comp Lit 425A Humanities by the Numbers

To what extent can computational techniques that draw on statistical patterns and quantification assist us in literary analysis? Over the semester, we will juxtapose the close reading of historical documents or literary works with the "distant reading" of a large corpus of historical data or literary texts. We will ask how the typically "human" scale of reading that lets us respond to literary texts can be captured on the "inhuman" and massive scales at which computers can count, quantify and categorize texts. While this class will introduce you to basic statistical and computational techniques, no prior experience with technology is required. Prerequisites: two 200 level or one 300-level course in literature or history. This is a topics-type course and the specific documents and works examined will vary from semester to semester. Please see semester course listings for current offerings. Same as L93 IPH 425

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L16 Comp Lit 426 Seminar in Dramatic Theory

This course is an in-depth exploration of core works of dramatic theory from the ancient world to the present, and it will introduce texts that enunciate what theater is, has been, and should be. We will study authors' expressions of theater's role in society, their articulations of and responses to anti-theatrical prejudice, and their negotiations of the contradiction of putting "the real" on stage. Other significant themes include accounting for the aesthetic pleasures of drama and theater; theater as a means of educating the citizen; and the relationship between dramatic form and social and political revolution. Moving chronologically, we begin with foundational documents of the ancient world, including Aristotle's "Poetics," Bharata's "Natyasastra," and Horace's "Ars Poetica." The course then progresses through the Middle Ages, the Neoclassical and Romantic eras, and the explosion of fin de siècle avant-gardes. We will also read key texts from beyond the European tradition, including works of dramatic theory written in medieval Japan (Zeami), postcolonial Nigeria (Soyinka), and the millennial, multicultural United States (Parks). Along these same lines, we will also be attuned to transnational exchange and influence, particularly as it appears in the 20th-century theories of Bertolt Brecht, Antonin Artaud, and Konstantin Stanislavsky. Although the course will be focused on efforts to describe and prescribe theories of drama, dramatic genre, and theatrical pleasure, it will also position play scripts alongside the theoretical treatises that guide or are guided by them. Credit 3 units. A&S IQ: SSC EN: S

---

### L16 Comp Lit 429 The Commedia Dell'arte

This course explores the history, style and dynamics of the commedia dell'arte: an originally Italian type of improvisational theater that has flourished from the time of Shakespeare to the present day. As we study, we will also put this theater on its feet. Students with a background and interest in improvisation are encouraged to take the class. (At the same time, no acting background is required to take the course--just a willingness to try.) We will examine primary and secondary texts regarding the Italian "golden age" of 1570-1625, and we will study the flowering of the commedia dell'arte in Paris during the seventeenth century. The influence of the commedia dell'arte on Shakespeare and Molière will be examined, and we will experiment with a new body of French scenarios from the time of Molière that have never before been translated into English. Questions of theater and performance history will be examined, as we consider various historical myths regarding this theater in the light of actual primary documents. We'll spend the final part of the course looking at political uses of this form of theater in the twentieth and twenty-first centuries, considering things like the San Francisco Mime Troupe, the radical socialist theater of Dario Fo, and the international Theater Hotel Courage that uses commedia-style performance for social change. Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

### L16 Comp Lit 4300 Data Manipulation for the Humanities

The course will present basic data modeling concepts and will focus on their application to data clean-up and organization (text markup, Excel, and SQL). Aiming to give humanities students the tools they will need to assemble and manage large data sets relevant to their research, the course will teach fundamental skills in programming relevant to data management (using Python); it will also teach database design and querying (SQL). The course will cover a number of "basics": the difference between word processing files, plain text files, and structured XML; best practices for version control and software "hygiene"; methods for cleaning up data; regular expressions (and similar tools built into most word processors). It will proceed to data modeling: lists (Excel, Python); identifiers/keys and values (Excel, Python, SQL); tables/relations (SQL and/or data frames); joins (problem in Excel, solution in SQL, or data frames); hierarchies (problem in SQL/databases, solution in XML); and network graph structures (nodes and edges in CSV). It will entail basic scripting in Python, concentrating on using scripts to get data from the web, and the mastery of string handling. Same as L93 IPH 430

Credit 1 unit. EN: H

---

### L16 Comp Lit 432A Programming for Text Analysis

This course will introduce basic programming and text-analysis techniques to humanities students. Beginning with an introduction to programming using the Python programming language, the course will discuss the core concepts required for working with text corpora. We will cover the basics of acquiring data from the web, string manipulation, regular expressions, and the use of programming libraries for text analysis. Later in the course, students will be introduced to larger text corpora. They will learn to calculate simple corpus statistics as well as techniques such as tokenization, chunking, extraction of thematically significant words, stylometrics and authorship attribution. We will end with a brief survey of more advanced text-classification terminology and topics from natural language processing such as stemming, lemmatization, named-entity recognition, and part-of-speech tagging. Same as L93 IPH 432

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L16 Comp Lit 435A Expressionism in the Arts

A close study of expressionism as an international phenomenon in the arts, from the anti-naturalist movements of the 1890s to Hitler's condemnation of expressionism as decadent. The evolution of expressionist theatre from Wedekind to Toller and Kaiser; such composers as Schoenberg and Berg; in the visual arts, such groups as Der blaue Reiter and Die Brücke, such independents as Kokoschka; in cinema, such figures as Pabst, Murnau, Von Sternberg, Lang. Prerequisite: Drama 208E, Drama 336, or permission of instructor. Same as L15 Drama 435

Credit 3 units. Art: HUM

---

### L16 Comp Lit 436 Seminar in Dramatic Theory

The course begins with Plato's critique of mimesis and Aristotle's defense, as we read THE POETICS as a response to Plato. We will take some of Aristotle's basic concepts, such as mimesis, plot, character, and thought, and attempt to apply them to drama up to the present day. We will also consider fundamental elements of both the dramatic text and the dramatic production, such as space, time, dialogue, narrative devices, and perspective. Brecht's theory of "epic drama" will form the other conceptual pole in the course, opposing Aristotle. Besides these two theorists, other figures will include Ben Jonson, Corneille, Dryden, Diderot, Schiller, Hegel, Zola, Artaud, and Grotowski. The course, then, will have both chronological and thematic axes. Three papers and one oral presentation. Credit 3 units.

Credit 3 units. Art: HUM

---

**L16 Comp Lit 4372 Philosophy of Literature**

Credit 3 units. Art: HUM

---

**L16 Comp Lit 440A James Joyces Ulysses**

Same as L14 E Lit 440

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 441 Modern Symbolistic Lit**

Credit 3 units. Art: HUM

---

**L16 Comp Lit 4471 Modern Poetry I: Modernisms**

American and British poetry before, during, and after World War I. Readings include Hardy, Yeats, Frost, Stein, Eliot, Williams, Moore, Johnson, Pound, H.D. and Stevens, as well as selections from Wordsworth, Whitman and Dickinson. First half of two-course sequence; second half optional

Same as L14 E Lit 4471

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L16 Comp Lit 449 Topics in Comparative Literature: Writing from the Periphery: The Question of Chineseness**

In this course, we will read a broad range of literary works written by ethnic Chinese from various parts of the world. We will examine the notion of "Sinophone," primarily its implications to the challenge of cultural identity formation to those Chinese who are not traditionally identified as "Chinese" because of war, migration, immigration, colonialism, among others. We will also examine the meaning of being on the margins of geopolitical nation-states. Finally we will discuss the notions of hybridity and authenticity vis-a-vis literary representation. We will read works by ethnic Chinese writers from the United States, France, Taiwan, Hong Kong, Singapore, Malaysia, Mongolia, Tibet, and so on. This course is limited to seniors and graduate students only. All readings will be in English. Active class participation is required.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 449A Seminar in Dramatic Theory**

This course is an in-depth exploration of core works of dramatic theory from the ancient world to the present, and it will introduce texts that enunciate what theater is, has been, and should be. We will study authors' expressions of theater's role in society, their articulations of and responses to anti-theatrical prejudice, and their negotiations of the contradiction of putting "the real" on stage. Other significant themes include accounting for the aesthetic pleasures of drama and theater; theater as a means of educating the citizen; and the relationship between dramatic form and social and political revolution. Moving chronologically, we begin with foundational documents of the ancient world, including Aristotle's "Poetics," Bharata's "Natyasastra," and Horace's "Ars Poetica." The course then progresses through the Middle Ages, the Neoclassical and Romantic eras, and the explosion of fin de siècle avant-gardes. We will also read key texts from beyond the European tradition, including works of dramatic theory written in medieval Japan (Zeami), postcolonial Nigeria (Soyinka), and the millennial, multicultural United States (Parks). Along these same lines, we will also be attuned to transnational exchange and influence, particularly as it appears in the 20th-century theories of Bertolt Brecht, Antonin Artaud, and Konstantin Stanislavsky. Although the course will be focused on efforts to describe and prescribe theories of drama, dramatic genre, and theatrical pleasure, it will also position play scripts alongside the theoretical treatises that guide or are guided by them.

Same as L15 Drama 449

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L16 Comp Lit 450A Interdisciplinary Topics in the Humanities: Freedom | Information | Acts**

Same as L93 IPH 450

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 450B Interdisciplinary Topics in the Humanities**

Same as L93 IPH 450A

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 450C Interdisciplinary Topics in the Humanities: Romancing the Ruins**

Same as L93 IPH 450A

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 450E Masterworks of Early Japanese Literature: The Tale of Genji and its Afterlives**

This course is an intensive study of one of the central texts of classical Japanese literature. Selection of texts rotate among works including: The Tale of Genji, court diaries, poetry anthologies, Noh drama, The Tale of the Heike, setsuwa collections, and medieval memoirs. In addition to exploring the historical, literary, and cultural significance of the work from its genesis to the present age, students engage in a close reading of the text and an investigation of the primary theoretical issues and approaches associated with the work both in Japan and abroad. Prior knowledge of early Japanese literature or history is recommended. Texts will be read in English translation. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 450

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L16 Comp Lit 454 History of Literary Criticism II**

Continuation of C Lit 453.

Credit 3 units. Art: HUM

---

**L16 Comp Lit 455C Senior Colloquium**

Team taught course designed for IPH Senior interests and thesis topics.

Same as L93 IPH 455

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 461 Topics in Literary History: Thematics**

Extensive and intensive reading and discussion of a literary theme as it appears in the literatures of several languages.

Credit 3 units. Art: HUM

---

**L16 Comp Lit 461A Topics in English Literature I**

Studies in special subjects, e.g., allegory and symbolism in the medieval period, the sonnet in English literature, English poetry and politics. Consult Course Listings.

Same as L14 E Lit 461

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 462A Topics in Literature: Virtual Reality: Multimedia Stein**

Credit 3 units. BU: HUM

---

**L16 Comp Lit 4647 Ancient Madness**

In this course we will ask what madness meant in Greek and Roman culture. We will find reading strategies that are sensitive both to ancient evidence and to the ethical demands of talking about, evaluating, and categorizing people treated as mad. While we will concentrate on literary (particularly tragic and epic), philosophical, and medical texts, we will also look at visual representations and evidence from ritual and cult. An important part of our project will involve tracing the afterlife of classical ideas: the history of melancholia will ground this aspect of the course. Finally, we will consider how antiquity informs psychoanalysis (Oedipus, Antigone, Narcissus), and how ancient madness might partake in a critique of contemporary understandings of mental illness. Same as L08 Classics 4647

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L16 Comp Lit 469 Special Topics in Comp Lit: Festivity, Folly**

A variety of offerings in different aspects of comparative literature varying from year to year.

Credit 3 units. Art: HUM

---

**L16 Comp Lit 4692 Shakespeare and Performance**

How were Shakespeare's plays performed in their own day--in the Globe theater, with boy actors, and with very short rehearsal times? How, for the actor, did performance work on the outdoor stage, with the Globe's wide and deep acting platform and its intimate relationship to the audience? How might one stage Shakespeare today in an outdoor environment without lighting and with minimal sets, and with the capacity to move easily from one outdoor venue to another? From what social types in Renaissance England--such as merchants, prostitutes, aristocrats, constables, beggars, and princes--did Shakespeare draw? How can evolving ideas about race, gender, and sexuality inform the way we perform Shakespeare today? Addressing these questions and others, the course weaves together performance and literary, critical, and historical study. Topics include blank verse, performing Shakespeare's prose, playing with figures of speech, working the Globe stage, engaging an outdoor audience, acting from a written "part" rather than an entire script, performing types, exploring Shakespeare's sources as performance alternatives, making Shakespeare new--and more. Students will rehearse and perform sonnets, scenes, and monologues based on social figures from Shakespeare's England. The course assumes a willingness to perform but not specialized acting training.

Same as L15 Drama 4692

Credit 3 units. A&S IQ: HUM EN: H

---

**L16 Comp Lit 470A Interdisciplinary Topics: Data Signs-A Literary History of Information**

Various interdisciplinary topics are explored that may include around the humanities, social sciences and data sciences.

Same as L93 IPH 470

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 471 Contemporary Philosophy**

Credit 3 units.

---

**L16 Comp Lit 471A Topics in Modern Arabic Literature**

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.

Same as L49 Arab 471

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L16 Comp Lit 475 Intellectual History of Feminism**

Credit 3 units. Art: HUM

---

**L16 Comp Lit 4750 Worldviews, World-Building, and World Literature: New Approaches to Chinese Literature (1500-1900)**

This course explores how the multivalent notion of "world" creates new approaches for studying Chinese literature from the 16th century up to the early 20th century. It will consider the following questions: How did the Chinese people perceive, map, and write about the world prior to modernity? What are the strategies to construct fictional, virtual, or gameful worlds through literature and other media? How and why should we position Chinese literature as world literature? Issues covered in this course include premodern worldviews, literary and transmedia world-building, multilingualism, adaptation, and translation. One primary goal of this course for students is to learn how to critically apply theories from narratology, media studies, and comparative literature to study Chinese literature. To this end, the first session will focus on a particular piece of theoretical work or relevant secondary scholarship, and in the second session students will conduct a case study with selected primary sources to practice employing, questioning, and complicating those theories and methods. All readings will be provided in English. Students with classical and modern Chinese skills will be encouraged to read materials in the original to the extent possible. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisites: junior level or above or permission of instructor. Same as L81 EALC 4750

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 486 The Business of Books**

Book publishing shapes our literary and intellectual landscape in defining ways, yet only with the recent rise of Publishing Studies has the theory and practice of publishing become a serious subject of attention within the academy. This course offers a broad introduction to publishing, with a practical emphasis on contemporary literary publishing. We will explore how publishing communities form in relation to aesthetics, demographics, and technologies, and will consider how ethics and business practices are defined within these communities. On the applied side, we will study editing, contracts, marketing, sales & distribution, infrastructure, and media, and students will write reader's reports, marketing plans, and a final paper analyzing a contemporary publishing project and placing its work in relation to the historical and cultural context, demonstrating how each particular publishing practice is adapted to its own cultural ecosystem. Industry professionals will visit to speak with the class by Zoom, and Professor Riker brings two decades of experience as a book publisher, author, and reviewer. Alongside these other activities, over the course of the semester students will follow the progression of a book published by the nationally acclaimed publishing house Dorothy, a Publishing Project, of which Professor Riker is the publisher.

Same as L14 E Lit 486

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L16 Comp Lit 488 Seminar in Comparative Arts I**

Credit 3 units. Art: HUM

---

**L16 Comp Lit 4905 Lyrics of Mystical Love, East and West**

Art: HUM

---

**L16 Comp Lit 493 The Unmaking and Remaking of Europe: The Literature and History of the Great War of 1914-1918**

The Great War of 1914-1918 is one of the most momentous events in history. We can approach its broad European import by reading its literatures comparatively. Far wider than the concerns of any one national ideology, the literature of record represents a profound crisis in the European cultural imaginary. A number of critical and interpretive issues will be in play in our readings, which will move through three



major phases. We begin with the powerful immediacy of trench poetry (1914-1919), develop into the constructed narratives of the great postwar novels and memoirs (1920-1931), and then turn toward the retrospect of the 1930s, which is also the prospect on the next, now inevitable, war. The authors featured include combatant and civilian writers, names well-known and not so famous: Mann, Apollinaire, Owen, Pound, Cocteau, H.D., Woolf, Maurois, West, Celine, Joyce, Musil, Eliot, Rosenberg, Sassoon, Graves, Hardy, Trakl, Stramm, Lichtenstein, Péguy, Barbusse, Manning, Jünger, Zweig, Brittain, and Kroner. All readings for class will be in English translation. Our secondary literature will provide approaches to specific texts and models of literary and cultural history that represent the longer-range importance of the war. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L16 Comp Lit 494 Seminar: Diverse Topics in Literature**

This course may offer a variety of topics. Semester sub-title will vary. In Fall 2008, it was offered as an in depth study of the individual through autobiographies. At other times before, it has been offered as a course on visual poetics from antiquity to the present. See department for further details.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L16 Comp Lit 495 The 19th-Century Novel: Ambition and Desire**

Seminar in Comparative Literature Studies. Topics Vary. See course listings for current semester's offering.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L16 Comp Lit 497 Independent Work for Senior Honors**

One or more long papers on a topic chosen in conjunction with the adviser and an examination. A committee determines whether the student will receive credit only or Honors. Prerequisites: senior standing and permission of chair of the committee. FALL SEMESTER ONLY.

Credit 3 units.

---

**L16 Comp Lit 4970 Performance Theory**

This course introduces students to contemporary theories of performance, with "performance" understood as both metaphor and event. From a multi-disciplinary perspective, students will consider how cultures produce meanings-and, indeed, perform those meanings-to create and/or disrupt their own social coherence. Theories likely to be studied include: J. L. Austin's speech-act theory and its engagement by John Searle and Jacques Derrida; Victor Turner's analysis of ritual as social process and Richard Schechner's use of it to transform "theater studies" into "performance studies;" Erving Goffman's sociology of the self and its relation to a post-structuralist model of subjectivity; Michael Fried's screed against minimalist art and its relation to Happenings, Body Art, Fluxus, and other mid- to late-20th century examples of "performance art;" and Judith Butler's influential revision of Austin's performative in her theory of queer "performativity."

Same as L15 Drama 497

Credit 3 units. A&S IQ: HUM EN: H

---

**L16 Comp Lit 498 Independent Work for Senior Honors**

Advanced work as indicated in C Lit 497. Prerequisites: senior standing and permission of chair of the committee.

Credit 3 units.

---

**L16 Comp Lit 4980 Spenser**

This course involves graduate and undergraduate students in the ongoing work of the Spenser Project, an inter-institutional effort to produce a traditional print edition of the Complete Works of Edmund Spenser.

Same as L14 E Lit 498

Credit 3 units. A&S IQ: HUM EN: H

---

**L16 Comp Lit 498A Spenser Lab**

In this Writing Intensive course, the students will be given a variety of writing tasks: writing commentaries, introductions, software manuals, grant proposals, software requirements, and design documents (SRDDs).

Same as L14 E Lit 498W

Credit 4 units. A&S IQ: HUM, WI EN: H

---

## Germanic Languages and Literatures

Visit online course listings to view semester offerings for L21 German.

---

**L21 German 101D Basic German: Core Course I**

Introductory program; no previous German required. Students will develop their competence in listening, speaking, reading, and writing German by means of interpersonal, interpretive and presentational communicative practice. This first course serves as an introduction to German grammar and culture; goals range from developing the communicative skills necessary to find an apartment to being able to read modern German poetry. Students will learn how to apply their knowledge of basic cases and tenses in order to hold a conversation or write a letter describing their interests, family, goals, routines, etc. and to discover personal information about others. Students who complete this course successfully should enter German 102D.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L21 German 102D Basic German: Core Course II**

Continuation of German 100D or 101D. In preparation for more advanced academic study in German, this second course will further introduce students to fundamental German grammar, culture and history. It is comprised of a combination of situational lessons and tasks which will challenge their critical thinking abilities. Students in 102D will familiarize themselves with the language necessary to understand and give directions, apply for a job, and speak with a doctor; students will also read more advanced content such as Grimm's fairy tales and a text from Franz Kafka. Prerequisite: German 100D, 101D, the equivalent, or placement by examination. Students who complete this course successfully should enter German 201D.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L21 German 201D Intermediate German: Core Course III**

Continuation of German 102D. This course is designed to expand and deepen students' understanding of modern German society and culture and to help them improve their skills in all four key areas of foreign-language learning: reading, speaking, listening and writing. All class discussions and assignments will be in German in order to provide students with an opportunity to expand their active and passive vocabulary and gain confidence in their ability to communicate in the language. Prerequisite: German 102D, the equivalent, or placement by examination. Students who complete this course successfully should enroll in German 202D.

Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H

---

**L21 German 202D Intermediate German: Core Course IV**

Continuation of German 201D. In preparation for study at the advanced level, this fourth-semester course will continue the four-skills based approach of 201D, focusing on a range of cultural topics relevant to the German-speaking lands, including diversity in modern German society, the media, local and national politics, and transatlantic relations. The course also includes additional review of grammatical

structures that will enable you to express yourself more fluently and idiomatically in German. All class discussion and assignments will be in German, in order to provide you with an opportunity to expand your active and passive vocabulary and gain confidence in your ability to communicate in the language. Prerequisite: German 201D, the equivalent, or placement by examination. Students who complete this course successfully should enroll in German 301D.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L21 German 301D Advanced German: Core Course V**

Discussion of literary and non-literary texts combined with an intensive grammar review. Systematic introduction to the expressive functions of German with an emphasis on spoken and written communication. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: German 202D, German 210D, the equivalent, or placement by examination. Students who complete this course successfully should enter German 302D.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L21 German 302D Advanced German: Core Course VI**

Continuation of Ger 301D. Refinement and expansion of German communication skills (speaking, listening, writing, reading), deepening understanding of German grammatical structures, acquisition of more sophisticated and varied vocabulary, introduction to stylistics through discussion and analysis of literary and non-literary texts. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: Ger 301D or equivalent, or placement by examination. Students completing this course successfully may enter the 400-level. Note that Ger 340C/340D, Ger 341/341D, or Ger 342/342D are a prerequisite for most 400-level courses.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L21 German 313 Conversational German**

Practice in speaking and vocabulary development in cultural contexts. Prerequisite: Ger 210D, equivalent, or placement by examination. May be repeated for credit.

Credit 1 unit. A&S IQ: LCD EN: H

---

#### **L21 German 331 Topics in Holocaust Studies: Children in the Shadow of the Swastika**

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period—the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children—both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children - an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. OPEN TO FRESHMEN. STUDENTS MUST ENROLL IN BOTH MAIN SECTION AND A DISCUSSION SECTION.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L21 German 3400 Topics in German Studies**

Course description TBA

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

#### **L21 German 3401 Topics in German Studies: German Language Subsection**

Description to be added

Credit 1 unit.

---

#### **L21 German 340C German Literature and the Modern Era**

Introduction in English to German writers from 1750 to the present. Discussion focuses on questions like the role of outsiders in society, the human psyche, technology, war, gender, the individual and mass culture, modern and postmodern sensibilities as they are posed in predominantly literary texts and in relation to the changing political and cultural faces of Germany over the past 250 years. Readings include works in translation by some of the most influential figures of the German tradition, such as Goethe, Nietzsche, Freud, Kafka, Thomas Mann, Brecht, and Christa Wolf. Open to first-year students, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 341/341D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 340D).

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

#### **L21 German 340D German Literature and the Modern Era**

This course must be taken concurrently with 340C for major/minor credit. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (210D or equivalent, or placement by examination.)

Credit 1 unit.

---

#### **L21 German 341 German Thought and the Modern Era**

In this introduction to the intellectual history of the German-speaking world from roughly 1750 to the present, we will read English translations of works by some of the most influential figures in the German tradition, including Kant, Hegel, Marx, Nietzsche, Freud, Adorno, Heidegger, Arendt, Habermas, and others. Our discussions will focus on topics such as secularization, what it means to be modern, the possibility of progress, the role of art and culture in social life, the critique of mass society, and the interpretation of the Nazi past. We will consider the arguments of these thinkers both on their own terms and against the backdrop of the historical contexts in which they were written. Open to first-year students, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 340C/340D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 341D).

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

#### **L21 German 341D German Thought and the Modern Era**

This course must be taken concurrently with 341 for major/minor credit. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (210D or equivalent, or placement by examination.)

Credit 1 unit.

---

#### **L21 German 342 German Literature and the Premodern Era**

In this introduction to the literary and intellectual history of the German-speaking world from roughly 800 C.E. to the 17th century, we will read English translations of some of the most influential authors and works in the medieval and early modern German tradition, including the "Heroic Age" (e.g., "Nibelungenlied"), the classical period of the 12th and 13th centuries (e.g., Walther von der Vogelweide, Wolfram von Eschenbach, Gottfried von Straßburg), late-medieval

philosophy and mysticism (e.g., Mechthild von Magdeburg, Meister Eckhart), and early modern humanism and the Reformation (e.g., Martin Luther). Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the German and European literary tradition; these are texts that continue to offer invaluable insights into humanity and the world around us. Our discussions will focus on concepts such as heroism, chivalry, and courtly love and on questions regarding the relationship between the individual and society, the role of religion in society, and the emergence of modern mass media (e.g., the Gutenberg revolution). We will consider the texts both on their own terms and against the backdrop of the historical contexts in which they were written.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L21 German 342D German Literature and the Premodern Era**

This course must be taken concurrently with L41 342 for major or minor credit. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (L41 210D or equivalent or placement by examination.)

Credit 1 unit. BU: HUM

---

#### **L21 German 351 A World of Words**

This seminar is designed for undergraduate students who are interested in literature, foreign languages, creative writing, and translating. In the course students will enrich their studies in foreign languages, cultures and literatures with creative work. Participants will read and discuss practical criticism, present their own creative projects and hone their skills as writers, translators, and readers. At the conclusion of the course, students will have the choice of presenting a polished work of translation or a piece of original writing. Besides myriad possibilities for translating into and from English, the course can accommodate creative writers in English, Spanish, French, German, Korean, and Chinese. Students who wish to enroll in the course should contact the Program in Comparative Literature for further information. There is a limit of 14 participants to this class.

Same as L16 Comp Lit 351

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L21 German 402 Advanced Grammar and Style Lab**

Take your German skills to the next level! This 1-unit lab is designed for advanced students seeking to master the finer points of German grammar and style through targeted exercises and discussion. Students will learn to construct sophisticated, elegant, and accurate sentences, with the goal of improving their effectiveness as writers and speakers of German. A rotating weekly focus will cover such topics as: complex sentence structures; advanced passive and subjunctive forms; idiomatic prepositional and verb phrases; and infinitive constructions. Prerequisite: German 302 or the equivalent.

Credit 1 unit.

---

#### **L21 German 403D Advanced Vocabulary and Usage**

This one-unit workshop is designed for advanced undergraduate students wishing to develop advanced communication skills by improving their grasp of German vocabulary and usage. Over the course of the semester, students will discuss a wide variety of texts related to German art, philosophy, literature and contemporary culture, focusing on specific aspects of the language that pose challenges for non-native speakers. Assignments (not to exceed 1.5 hours per week) will include short written responses and exercises aimed to help students speak and write more elegantly and idiomatically. Prerequisite: German 302 or the equivalent or permission of the Director of Undergraduate Studies.

Credit 1 unit.

---

#### **L21 German 404 Germany Today**

Introduction to the history, politics, and culture of contemporary Germany (1945 to the present). Topics include the cultural construction of identity in post-unified Germany; European integration and post-wall economy; the German constitution, electoral system and current elections; current debates and controversies; political parties and leading political figures; the role of literature, film, music, the visual arts, media and popular culture; the role of universities. Discussion, readings, and papers in German. Required for candidates planning to attend the overseas program in Tübingen, Germany. Prerequisite: Ger 302D (may be taken concurrently with Ger 404), or permission of the Director of Undergraduate Studies.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

---

#### **L21 German 408D German as a Language of Business**

This course introduces students to concepts and issues relevant to German business and economics and helps them to develop the language skills necessary to succeed in the German business world. We will concentrate on the basic elements of the German economic system, looking at Germany as a site of production and exchange, the legal structure of German firms, the relations between labor and management, and strategies for product development and marketing in national and international contexts. Students will also be introduced to specific German business practices, including forms of communication, management styles, and general corporate culture. Students will learn business vocabulary, writing skills for business correspondence, oral presentation techniques, and reading and comprehension strategies for German newspapers and news reports. All discussions, readings, and assignments will be in German. Prerequisite: German 302D.

Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

---

#### **L21 German 4100 German Literature and Culture, 1150-1750**

Exploration of medieval and early modern literature and culture within sociohistorical contexts. Genres and themes vary and may include visual culture, representation, the development of fictionality and historical writing, questions of race, gender, and class, courtly culture, law, magic and marvels, medical and scientific epistemologies. Readings may include such genres as the heroic epic, drama, "Minnesang," the courtly novel, the Arthurian epic, fables, the novella, religious or devotional literature, witch tracts, pamphlets, political writings, the "Volksbuch," the picaresque novel, and the essay.

Discussion, readings, and papers in German. Prerequisite: German 302D and German 340C/340D OR German 341/341D OR German 342/342D

Credit 3 units. A&S IQ: HUM, LCD, LS, WI BU: HUM, IS EN: H

---

#### **L21 German 4101 German Literature and Culture, 1750-1830**

Exploration of the literature and culture of the Enlightenment, Storm and Stress, Weimar Classicism, and Romanticism within sociohistorical contexts. Genres and themes vary and may include the representation of history, absolutism and rebellion, the formation of bourgeois society, questions of national identity, aesthetics, gender, romantic love, and the fantastic. Reading and discussion of texts by authors such as Lessing, Goethe, Schiller, Kant, Novalis, Günderode, the Brothers Grimm, Kleist, E.T.A. Hoffmann, Eichendorff, Bettina von Arnim. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM

---

#### **L21 German 4102 German Literature and Culture, 1830-1914**

Exploration of 19th-century literature and culture within sociohistorical contexts. Genres and themes vary and may include the representation of history, liberalism and restoration, nationalism, industrialization, colonialism, class, race and gender conflicts, materialism, secularization, and fin-de-siècle. Reading and discussion of texts by

authors such as Büchner, Heine, Marx, Storm, Keller, Meyer, Fontane, Droste-Hülshoff, Nietzsche, Ebner-Eschenbach, Schnitzler, Rilke. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM EN: H

---

### **L21 German 4103 German Literature and Culture, 1914 to the Present**

Exploration of modern and contemporary literature within sociohistorical contexts. Genres and themes vary and may include the representation of history, the crisis of modernity, the two World Wars, the Weimar Republic, the Third Reich, generational conflicts, the women's movement, and postmodern society. Reading and discussion of texts by authors such as Wedekind, Freud, Mann, Kafka, Brecht, Seghers, Boell, Bachmann, Grass, Wolf. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM BU: HUM EN: H

---

### **L21 German 4104 Studies in Genre**

Exploration of the definition, style, form, and content that characterize a specific genre. Investigation of the social, cultural, political, and economic forces that lead to the formation and transformation of a particular genre. Examination of generic differences and of the effectiveness of a given genre in articulating the concerns of a writer or period. Topics and periods vary from semester to semester. Discussion, readings, and papers in German; some theoretical readings in English. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM EN: H

---

### **L21 German 4105 Topics in German Studies**

Focus on particular cultural forms such as literature, film, historiography, social institutions, philosophy, the arts, or on relationships between them. Course examines how cultural meanings are produced, interpreted, and employed. Topics vary and may include national identity, anti-semitism, cultural diversity, construction of values, questions of tradition, the magical, the erotic, symbolic narrative, and the city. Course may address issues across a narrow or broad time frame. Discussion, readings, and papers in German. Prerequisite: German 302D and German 340C/340D OR German 341/341D OR Ger 342/342D

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM EN: H

---

### **L21 German 4106 Studies in Gender**

Investigation of the constructions of gender in literary and other texts and their sociohistorical contexts. Particular attention to the gendered conditions of writing and reading, engendering of the subject, and indicators of gender. Topics and periods vary from semester to semester and include gender and genre, education, religion, politics, cultural and state institutions, science, sexuality, and human reproduction. Discussion, readings, and papers in German; some theoretical readings in English. May be repeated with different content. Prerequisite: German 302D and German 340C/340D OR German 341/341D OR Ger 342/342D

Credit 3 units. A&S IQ: HUM, LCD, LS, SD, WI EN: H

---

### **L21 German 432 Undergrad Seminar: What Dreams May Come: Explorations of the Psyche in Viennese Modernism**

This course investigates the relationship of the burgeoning field of psychoanalysis to modernist art and literature in Vienna at the beginning of the 20th century. Examining literary texts and artworks alongside theories of dreams and the unconscious by thinkers such as Ernst Mach and Sigmund Freud, we will analyze the ways that visual

artists, composers, and poets sought to divulge the inner workings of the psyche. Our discussion will focus on key questions: What forms and what visual, aural, and verbal languages were developed to represent subjective experience? How did theories of memory and trauma and ideas about gendered psyches shape the depiction of individual agency in these works? What can these works tell us about the larger societal forces at play in this cultural moment? Readings will include the drama, poetry, and novellas of Arthur Schnitzler and Hugo von Hofmannsthal; musical works by Mahler and Schoenberg; and the visual art of Gustav Klimt, Helene Funke, and Oskar Kokoschka. Readings and discussion in German. Prerequisites: German 302D; German 340C/340D, German 341/341D, or German 342/342D.

Credit 3 units. A&S IQ: HUM EN: H

---

### **L21 German 4381 Contemporary German Literature**

Taught by the Max Kade writer and critic in residence, the course deals with the most recent trends and developments in contemporary German literature, including its multicultural, feminist, and postcolonial aspects. In all, the writer and critic will deal with approximately eight literary texts during the semester. The writers generally include a work of their own and give an idea of their personal poetics. Admission for undergraduate senior German majors is allowed only with permission of the Director of Graduate Studies.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### **L21 German 457 Introduction to Linguistics and the Structure of German**

Introduction to the structure of the German language and to linguistic theory: phonology, morphology, syntax, semantics, as well as semiotic, pragmatic, and sociolinguistic theories. Prerequisite: Undergraduates may only take this course with permission of the Director of Graduate Studies.

Credit 3 units. A&S IQ: LCD EN: H

---

### **L21 German 490 Undergraduate Topics in German Film: Introduction to German Cinema**

In this undergraduate course, we will watch and discuss some of the great highlights of German film history. The course will provide students with a visual and linguistic foundation for discussing German film from the early days of cinema to the present. To cover such an extensive time span and range of cinematographic output, we will view representative works from various periods, genres, and authors that deal with a wide variety of themes. Class discussions will address the social and cultural significance of cinematic production in 20th- and 21st-century German culture as well as historical moments in German culture that are viewed through film. Certain themes will reoccur throughout the semester, including gender, the city, technology, violence, and social crisis. This course will also help students to improve their reading, writing, listening and speaking proficiency in German. Classroom discussions and readings will be entirely in German. The films will have English subtitles. This class will accommodate a range of levels of German proficiency. The reading and writing assignments will be adjusted accordingly. All instruction and all discussion will be in German. Note: There will be required weekly screenings. Prerequisite: successful completion of German 302D AND German 340C/340D OR German 341/341D OR German 342/342D or permission of the Director of Undergraduate Studies.

Credit 3 units. Art: AH BU: HUM

---

### **L21 German 493 The Task of the Translator**

This course offers an introduction to the theory and practice of translation, consisting of three main components. First, students will have the opportunity to translate a wide range of fictional and non-fictional texts from a variety of genres (short stories, philosophy, journalism, academic prose). The focus will be on translation from German to English, but we will also translate from English to

German. Next, we will read selections from key works on the theory of translation, from Martin Luther's sixteenth-century treatise on his Bible translation to twentieth-century essays by philosophers like Walter Benjamin. Finally, we will read and discuss excerpts from some of the most celebrated literary and philosophical translations of the past 200 years, including German translations of authors ranging from Shakespeare to J.K. Rowling as well as English translations of authors such as Goethe and Kafka. The course aims to give students a sense of the challenges and rewards of translation as well as a deeper understanding of the relationship between language, thought, and culture. Prerequisite: German 302D and German 340C/340D OR German 341/341D OR German 342/342D

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L21 German 497 Independent Work for Senior Honors**

Research for an Honors thesis, on a topic chosen in conjunction with the adviser. Emphasis on independent study and writing. Open to students with previous course work in German at the 400 level, an overall 3.0 grade-point average, and at least a B+ average in advanced work in German. Prerequisites: senior standing and permission of the undergraduate adviser.

Credit 3 units.

---

#### **L21 German 498 Independent Work for Senior Honors**

Continuation of Ger 497. Completion of thesis. Quality of the thesis determines whether the student receives credit only or Honors in German. Prerequisite: Ger 497.

Credit 3 units.

---

## Interdisciplinary Project in the Humanities

Visit online course listings to view semester offerings for L93 IPH.

---

#### **L93 IPH 150 First-Year Seminar: Topics in Interdisciplinary Inquiry**

For first-year, non-transfer students. Past topics include: Research Methodologies in Cognitive Science, Fictions of Financial Crisis, The Good Life, Speculative Worlds & Technological Futures, and Fictions of Chance.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L93 IPH 200C Sanity and Madness in Literature from Ancient Greece to the Renaissance**

We will consider explicit and implicit models of mental life, motivation, and action in works by authors studied in 201C. We will investigate how concepts related to madness are formulated and regulated in these literary texts and in the societies that produce them, and we will read scholarship from the 19th through 21st centuries that has debated the scale and scope of irrationality in ancient, medieval, and early modern cultures.

Credit 3 units. A&S: AMP A&S IQ: HUM BU: BA, HUM EN: H

---

#### **L93 IPH 201A Puzzles and Revolutions: Text & Traditions**

One major force in human history has been inquiry into the natural world. Especially after 1550, natural science, by virtue of its role in the development of technology and the improvement of health, has brought about great changes on all scales of human existence, first in Western Europe and then globally. In this course, the changing character of inquiry into the natural world, from antiquity forward, will be the object of study. Does natural science enable us, for example, to study nature as it is in itself, or are culturally-determined

perspectives or frameworks inescapable? How is it that natural science has, especially since 1800, proved so useful in the development of technology? How has it impinged on the arts? The requirements will include writing several short papers and brief responses to the readings.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

---

#### **L93 IPH 201B The Great Economists: Text & Traditions**

Examination of the great economic thinkers, the problems they sought to solve, the historically-conditioned assumptions that they bring to their work, and the moral issues they raise. The class will read from the works of Adam Smith, Ricardo, Malthus, Marx, Veblen, Keynes, Schumpeter, Galbraith, and others as well as commentary from Heilbroner. These readings will be paired with selected texts on the social and moral issues of their times.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L93 IPH 201C Classical to Renaissance Literature: Text & Traditions**

Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's Iliad is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin, and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare.

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L93 IPH 203C Early Political Thought: Text & Traditions**

A selected survey of the political and moral thought of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on analysis and discussion of writers such as Thucydides, Plato, Aristotle, St. Augustine, Castiglione, and Machiavelli. The course aims to introduce students to basic texts in the intellectual history of Western Europe, understood both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade. The texts are simultaneously used to chart the careers of such fundamental notions as liberty, virtue, and justice.

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L93 IPH 207C Modern Political Thought: Text & Traditions**

What is power? Why are societies divided along lines of race, class, and gender? When did politics become split between the right and the left? Can religion be reconciled with the demands of modern life? Can democracy? These are some of the questions that will be addressed in this survey of modern political thought. Thinkers covered will include Thomas Hobbes, Immanuel Kant, Karl Marx, WEB Du Bois, Hannah Arendt, and Michel Foucault.

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L93 IPH 209 Scriptures and Cultural Traditions: Text & Traditions**

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of

the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### **L93 IPH 211A Digital Humanities: Information Representation, Analysis, and Modeling**

It is a truism that computers have changed our lives, the way we think, but in fact systematic efforts to apply current technologies to the thinking about history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. Students will explore the various ways that ideas and data in the humanities can be represented, analyzed, and communicated. Topics include forms of information, modeling and simulation, geospatial (GIS) and temporal representations of data, and ways of creating and using audio and visual information. Readings and classwork will be supplemented by small assigned digital projects culminating in a project chosen by the students themselves. Students should be comfortable with using the Internet and a word processor. No other special computing skills are required. Credit 3 units.

---

### **L93 IPH 260 From Literature to Opera**

Much operatic repertoire is based on classics of literature, from the very first operas of 1598-1600 to the present day. From Literature to Opera will introduce students to the world of opera through a close study of a few select works based on major literary subjects, beginning with the literary works themselves and proceeding to the ways the texts are adapted for the musical stage and then transformed into another genre through their dramatic musical settings. For 2018 the works studied will be Virgil's and Ovid's versions of the Orpheus myth set to music by Claudio Monteverdi in 1607 as one of the earliest operas. Next we will move on to Carlo Goldoni's play, "Don Juan" which was composed by Mozart as "Don Giovanni" in 1787. Shakespeare will be represented by the ultimate tragedy of words, "Othello," and Giuseppe Verdi's "Otello" of 1887. The course will conclude with Claude Debussy's "Péleas et Mélisande" of 1902, based on Maurice Maeterlinck's 1892 symbolist play of the same name. No previous musical experience required. The class will be conducted as a seminar focused on student participation. Each student will also choose an opera based on a literary work as the subject of two 10-page papers. The first, due at midterm, will study the literary source and the way it is adapted as an operatic text (libretto). The second, due at the end of finals week, will analyze how the libretto is dramatized through the music. One of the important purposes of class discussion will be to develop a usable vocabulary for describing music and its dramatic effects.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### **L93 IPH 299 Research Internship in the Humanities**

Credit variable, maximum 3 units.

---

### **L93 IPH 301 Sophomore Research Tutorial**

A practical introduction to research in the humanities. Students develop and complete a project in a research area of possible long-term interest.

Credit 2 units. A&S IQ: HUM EN: H

---

### **L93 IPH 3050 Literary Modernities in Europe and America: Text & Traditions**

The course examines the various facets of modernity in major works of European, Eurasian, and, sometimes, American literature from the early 17th century to the 1920s, starting with "Don Quixote." We will explore, among other things, the eruption of the novel, the secularization of autobiography, the literary discovery of the city, and the rise of literary and aesthetic criticism that takes literature and art seriously as political and social institutions. In addition to literary works, the course will engage with two or three important models of critical practice (e.g., Wollstonecraft's "Vindication of the Rights of Women"; Marx's "German Ideology"; Freud's "The Interpretation of Dreams"; Eliot's "Tradition and the Individual Talent"; or perhaps that great work of fictionalized literary criticism, Borges' "Pierre Menard, Author of the Quixote").

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### **L93 IPH 307 Literary Modernities in East Asia: Text & Traditions**

This course will explore the complex forces at work in the emergence of modern East Asia through a selection of literary texts spanning fiction, poetry, and personal narrative. Our readings-- by Chinese, Japanese, Korean, and Taiwanese writers and poets-- will point to the distinctively different and dramatically-shifting circumstances of modern East Asian nations and peoples, as well as to their shared values and aspirations. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### **L93 IPH 310 An Intellectual History of Sex and Gender: Text & Traditions**

When did sexuality begin? Is it safe to assume that gender constructions are universal and timeless? In this course, we will engage with a broad range of readings that serve as primary texts in the history of sexuality and gender. Our aims are threefold: (1) to analyze the literary evidence we have for sexuality and gender identity in Western culture; (2) to survey modern scholarly approaches to those same texts; and (3) to consider the ways in which these modern theoretical frameworks have become the most recent set of primary texts on sexuality and gender.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

### **L93 IPH 312 Introduction to Digital Humanities**

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### **L93 IPH 3123 Introduction to Digital Humanities**

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L93 IPH 315 Independent Study in the Interdisciplinary Project in the Humanities**

Credit 3 units.

---

**L93 IPH 3191 The European Avant Garde: Interdisciplinary Studies in the Humanities, 20th Century**

The first half of the twentieth century witnessed the emergence of Artistic movements characterized by revolt against tradition, emphasis on radical experimentation, and redefinition of the art work. This course will familiarize students with the avant-garde's main currents: Italian Futurism, English Vorticism, Russian Constructivism, "stateless" Dadaism, and French Surrealism. We will ask ourselves how to define the avant-garde, how it is related to modernity, and whether its aesthetic is necessarily political. Texts include "Futurist Manifestos", Cendrars's "Trans-Siberian Prose," Stein's "Tender Buttons", Breton's "Nadja". We will also examine artworks such as Duchamp's "Large Glass" and films Buñuel's "Un Chien Andalou".

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L93 IPH 320 An Intellectual History of Race and Ethnicity: Text & Traditions**

This course is designed to introduce students to a wide range of historical ideas, contexts, and texts that have shaped our understandings of race and ethnicity. We will examine the ways in which our definitions and categories of race and ethnicity have helped us to construct (and continuously reinvent) our sense of who counts as human, what counts as human behavior, the possibilities of artistic expression, the terms of political engagement, and our critical and analytical frameworks. Students should be prepared to do quite a bit of reading of some very challenging yet rewarding texts.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

**L93 IPH 332 Visual Culture**

In this interdisciplinary course, we explore this long history of vision and visual representation from antiquity to the present so as to shed light on how people at different moments have understood vision, have seen their own seeing and have encoded this seeing in different artifacts and media. More specifically, we explore the role of the visual in the historical production of subjectivity and collectivity; the political, religious, and ideological uses and abuses of vision; the relation of images to words and stories; the implication of sight in competing systems of truth, enlightenment, and scientific progress; and the function of seeing within different media of art, entertainment, and virtualization—from ancient cave painting, medieval icons and early modern church designs to modernist paintings and motion pictures.

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

**L93 IPH 3451 Histories of Intelligence: Topics in Science and Society**

The use of data, computing, and quantitative methods has become central to politics, economics, and daily life. This course uses the concept of "intelligence" to survey the history of technoscientific efforts to understand and represent the intersections of minds, machines, and society. The course title has a deliberate double meaning; it is about both the people who seek to study and measure humans and their knowledge capacities as well as the knowledge or information that is increasingly collected, measured, and automated by machines. Organized topically and chronologically, this discussion-based seminar will examine the changing meanings and significance of intelligence, their impact on politics and social organization, and the questions raised about the relationship between specific technologies and

specific models of human reasoning. We will consider these questions from diverse perspectives, including race, gender, class, ability, and materiality from the 19th century to the present. Topics covered include histories of artificial intelligence, racial dynamics, meritocracy, informational labor, state secrecy, and the self as data.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

---

**L93 IPH 3473 Race, Rights, and Humanity in European History**

This course explores discourses of human rights as natural rights in Europe from the Enlightenment to the present. While Europe -- and particularly France -- has been quick to declare itself the birthplace of human rights, a closer look reveals a broad continuum of conceptions of political, social, and economic rights. The course functions as a kind of survey of Modern European history, touching on the Age of Revolutions, the rise of European overseas empires, international anti-slavery movements, totalitarianism, and postwar development. It focuses on how political, social, and economic rights have always been articulated incompletely, to the benefit of some and to the detriment of others.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS

---

**L93 IPH 351 A World of Words**

This seminar is designed for undergraduate students who are interested in literature, foreign languages, creative writing, and translating. In the course students will enrich their studies in foreign languages, cultures and literatures with creative work. Participants will read and discuss practical criticism, present their own creative projects and hone their skills as writers, translators, and readers. At the conclusion of the course, students will have the choice of presenting a polished work of translation or a piece of original writing. Besides myriad possibilities for translating into and from English, the course can accommodate creative writers in English, Spanish, French, German, Korean, and Chinese. Students who wish to enroll in the course should contact the Program in Comparative Literature for further information. There is a limit of 14 participants to this class.

Same as L16 Comp Lit 351

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L93 IPH 3587 From Genghis Khan to the Taliban: War and Peace in Central Asia**

From romantic invocations of the Silk Road and isolated nomads to medieval barbarisms of the Taliban, Western media and popular culture often portray Central Asia as a region out of step with time. However, Central Asia has long been a center for culture, innovation, and political power, and it has a history that is hard to reconcile with popular images of a place stuck in the past. This course, which is intended for advanced undergraduate and graduate students, traces the transformation of Central Asia from Genghis Khan's 13th-century conquests to the present, covering the territories of former Soviet Central Asia, Western China (Xinjiang), and Afghanistan. Although the course covers nearly 1000 years, the primary emphasis is on the imperial schemes and transformations of the past 300 years. All readings will be in English, and no prior knowledge in Central Asian history is expected or required.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L93 IPH 3951 Shakespeare's Sonnets: Framing the Sequence**

We will begin by exploring ways of reading a small number of individual sonnets, proceeding thereafter to think about patterns of meaning in language and image across broader groupings and the sequence as a whole. We will investigate the influence of earlier sonnet tradition, especially Petrarch's sonnets, and the relationship of the poems to modes of sexuality and selfhood. Finally, we will ask how some of Shakespeare's most creative readers—including Wilde, Booth, and Vendler—have responded to the challenges of the Sonnets. Students will work on writing their own commentary on a group of poems.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

### L93 IPH 399 Internship in Digital Humanities

A practicum in digital humanities. Students will work on one or more faculty research projects sponsored by the Humanities Digital Workshop. While we will try to assign students to projects that align with their research interests, we will also aim for assignments that will help students extend their skills.

Credit variable, maximum 6 units.

---

### L93 IPH 401 IPH Thesis Prospectus Workshop

Students will assist each other in developing viable thesis topics, compiling bibliographies, and preparing research plans. Students will give formal and informal oral presentations of their proposed topics. Prospectuses and, if possible, drafts of first chapters will be peer-edited.

Credit 3 units. A&S IQ: HUM, WI EN: H

---

### L93 IPH 403 IPH Thesis Tutorial

A working group for thesis writers in the humanities. Permission of department required.

Credit 3 units. A&S IQ: HUM, WI EN: H

---

### L93 IPH 405 Theory and Methods in the Humanities

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L93 IPH 4052 Citizenship: Historical, Cross-Cultural, and Interdisciplinary Perspectives

Although some have posited that citizenship may become obsolete in an increasingly globalizing and interconnected world, citizenship has never been more relevant. Discussions of migration, statelessness, naturalization policies, borders, and so many other contemporary topics hinge on questions of citizenship. In this course, we will be taking an interdisciplinary approach to the study of citizenship, drawing on a wide range of work from historians, social scientists, journalists, and writers. This is an interdisciplinary and transnational course intended for advanced undergraduate and graduate students. Examples will draw from around the world and from a variety of disciplines. Assigned materials include the work of historians, anthropologists, political scientists, sociologists, and journalists as well as novels, films, and audio and visual sources.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

### L93 IPH 4111 Pastoral Literature: Interdisciplinary Studies in the Humanities, Antiquity

This course will open with a survey of the classical tradition in pastoral/bucolic. We will consider questions of genre, intertextuality and ideology, and we will ask how 'the lives and loves of herders' became favored ground for literary meditation on issues of surface and depth, reality and illusion, artifice and sincerity. This portion will involve intensive reading in translation of Theocritus, Vergil and Longus. In the second half of the semester, we will consider the survival, adaptation and deformation of ancient pastoral themes, forms and modes of thought in British and American writing from the 19th and 20th centuries. We will read works of Mark Twain, Kenneth Grahame, Thomas Hardy and Tom Stoppard.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L93 IPH 4171 Roman Remains: Traces of Classical Rome in Modern British Literature

This course will examine the use of the Roman textual and material inheritance in poets, novelists and critics of the late nineteenth and twentieth centuries working in Britain, and will ask how modernity addresses the claims of the classical tradition. We will place Thomas Hardy's "Poems of 1912-13" next to Vergil's Aeneid, then survey Hardy's

relationship to the visible remainders of Rome and the people it conquered -- roads, barrows, forts -- in the landscape of Dorset. After examining the representation of the Celtic hill-fort in fiction, and the legacy of Vergilian representations of the countryside in poetry, we will consider representations of Rome in light of modern imperialism (Joseph Conrad's Heart of Darkness and Ezra Pound's Homage to Sextus Propertius) and examine the place of Vergil in T. S. Eliot's critical and poetic practice.

Credit 3 units. A&S IQ: HUM EN: H

---

### L93 IPH 419A Economic Life in Modern Social and Cultural Theory

Social and cultural theorists have developed many perspectives on economic life, ranging from actor-network theory to new institutionalism. Yet recent ethnographic work, for instance in consumption studies and in the anthropology of financial markets, has raised all sorts of problems for theorists. Our course will ask whether we really can generalize about economic life and, if so, how far such generalizations might extend into fields such as intimate relations or artistic production. Readings will include work by Bourdieu, Callon, Geertz, Hochschild, Mauss and Zelizer.

Credit 3 units. A&S IQ: SSC EN: S

---

### L93 IPH 425 Humanities by the Numbers: Essential Readings in Digital Humanities

To what extent can computational techniques that draw on statistical patterns and quantification assist us in literary analysis? Over the semester, we will juxtapose the close reading of historical documents or literary works with the "distant reading" of a large corpus of historical data or literary texts. We will ask how the typically "human" scale of reading that lets us respond to literary texts can be captured on the "inhuman" and massive scales at which computers can count, quantify and categorize texts. While this class will introduce you to basic statistical and computational techniques, no prior experience with technology is required. Prerequisites: two 200 level or one 300-level course in literature or history. This is a topics-type course and the specific documents and works examined will vary from semester to semester. Please see semester course listings for current offerings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L93 IPH 426 Imagining the City: Crime and Commerce in Early Modern London

The astonishing demographic and economic growth of early modern London, and the rapid increase in spatial and social mobility that accompanied this growth seemed to harbingers, in the eyes of many contemporaries, a society in crisis and perhaps on the brink of collapse. As increasing numbers of vagrants or masterless men flocked to the metropolis and a growing number of people - apprentices, domestic labor, street vendors etc - lived on the fringes of legitimacy and at risk of lapsing into vagrancy, policing early modern London provided unique challenges for authorities. At the same time, the very notion of the social - a shared space of kinship and community could often seem to be under threat as an emerging market and a burgeoning commodity culture reshaped the traditional underpinnings of social and economic transactions. Yet, late Tudor and early Stuart London remained by far England's most prosperous metropolis, its primary market, home to a burgeoning print culture and nourishing theater and emerged, eventually, as the epicenter of a global economy. This course will consider the topographic, social and institutional configuration of early modern London and the ways in which these were reimagined and negotiated in the literature of the period. Drawing on the drama of the period and a wide array of pamphlet literature, we will discuss how civic institutions handled the growing influx of the poor and adapted to the increasing power of an emerging bourgeoisie who asserted themselves in unprecedented ways. In addition we will consider secondary sources



ranging from maps, theories of urban space and social and economic historiography as well as digital archives and computational techniques that allow us to "scale up" our thinking about early modern London to a vast corpus of texts and documents.

Credit 3 units. A&S IQ: HUM EN: H

---

### **L93 IPH 427 Technology and Feminist Practice: Gender Violence Prevention Tools**

How can we best use technology, and the tools and insights of the Digital Humanities in particular, to promote effective approaches to addressing gender-based violence? What are the most effective ways to bridge the innovations of the research university with the everyday work of practitioners seeking to prevent violence or intervene in its aftermath? What are the ethics involved in constructing tools for public and professional use? Which interests should govern the choices in content, design, and dissemination of information? This course will introduce students to the strategies and challenges of devising technological tools for violence prevention for use beyond the classroom. Class readings and discussions will be supplemented by hands-on project work with Washington University's Gender Violence Database and lab sessions that focus on skill-building in digital project construction. Prerequisite: For undergraduate students, L77 393 01 or previous work experience with the Gender Violence Database. Graduate students by permission of instructor.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

---

### **L93 IPH 430 Data Manipulation for the Humanities**

The course will present basic data modeling concepts and will focus on their application to data clean-up and organization (text markup, Excel, and SQL). Aiming to give humanities students the tools they will need to assemble and manage large data sets relevant to their research, the course will teach fundamental skills in programming relevant to data management (using Python); it will also teach database design and querying (SQL). The course will cover a number of "basics": the difference between word processing files, plain text files, and structured XML; best practices for version control and software "hygiene"; methods for cleaning up data; regular expressions (and similar tools built into most word processors). It will proceed to data modeling: lists (Excel, Python); identifiers/keys and values (Excel, Python, SQL); tables/rerelations (SQL and/or data frames); joins (problem in Excel, solution in SQL, or data frames); hierarchies (problem in SQL/databases, solution in XML); and network graph structures (nodes and edges in CSV). It will entail basic scripting in Python, concentrating on using scripts to get data from the web, and the mastery of string handling.

Credit 1 unit. EN: H

---

### **L93 IPH 431 Statistics for Humanities Scholars: Data Science for the Humanities**

A survey of statistical ideas and principles. The course will expose students to tools and techniques useful for quantitative research in the humanities, many of which will be addressed more extensively in other courses: tools for text-processing and information extraction, natural language processing techniques, clustering & classification, and graphics. The course will consider how to use qualitative data and media as input for modeling and will address the use of statistics and data visualization in academic and public discourse. By the end of the course students should be able to evaluate statistical arguments and visualizations in the humanities with appropriate appreciation and skepticism. Details. Core topics include: sampling, experimentation, chance phenomena, distributions, exploration of data, measures of central tendency and variability, and methods of statistical testing and inference. In the early weeks, students will develop some facility in the use of Excel; thereafter, students will learn how to use Python or R for statistical analyses.

Credit 3 units. A&S IQ: HUM, AN EN: H

---

### **L93 IPH 432 Programming for Text Analysis**

This course will introduce basic programming and text-analysis techniques to humanities students. Beginning with an introduction to programming using the Python programming language, the course will discuss the core concepts required for working with text corpora. We will cover the basics of acquiring data from the web, string manipulation, regular expressions, and the use of programming libraries for text analysis. Later in the course, students will be introduced to larger text corpora. They will learn to calculate simple corpus statistics as well as techniques such as tokenization, chunking, extraction of thematically significant words, stylometrics and authorship attribution. We will end with a brief survey of more advanced text-classification terminology and topics from natural language processing such as stemming, lemmatization, named-entity recognition, and part-of-speech tagging.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### **L93 IPH 435 Practicum in Digital Humanities: Topics in Interdisciplinary Studies**

This is a variable topics course, and content will change from semester to semester.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### **L93 IPH 440 The Ethics, Politics, and Law of Big Data**

This course will explore the phenomenon of "big data" -- the use of very large datasets that make new predictive algorithms and other advanced data analytics possible -- and provide students with an opportunity to think critically about the applications of new information technologies and to develop an awareness of their ethical and political context.

We will begin by addressing the philosophical question of what, if anything, is special about big data -- what makes today's digital data ecosystems different from the ways in which scholars, governments, and businesses have used data and statistics for centuries. We will then examine questions about the ethics, politics, and law of contemporary information technology. Topics will include the moral philosophy of privacy; the theoretical foundations of American and European privacy law pertaining to big data; the ethics of using predictive algorithms in criminal sentencing and marketing; the ethical considerations that bear on academic research using "big data"; and differences and similarities between the ways in which computer code ("West Coast Code") and laws ("East Coast Code") regulate conduct. Readings will include excerpts from Ian Hacking's "The Taming of Chance"; Safiya Umoja Noble's "Algorithms of Oppression"; Cathy O'Neil's "Weapons of Math Destruction"; Evgeny Morozov's "To Save Everything, Click Here"; and Frank Pasquale's "The Black Box Society." Assignments for the course will include both academic papers and practical exercises, such as drafting a mock privacy policy for a tech company accumulating large quantities of personal data about its consumers.

Credit 3 units. A&S IQ: HUM BU: BA, ETH EN: H

---

### **L93 IPH 450 Interdisciplinary Topics in the Humanities**

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

### **L93 IPH 450A Interdisciplinary Topics in the Humanities**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### **L93 IPH 455 IPH Senior Colloquium: Interdisciplinary Topics in the Humanities**

Team taught course designed for IPH Senior interests and thesis topics.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L93 IPH 460 Independent Studies in the Humanities**

Credit variable, maximum 3 units.

---

**L93 IPH 465 The Pre-History of Blogging: Social Media of the Enlightenment**

This course will explore the ways in which the Enlightenment-in France, England, Germany and the US-was shaped by the emergence of new literary forms, media, and technologies of communication. Like our blogs, Facebook, and e-mail, the eighteenth-century had its new social media-newspapers and literary journals, letters that surged through the national postal systems-as well as new social institutions-salons and coffeehouses-that served as forums for public debate. We will examine these novelties in order to investigate the often ambivalent heritage of the Enlightenment: the use of media to exchange knowledge and express dissent; the use of media for surveillance and State control.

Credit 3 units. A&S IQ: HUM EN: H

---

**L93 IPH 470 Interdisciplinary Topics: Data Signs-A Literary History of Information**

Various interdisciplinary topics are explored that may includes around the humanities, social sciences and data sciences.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L93 IPH 494 Milton and the Trials of Conscience: Poetry, Poetics, and Polemics**

Major poems and prose works in relation to literary and intellectual currents of the 17th century.

Same as L14 E Lit 494

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L93 IPH 498 The Spenser Lab**

This course involves graduate and undergraduate students in the ongoing work of the Spenser Project, an inter-institutional effort to produce a traditional print edition of the Complete Works of Edmund Spenser.

Same as L14 E Lit 498

Credit 3 units. A&S IQ: HUM EN: H

---

**L93 IPH 498W The Spenser Lab**

In this Writing Intensive course, the students will be given a variety of writing tasks: writing commentaries, introductions, software manuals, grant proposals, software requirements, and design documents (SRDDs).

Same as L14 E Lit 498W

Credit 4 units. A&S IQ: HUM, WI EN: H

---

## Legal Studies

Visit online course listings to view semester offerings for L84 Lw St.

---

**L84 Lw St 117 Amp:Global Population on the Move: Language + Resettlement w/Legal, Healthcare + Educational Systems**

Today, the number of displaced people is as its highest: one out of every 113 people on Earth. In this course, we begin with an understanding of what it means to be a refugee, and we discuss readings that lead us to an understanding of the modern refugee as we contextualize the significance of such terms as 'refugee,' 'asylum,' 'sanctuary,' 'non-refoulement,' or 'forced displacement.' With this foundation, we move to the role that language plays with resettlement into society and examine factors in the legal, healthcare and educational systems. We examine global work done through the

United Nations Educational, Scientific and Cultural Organization and more, and we concentrate on the current state of refugees and New Americans in St. Louis and the USA. The course fosters critical thinking across academic disciplines, encourages practical implications of research on resettlement and language policy, and includes invited guest lectures by local practitioners and other Washington University scholars. This course is for first-year, non-transfer students only.

Same as L61 FYP 117

Credit 3 units. A&S: AMP A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L84 Lw St 120A Religious Freedom in America**

The intersection of religion and law in American society has sparked some of the fiercest cultural engagements in recent memory: Should a for-profit religious corporation have a right not to fund birth control for its employees? Can a public college expel campus religious groups whose membership is not open to all students? May a Muslim in prison grow a beard for religious reasons? Should a cake baker or a florist be permitted to refuse services for a gay wedding? Can a church hire and fire its ministers for any reason? These current debates and the issues that frame them are interwoven in the American story. This course introduces students to the major texts and historical arguments underlying that story. Drawing from the respective expertise of the instructors, the course will expose students to a variety of scholarly methods related to the issue: legal history and case law, intellectual history and canonical texts, social history and narrative accounts, and political philosophy and contemporary analyses. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 120

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L84 Lw St 126 Ampersand: Law and Society**

This course considers the basic aspects of the American legal system: its foundations, processes, institutions and rights. We will also study some specific substantive areas of the law. The course consists of two 90-minute Socratic lectures per week. Upon completion of this course, students should have a basic knowledge of the American legal system, which is an important part of a general education. The hope is that such knowledge will enable students to better understand and assess current legal events and to develop an increased interest in those events. This course should also enable students to consider law as a future area of study and career. Interested students may continue their study in the spring semester with an optional 1-credit seminar focusing on contemporary Supreme Court cases. Course is for first-year students in the Law and Society Program only.

Same as L61 FYP 1261

Credit 3 units. A&S: AMP A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 131F Present Moral Problems**

An investigation of a range of contemporary moral issues and controversies that draws on philosophical ethics and culturewide moral considerations. Topics may include: racism, world hunger, war and terrorism, the distribution of income and wealth, gender discrimination, pornography, lesbian and gay rights, abortion, euthanasia, and capital punishment. The aim of the course is to present diverse points of view regarding these topics and to provide conceptual and theoretical tools that enable the student to make headway in thinking carefully and critically about the issues.

Same as L30 Phil 131F

Credit 3 units. A&S IQ: HUM Arch: HUM, SEM Art: HUM BU: ETH EN: H

---

**L84 Lw St 2020 The Immigrant Experience**

This course explores the history and politics of immigrant groups in the 19th and 20th century United States. Topics include legislation, patterns of migration, comparisons of different waves of immigration, and changing social attitudes.

Same as L98 AMCS 202

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

---

**L84 Lw St 203B Introduction to Education: Disability Law, Policy, and Institutional Implications**

This seminar is designed to provide students with a working knowledge of the laws and policies governing disabilities and how they impact governmental, social, economic, political, and educational institutions. This introduction to disabilities is provided from a legal perspective and will appeal to self-motivated students interested in learning more about how disability awareness might impact their everyday lives. Topics for discussion include IDEA, ADA, and Section 504 accommodations and how these laws apply to K-12 schools, higher education, immigration, housing, substance abuse, courts, employment, and access to public transit and public accommodations.

Same as L12 Educ 203B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 203C Early Political Thought: Text and Tradition**

A selected survey of the political and moral thought of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on analysis and discussion of writers such as Thucydides, Plato, Aristotle, St. Augustine, Castiglione, and Machiavelli. The course aims to introduce students to basic texts in the intellectual history of Western Europe, understood both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade. The texts are simultaneously used to chart the careers of such fundamental notions as liberty, virtue, and justice.

Same as L93 IPH 203C

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L84 Lw St 2062 Sophomore Seminar in History**

This course is a sophomore seminar in history; topics vary per semester. Prerequisite: sophomore standing.

Same as L22 History 2062

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L84 Lw St 207 Crossing Borders: An Introduction to Institutions and Concepts in Global Studies**

This course provides an overview of the emergence of international governing institutions, the ideologies that shaped them, and concepts helpful for understanding them. Identifying the systems that have emerged to govern modern human societies at the national and international levels provides the means to consider how human beings are categorized within those systems, as citizens, subjects, asylum seekers, refugees, and the stateless. We engage a few classic works -- including "The Communist Manifesto," "Imagined Communities," and "Orientalism" -- and consider how they have transformed knowledge. The goal is for students to gain an empirical grasp of world institutions and a critical vocabulary that will provide the means for an informed engagement with international issues across different world regions and academic approaches.

Same as L97 GS 207

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: IS EN: S

---

**L84 Lw St 207C Modern Political Thought: Text and Traditions**

What is power? Why are societies divided along lines of race, class, and gender? When did politics become split between the right and the left? Can religion be reconciled with the demands of modern life? Can democracy? These are some of the questions that will be addressed in this survey of modern political thought. Thinkers covered will include Thomas Hobbes, Immanuel Kant, Karl Marx, WEB Du Bois, Hannah Arendt, and Michel Foucault.

Same as L93 IPH 207C

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L84 Lw St 2110 Social Inequality in America**

Americans face different challenges and opportunities that depend on a variety of characteristics, including race, class, gender, and sexual orientation. This class examines these intersecting categories from a sociological perspective - not simply as ways to classify people, but as social constructions that help to explain social inequality. Students will examine these systems in a variety of institutional contexts, such as popular culture, family life, education, the criminal justice system, and the labor force. No prerequisite.

Same as L40 SOC 2110

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 221 Ampersand: Law and Society**

This course will be a continuation of the seminar Ampersand: Law and Society. The course will apply knowledge learned in the first semester to analyze current and recent Supreme Court cases. Prerequisites: L61 1261 and admission to the Ampersand: Law and Society course. Same as L61 FYP 221

Credit 3 units. A&S: AMP A&S IQ: SSC Art: SSC BU: BA, HUM EN: S

---

**L84 Lw St 225 Religion and Politics in American History**

In a famous 2004 article, historian Jon Butler once remarked that US history textbooks and survey courses tend to pay significant attention to religion during the Colonial Era and early Republic, yet after the Civil War "religion more often appears as a jack-in-the-box" that pops up in historical accounts somewhat randomly and without much elaboration or analysis. To address the gaps in historical understandings that these absences may create, this course will provide a survey of the ways theological ideas and religiously-motivated social movements have shaped US politics and civic life from the Civil War to the present. With a particular emphasis placed on how religion intersects with other social categories such as race, gender, and class, it will examine the complex role that religious beliefs, practices, and identities have played in major political events and debates from the 1860s to today. In doing so, it will also inquire into what it means to study religion as a historical phenomenon, the theoretical and methodological tools that best assist in this work, and the historiographic implications of better attending to religion in historical analyses. No prior coursework in US history or religious studies is required.

Same as L57 RelPol 225

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L84 Lw St 233F Biomedical Ethics**

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.

Same as L30 Phil 233F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

---

**L84 Lw St 235F Introduction to Environmental Ethics**

A general survey of current issues in environmental ethics, focusing on problems such as the obligation to future generations, protection of endangered species, animal rights, problems of energy and pollution, wilderness, global justice, and business obligations. Students will also learn some ethical and political theory.

Same as L30 Phil 235F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

**L84 Lw St 2443 First-Year Seminar: The Nuremberg Trials and International Justice**

This course is an exercise in understanding how professional historians and the general public discover and use the past. The main goals of this course are to understand the many different methods and standards applied to the past; to understand how and why each generation changes the past as it seeks to make it "usable"; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively. The subject of this inquiry will be the Nuremberg trials - the innovations and critiques around the law and politics of the trials themselves, as well as the trials' legacies for ideas about international justice in postwar America and the world. Course is for first-year, non-transfer students only.

Same as L22 History 2443

Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM, IS EN: H

---

**L84 Lw St 251 Juvenile Justice in the Black Experience**

This course examines the sociolegal past, present, and future of American juvenile justice, with a focus on the Black American experience. The course is organized in three parts. Part I surveys the late 19th- and early 20th-century development of the "parental state," including its institutional centerpiece (the juvenile court), its principle legal subjects ("dependents" and "delinquents"), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond as well as practical strategies for achieving equal protection within and beyond the law. For AFAS majors, this course counts as Area Requirement 2.

Same as L90 AFAS 251

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 263 Linguistics for Legal Purposes**

This course exposes students to an array of legal matters in which forensic linguistic science can play a key role. It simultaneously introduces them to linguistic concepts, theories, and methods that can be differentially applied for a combination of forensic and legal purposes. Topics include trademark disputes, defamation suits, civil litigation, authorship identification, and linguistic evaluations of testimony presented during murder trials. Assignments will include the formulation of affidavits and the production of legal opinions derived from diverse linguistic analyses.

Same as L44 Ling 263

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 299 Undergraduate Internship in Legal Studies**

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., 8-10 hours a week for 13 or 14 weeks to

receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic advisor and career placement file.

Credit variable, maximum 3 units.

---

**L84 Lw St 3001 Social Theory**

This course provides an overview of major theoretical frameworks used by sociologists to understand social behavior and group patterns. This course explores classical theories, including those developed by Marx, Weber, and Durkheim, along with contemporary perspectives such as functionalist, interactionist, and conflict theories. Class discussions and writing assignments emphasize students' application of theory to understand current social experiences and structures. The course has no specific prerequisites, but students should be prepared for intensive study of challenging ideas and the application of these ideas in new contexts relevant to modern society. This course counts toward the program's Theory component which Sociology majors and minors must complete to fulfill degree requirements.

Same as L40 SOC 3001

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 3012 Biblical Law and the Origins of Western Justice**

This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.

Same as L75 JIMES 3012

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

---

**L84 Lw St 301U Historical Methods: United States History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301U

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L84 Lw St 312 Argumentation**

This upper-level writing course considers the strategies of argumentation emphasizing audience awareness, reflective thinking and strategic presentation. We will explore elements of argument such as enthymeme, the three appeals, claim types, and fallacies. Students will learn to evaluate a wide range of arguments (including their own), considering the rhetorical strategies that make for effective argumentative performance in a given situation. The course will involve regular practice in both written and oral argument. Prereq: Writing 1 (L13 100) and junior standing. A note for students and advisors: when registering refer to WebStac for updated information on section times and available seats.

Same as L13 Writing 312

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

---

**L84 Lw St 314W Topics in Composition**

An advanced writing course focusing on selected topics related to writing. Topics to be chosen by department/instructor. See section description for details about specific class emphases. (Note: In some cases, this course may be cross-listed with other programs/departments and may satisfy the writing-intensive requirement.)  
PREREQ: Writing 1 (L13 100) and junior standing.  
Same as L13 Writing 314  
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

---

**L84 Lw St 315 Introduction to Social Psychology**

An introduction to the scientific study of social influence. Topics include person perception, social cognition, attitudes, conformity, group behavior, aggression, altruism, prejudice and psychology's interface with law, health, and climate change. PREREQ: Psych 100B/1000  
Same as L33 Psych 315  
Credit 3 units. A&S IQ: SSC Arch: SEM, SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 3255 The Development of the American Constitution**

The U.S. Constitution has been so long maintained because it has adapted to new circumstances. Contrary to common mythology, this adaptation goes far beyond formal amendment and court interpretation. But past performance is no guarantee of future results. The course examines the processes through which American constitutional democracy has developed, considers its successes and failures, and assesses some of its most pressing challenges. In doing so the course treats topics such as: the Electoral College; the justice system; executive powers in war and peace; Congress versus the president; regulation and taxation; civil rights and Reconstructions; amendment politics; and constitutional rhetoric and beliefs.  
Same as L32 Pol Sci 3255  
Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

**L84 Lw St 3313 Theories of Social Justice**

This course overviews the leading contemporary conceptions of social justice, including utilitarian, liberal, libertarian, communitarian, and deliberative-democratic theories, and their implications for the design of political, economic, and social institutions. In addition, this course will examine special topics such as justice between generations, global justice, and the rights of resistance or disobedience.  
Same as L32 Pol Sci 3313  
Credit 3 units. A&S IQ: SSC EN: S

---

**L84 Lw St 331F Classical Ethical Theories**

Intensive readings of great works in the history of ethics, especially by Plato, Aristotle, Hume, Kant, and Mill. Topics may include: the sources of moral knowledge, the nature of practical moral judgment, the moral role of emotion and desire, weakness of will, moral autonomy, and the universality of moral norms. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor.  
Same as L30 Phil 331F  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L84 Lw St 335S Poverty and the New American City**

This course explores structural changes that are transforming the American urban landscape, especially for low-income populations. The course begins with a review of classic theories of urban poverty and consider their relevance in the modern context. Students will then analyze key political, economic, demographic, and geographic shifts in how urban poverty is organized and reproduced, including gentrification, immigration, social policy reform, and the credit crisis. Special attention will be devoted to exploring the social and political implications of changing urban policy approaches, as well as the

"suburbanization" of poverty. The course will conclude by discussing how urban poverty interfaces with broader social structures, including law, markets, and the state. Prerequisite: successful completion of an introductory sociology course or consent of the instructor.  
Same as L40 SOC 3350  
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 3373 Law and Culture**

We live in an age when social policy is increasingly displaced into the realm of law, when justice and equality are matters of courtroom debate rather than public discussion. Legal language has become a key resource in all kinds of struggles over livelihood and ways of life. In this course, we study the cultural dimensions of law and law's changing relationship to state power, the global economy, social movements, and everyday life. We approach law as a system of rules, obligations, and procedures, but also a cultural practice, moral regime, and disciplinary technique. How are relationships between legal, political, and economic realms structured and with what consequences? How does law provide tools for both social struggle and social control? What does anthropology contribute to research on these issues? In exploring these questions, we combine readings from classical legal anthropology with recent ethnographic work from around the globe.  
Same as L48 Anthro 3373  
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

---

**L84 Lw St 340F Social and Political Philosophy**

Study of certain fundamental issues concerning government, society, and culture. For example: what are the nature and limits of legitimate political authority? Are ordinary human beings capable of governing themselves justly? Do citizens have a duty to obey the state? If so, to what extent, if at all, is that duty grounded in consent or contract? Should the state limit or regulate the personal relationships of citizens, such as marriage, family, and sexuality? How should social institutions rectify a history of political or social injustice against oppressed groups? Readings from historical and contemporary sources. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.  
Same as L30 Phil 340F  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L84 Lw St 3431 Constitutional Law: Institutional Powers and Constraints**

Introduction to constitutional law and practice in the United States. Emphasis on the role of the U.S. Supreme Court as an interpreter of the Constitution.  
Same as L32 Pol Sci 3431  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 344 Courts and Civil Liberties**

This course focuses on constitutional law principles in the Bill of Rights, and examines how Supreme Court decisions influence these principles in everyday life. We explore how the courts, and particularly the Supreme Court, have interpreted these rights in light of changing times and emerging issues. Topics include the First Amendment; free exercise of religion and the establishment clause; freedom of speech, assembly and association; freedom of the press; the Fourth Amendment and the rights of those accused and convicted of crimes; the right to privacy, including reproductive freedom and the right to die; equal protection and civil rights, including race, gender, sexual orientation; immigrants' rights and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate.  
Same as L32 Pol Sci 344  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, HUM

---

---

#### **L84 Lw St 3441 Defendant's Rights**

This course explores the operations of the American criminal justice system. Substantial emphasis on the constitutional rights accorded to the criminally accused. Readings consist primarily, but not exclusively, of Supreme Court cases.

Same as L32 Pol Sci 3441

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, ETH EN: S

---

#### **L84 Lw St 345 Issues in Applied Ethics**

Advanced study of a selected topic in applied ethics. Abstract ethical theories and methods are brought to bear on the moral problems that arise in an area of social and professional practice such as medicine, business, law, journalism, engineering, or scientific and humanistic research. Possible topics include: reproductive healthcare and policy, the just distribution of medical resources, the social responsibilities of corporations, accountability in the media and public office, and the ethics of research on or affecting human subjects. Prerequisites: one course at the 100 or 200-level in applied ethics; or permission of the instructor.

Same as L30 Phil 345F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

#### **L84 Lw St 3450 The Legislative Process**

Structure and behavioral patterns of American legislative bodies. Primary emphasis on the U.S. Congress, with attention to state legislatures for comparative purposes. Representation, internal patterns of influence, and policy-making processes. Prerequisite: junior standing.

Same as L32 Pol Sci 345

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

#### **L84 Lw St 346 Philosophy of Law**

This course will first focus on the philosophical foundations of law, examining both the relationship between law and rules, as well as the types of legal reasoning. Second, the course will focus on philosophical issues that arise in the key substantive areas of law: contracts, torts, property, criminal law, and constitutional law, as well in specialized areas such as family and employment law. The course will end with a brief discussion of several problems in legal ethics. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 346

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

#### **L84 Lw St 3462 The Politics of Privacy in the Digital Age**

This course explores the changing nature of privacy in contemporary society.

Same as L32 Pol Sci 3462

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S UColl: PSA, PSC

---

#### **L84 Lw St 346J Islamic Law**

This course will present a general overview of Islamic law and an introduction to the study of religious legal authority, which values consensus. It will then explore the formation of the major schools of law. Next, it will debate the notions of "ijtihad" and "taqlid" and discuss how open and independent legal decisions have been in the Islamic world. It will also trace the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayatollah. Note: L75 546 is intended for graduate students only.

Same as L75 JIMES 346

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

#### **L84 Lw St 347 Environmental Justice**

Environmental quality varies widely across race, class, gender and other forms of social difference. This course explores how and why these differences exist. It provides an overview of the history and foundations of the environmental justice movement in the United States while covering classic environmental justice issues, such as toxic waste and pollution, along with more recent issues such as food access, urban green space, transportation and climate change. Environmental justice concerns in St. Louis are featured as part of the course. Class time will be devoted to lectures, case studies, group activities and discussion. Student learning will be assessed through exams, reflection, online assignments, a policy brief on an environmental justice issue and a group presentation. This is an advanced elective targeted toward third and fourth year students.

Same as L82 EnSt 346

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

---

#### **L84 Lw St 3507 Legal Conflict in Modern American Society**

Thousands of lawsuits are filed daily in the state and federal courts of the United States. The disputes underlying those lawsuits are as messy and complex as the human, commercial, cultural and political dynamics that trigger them, and the legal processes for resolving those disputes are expensive, time-consuming and, for most citizens, seemingly impenetrable. At the same time law and legal conflict permeate public discourse in the United States to a degree that is unique in the world, even among the community of long-established democracies. The overarching objective of the course is to prepare our undergraduate students to participate constructively in that discourse by providing them with a conceptual framework for understanding both the conduct and resolution of legal conflict by American legal institutions, and the evolution of - - and values underlying - - the substantive law American courts apply to those conflicts. This is, at core, a course in the kind of legal or litigation "literacy" that should be expected of the graduates of first-tier American universities. Some of the legal controversies that will be used to help develop that "literacy" include those surrounding the permissible use of lethal force in self-defense, the constitutionality of affirmative action in university admissions, contracts that are unconscionably one-sided, sexual harassment in the workplace, the duty of landlords to prevent criminal assaults on their tenants, groundwater pollution alleged to cause pediatric cancers, and warrantless searches of cellphone locator data by police.

Same as L98 AMCS 3507

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

#### **L84 Lw St 3510 The Supreme Court**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3510

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA

---

#### **L84 Lw St 3521 Anthropology of Human Rights**

This course draws on anthropological scholarship to examine doctrines, practices, and institutions associated with international human rights law. Topics to be covered include: (1) colonialism and the history of international human rights law; (2) the complex theoretical issues raised by attempts to define and apply human rights concepts in different cultural contexts; (3) the role of governments, NGOs, and other international institutions in promoting human rights and humanitarianism; (4) key human rights issues such as freedom of religion, cultural rights, women's rights, and economic rights in different cultural contexts.

Same as L48 Anthro 3521

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

---

**L84 Lw St 3522 Topics in Literature**

Topics course which varies by semester.  
Same as L14 E Lit 3522

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

---

**L84 Lw St 3561 Women and the Law**

This course explores how social constructions of gender, race, class, and sexuality have shaped traditional legal reasoning and American legal concepts, including women's legal rights. We will begin by placing our current legal framework, and its gender, race, sexuality, and other societal assumptions, in an historical and Constitutional context. We will then examine many of the questions raised by feminist theory, feminist jurisprudence, and other critical perspectives. For example, is the legal subject gendered male, and, if so, how can advocates (for women and men) use the law to gain greater equality? What paradoxes have emerged in areas such as employment discrimination, family law, or reproductive rights, as women and others have sought liberal equality? What is the equality/difference debate about and why is it important for feminists? How do intersectionality and various schools of feminist thought affect our concepts of discrimination, equality, and justice? The course is thematic, but we will spend time on key cases that have influenced law and policy, examining how they affect the everyday lives of women. Over the years, this course has attracted WGSS students and pre-law students. This course is taught by law students under the supervision of a member of the School of Law faculty.

Same as L77 WGSS 3561

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S UColl: ML, SSC

---

**L84 Lw St 358 Law, Politics, and Society**

This course is an introduction to the functions of law and the legal system in American society. The course material will stress the realities of the operation of the legal system (in contrast to legal mythology) as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives of this course: (1) to introduce students to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law.

Same as L32 Pol Sci 358

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 364 Anarchism: History, Theory and Praxis**

This course analyzes the genesis, historical evolution, and current iterations of global anarchism. It examines anarchist beliefs, ethics, aims, countercultural expressions, organizations, emancipatory practices, and intersectional modes of struggle in different temporal, geographic, and cultural contexts. Special attention will be given to anarchism in the global south, cross-fertilization and relations between anarchists and the Marxist Left, anarcho-feminism, green anarchism, and anarcho-pacifism.

Same as L97 GS 364

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 3670 The Long Civil Rights Movement**

The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically, and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around "confrontational"

and "accommodationist" leaders; it reveals how Latinos, Native Americans, and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics.

Same as L22 History 3670

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA, HUM EN: H

---

**L84 Lw St 3710 Sociology of Immigration**

This course reviews theoretical and empirical research on how and why people migrate across international borders, and the consequences of international migration for immigrants and natives in the United States. While immigration is one of the most controversial issues in the contemporary United States, these contentious debates are not new. Americans once voiced the same concerns about the economic and social impact of Southern and Eastern European immigrants that today are aimed at immigrants from Latin America, Asia, Africa, and the Caribbean. In this course, students will compare historical (1880-1920) and contemporary (1965-present) waves of immigration to the United States. In this, students will explore why and how people migrate; immigrant integration; the impact of immigration on native-born Americans; and how government policies - at the national, state, and local level - shape immigrant assimilation and what it means to be considered truly "American" in a social as well as a legal sense.

Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Same as L40 SOC 3710

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 3713 Law in American Life I: English and Colonial Foundations to 1776**

Credit 3 units. BU: ETH

---

**L84 Lw St 373 History of U.S. Foreign Relations to 1914**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. Foreign Relations in the 18th, 19th, and early 20th centuries, up until the U.S. entry into the First World War.

Same as L22 History 373

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L84 Lw St 3744 Law and History: Colonial Era to Reconstruction**

This course analyzes the development of American law and the constitutional system from the colonial era through the era of the Civil War and Reconstruction, beginning with a general theoretical background on the study of legal history. The course concludes with an analysis of the role of law in controversies around the commemoration of the Civil War era.

Same as L22 History 3744

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L84 Lw St 3866 Interrogating "Crime and Punishment"**

Whether read as psychological thriller, spiritual journey, or social polemic, Dostoevsky's 1866 novel CRIME AND PUNISHMENT has inspired diverse artistic responses around the world. From the nineteenth century to the present day, writers and filmmakers have revisited (and often subverted) questions that Dostoevsky's novel poses: What internal and external forces cause someone to "step over" into crime? What are the implications of a confession? To what extent can the legal system provide a just punishment? Are forgiveness and redemption possible, or even relevant? What role does grace--or luck--play in the entire process? This course begins with our close reading of Dostoevsky's novel and then moves on to short stories, novels, literary essays, and movies that engage in dialogue with the Russian predecessor. A central concern of our intertextual approach is to explore the interplay between specific socio-historical contexts and universal questions. All readings are in English. No prerequisites.

Same as L97 GS 3866

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L84 Lw St 389 Power, Justice, and the City**

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs. In addition, the course devotes considerable attention to honing students' writing skills, through class assignments that stress rewriting and revising, and also through four in-class writing workshops devoted to formulating a thesis and making an argument, revising and rewriting, writing with style, and peer consultation.

Same as L32 Pol Sci 389

Credit 3 units. A&S IQ: SSC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 389A Power, Justice, and the City**

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs.

Same as L32 Pol Sci 389A

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 390 Gender Violence**

This course explores the issue of violence against women within families, by strangers in the workplace, and within the context on international and domestic political activity. In each area, issues of race, class, culture, and sexuality are examined as well as legal, medical and sociological responses. Readings cover current statistical data, research, and theory as well as information on the history of the battered women's movement, the rape crisis center movement, violent repression of women's political expressions internationally, and the effect of violence on immigrant and indigenous women in the U.S. and abroad. NOT OPEN TO STUDENTS WHO HAVE TAKEN U92 363 WoSt. DOMESTIC VIOLENCE.

Same as L77 WGSS 393

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 391 History of Political Thought I: Justice, Virtue and the Soul**

This course offers a critical introduction to the main issues and debates in western political theory, including but not limited to the topics of justice, legitimacy, equality, democracy, liberty, sovereignty, and the role of history in the political and social world. This course is designed to be the first in a three-semester sequence on the history of political thought, and students are encouraged, but not required, to take the courses in chronological sequence. The first semester begins with ancient Greek political thought, and follows its development up to the early 16th century.

Same as L32 Pol Sci 391

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ML

---

**L84 Lw St 392 History of Political Thought II: Legitimacy, Equality, and the Social Contract**

Government is often justified as legitimate on the grounds that it is based on the consent of the governed. In History of Political Thought II, "Legitimacy, Equality, and the Social Contract," we examine the origins of this view, focusing our attention on canonical works in the social contract tradition, by Thomas Hobbes (1588-1679), John

Locke (1632-1704), Jean-Jacques Rousseau (1712-1778), David Hume (1711-1776), and Immanuel Kant (1724-1804). This course is the second in a three-semester sequence on the history of political thought. Students are encouraged but not required to take all three courses. Prerequisite: One previous course in political theory or political philosophy.

Same as L32 Pol Sci 392

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 393 History of Political Thought III: Liberty, Democracy and Revolution**

How, if at all, should the political institutions of the modern state express and secure the liberty and equality of citizens? What is the political significance of private property? Is world history to be understood as progress towards one best form of government - capitalist democracy, perhaps, or communism? What forces drive history? We shall address these and other timeless political questions through close reading and rigorous analysis of classic texts in the history of Western political thought. Authors to be studied will include Kant, Hegel, Marx, Tocqueville, John Stuart Mill, and Nietzsche. Prerequisite: one previous course in political theory or political philosophy. The course is designed to be the third in a three-semester sequence on the history of political thought, and students are encouraged but not required to take the courses in chronological sequence.

Same as L32 Pol Sci 393

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 399 Topics in Politics: American Judicial Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 399

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

**L84 Lw St 4002 Directed Fieldwork in Legal Research**

A fieldwork project in empirical and/or archival legal research under the direction of a member of the Washington University faculty. The fieldwork may be planned and undertaken individually or as part of a formal project. Permission of supervising faculty member and director of the program is required.

Credit variable, maximum 6 units. EN: H

---

**L84 Lw St 4013 Negotiating Major Legislation in Congress**

This course examines the outcomes of the legislative process in the United States. The first third of the course will examine key concepts and major determinants of the negotiation process: majority rule instability, agenda control, political parties, the amendment process, and the uncovered set. The rest of the course will examine the negotiations that led to some of the most significant legislation in the past 100 years, from the Federal Reserve Act of 1913 through the Voting Rights Act of 1965 to the immigration bill of 2006. Along with other assignments, each student will write several drafts of a major research project on a major piece of legislation. Each research project will examine the amendments offered, the strategic intentions of the amendments' sponsors, the agenda process, and the role of party. Prerequisite: Poli Sci 101B.

Same as L32 Pol Sci 4013

Credit 3 units. A&S IQ: SSC, WI EN: S

---

**L84 Lw St 4030 Political Theory of Education**

This course explores issues of authority, legitimacy, citizenship, freedom, and equality through contemporary readings in the political theory of education. What is to be done when parents, citizens, and educational experts make conflicting judgments about the proper



education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? How should public schools aim to equip their students for the responsibilities of citizenship in a diverse liberal democratic state? What do the concepts of equality and equality of opportunity mean in the context of education, and (how) should governments pursue these values through education policy? We shall explore these issues through contemporary works of political theory as well as through considering a number of important U.S. court cases, including those dealing with the schooling of children from minority religious and cultural groups, affirmative action in university admissions, and school desegregation plans. Prerequisite: one previous course in political theory or political philosophy.

Same as L32 Pol Sci 4030

Credit 3 units. A&S IQ: SSC BU: ETH EN: S

---

#### L84 Lw St 4070 Global Justice

This course examines contemporary debates and controversies regarding global justice. Seminar discussions will be arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distant needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course will be of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.

Same as L32 Pol Sci 4070

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

#### L84 Lw St 4080 Voting Rights

This course will study legal concepts of voting rights and election law that impact the ability of citizens to access and participate in the democratic process. It will include the opportunity for students to directly engage in observing, monitoring, or advancing the right to vote during the 2008 elections. Election law changes rapidly and is the subject of legal and political dispute in a number of areas that will affect the franchise during the 2008 elections. This course will examine federal constitutional and statutory law governing the right of suffrage and assess current controversies in these areas. While there is no specific "right to vote" explicitly stated in the U.S. Constitution, over time, it has been amended or interpreted to protect the right of franchise from being abridged based on race, gender, property ownership, age and other qualifications. Legislative enactments have also established rights with respect to voting. Each extension of voting rights has been a product of and resulted in social and political change. This course will examine the interplay of law and politics in the right to vote. The course will begin with the study of constitutional foundations, statutory protections and case law. We will then apply these principles to current issues in voting rights, including voter registration, voter identification, provisional ballots, voting machines, access for people with disabilities, felony disenfranchisement, voter suppression and voter fraud. Students will apply this knowledge to voting rights during the 2008 elections through hands-on involvement in voter education, monitoring or advocacy. The course will conclude with an assessment of the current issues in light of observations made by students during the 2008 elections, with an eye toward the advancement of election law and full enfranchisement in the future. The course involves the study of fundamental Supreme Court cases, interactive discussion of contemporary debates, and review of current litigation and legislative proposals. The course will be supplemented by occasional guest visits by election officials, lawyers, legislators, voting rights advocates or others.

Same as L32 Pol Sci 4080

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

#### L84 Lw St 425A Law, Religion, and Politics

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians, and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Same as L57 RelPol 425

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

#### L84 Lw St 429 Feminist Political Theory

This course asks how feminist thinkers from various political and intellectual traditions critique, adopt and transform political theories of justice, citizenship, property and the state. To uncover how different feminist theories have been adopted in the struggle for political transformation and social justice, we will pursue two main lines of inquiry. The first asks how feminist thinkers from various traditions critique and engage the history of political thought within the social contract tradition. We will ask, in particular, how gender, race, slavery, colonialism and empire shape conceptions of citizenship and property. We will also examine transnational feminist critiques of the public/private division in the Western political theory canon as it impacts the role of women and the social construction of women's bodies. During the second half of the semester, we will ask how various transnational social movements have engaged and adopted feminist theories in efforts to resist state violence, colonialism, labor exploitation and resource extraction. In following these lines of inquiry we will draw from postcolonial, decolonial, liberal, Black, radical, Marxist and Chicana feminist perspectives. Part of our goal will be to uncover how various feminist theories treat the relationship between politics and embodied experience, how gendered conceptions of family life affect notions of political power and how ideas about sexuality and sexual conquest intersect with empire-building. Majors and minors in WGSS receive first priority. Other students will be admitted as course enrollment allows.

Same as L77 WGSS 429

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

#### L84 Lw St 4300 Topics in Ethics

Selected advanced topics in ethics. Prerequisite: 6 units of philosophy, or permission of instructor.

Same as L30 Phil 430

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### L84 Lw St 440 Religion, Politics, and the University

This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest to Professor John Inazu. Details on how and where to submit this statement can be found at <http://law.wustl.edu/COURSES/INAZU/seminar1/summaries/>.

Same as L57 RelPol 440

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### L84 Lw St 4400 Advanced Social and Political Philosophy

A selective investigation of one or two advanced topics in the philosophical understanding of society, government, and culture. Readings may include both historical and contemporary materials. Possible topics include: liberalism, socialism, communitarianism,

citizenship, nationalism, cosmopolitanism, social contract theory, anarchism, and the rights of cultural minorities. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Same as L30 Phil 4400

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L84 Lw St 4402 Topics in Political and Social Theory: Constitutionalism**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 4402

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

**L84 Lw St 4510 Race, Ethnicity, and Migration**

This course will explore theoretical and empirical analyses of race, ethnicity and migration through a sociological lens, focusing on children of immigrants and later-generation descendants of migrants in the United States. Students will compare the experiences and outcomes of various racial and ethnic "groups," including whites/Europeans, Blacks/African-Americans, Latinos/Hispanics, and Asians, investigating how migration processes and patterns shape racial/ethnic group formations and inequalities. Examples of specific topics related to these issues include: assimilation; ethnic and racial identities; multiraciality; language; legality; intergroup relations; and education. This course will be taught in a seminar style where student engagement within class discussions is required and one's participation is central to the learning process. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.

Same as L40 SOC 4510

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L84 Lw St 461A Intro to Environmental Law**

Survey of the most prominent federal laws designed to control pollution and protect human health and the environment. Examines laws applicable to environmental impact statements, biodiversity, air pollution, water pollution, and hazardous waste. Discusses the role of state law and cooperative federalism, as well as the roles of the courts, the legislature, and the administrative state in protecting the environment.

Same as L82 EnSt 461

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L84 Lw St 4646 Democracy: Theory And Practice**

What does it mean to govern democratically? Why value democratic government? What role, if any, should notions of rights, representation, and deliberation play in theorizing about and empirical research into problems of democratic governance? What lessons can we learn about democracy from scholars writing in the traditions of feminist theory and critical race theory? What is the relation between democracy and knowledge? Should democracy extend beyond the boundaries that define the nation-state? Should (some aspects of) the economy be democratized? During the fall of 2018, we will have the opportunity to ask these and related questions in the context of the U.S. midterm election. We will engage in debates about contemporary democratic theory while we follow developments in the campaigns leading up to the November election.

Same as L32 Pol Sci 4646

Credit 3 units. A&S IQ: SSC EN: S

---

**L84 Lw St 470 Interdisciplinary Topics: The Idea of the Law: Text & Traditions**

Various interdisciplinary topics are explored that may include around the humanities, social sciences and data sciences.

Same as L93 IPH 470

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L84 Lw St 472 Social Theory and Anthropology**

A seminar on social theory and its ethnographic implications. Course combines major works of modern social theory, including Marx, Weber, and Durkheim, with current work by contemporary anthropologists, such as Clifford Geertz, Eric Wolf, Marshall Sahlins, and Fredrik Barth, and ethnographers from related disciplines, such as Pierre Bourdieu and Paul Willis. Prerequisite: Previous anthropology coursework or permission of instructor.

Same as L48 Anthro 472

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC EN: S

---

**L84 Lw St 487 Topics in American History: Race and Drugs in American History**

This course explores the racial construction of the use of legal and illegal substances in American history from the mid-19th century to the present. We will spend time engaging in a historical analysis of the social, economic, and racial dynamics that defined drug addiction in popular imagination, and examine how these factors contributed to discussions about legality, access to substances, one's ability to be rehabilitated, and criminal status. Regarding criminality we will particularly explore sociological and theoretical perspectives of labeling, habitual and occasional offenders, and moral panic in order to understand how racial minority groups were targeted for different rhetorical, legislative, and economic purposes. One major goal of the course will be to outline the early 20th century beginnings of the war on drugs and connect it to the century long growth of a militarized police system and prison industrial complex. We will secondly work to understand the role of local and national political actors, law enforcement, and the media in manufacturing and maintaining connections between race, crime and drugs. Ultimately, we will use our study of drugs to contextualize 21st century issues of police violence, increases in homicide in minority communities, mass incarceration, poverty, segregation, and mass movements of protest.

Same as L22 History 487

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L84 Lw St 4981 Advanced Seminar: Historical Perspectives on Human Rights**

This course offers a historical perspective on the modern international human rights regime, using materials drawn from diplomatic, legal, political, and cultural studies. Successful completion of this seminar involves designing, researching, and writing a 25-30 page paper on a historically-oriented, human-rights-related topic of your choice.

Same as L22 History 4981

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

# Comparative Literature and Thought Major

## Program Requirements

- **Total units required:** 27.5-48.5
  - Required Courses (27-36 units):
    - Humanities Core Courses (12 units): All Comparative Literature and Thought (CLT) majors will take two core (one required) courses in "Literature and Arts" and two core courses in "Thought."
    - Upper-Level Courses (15-24 units): All CLT majors will complete at least eight upper-level CLT courses (24 units) at the 300-/3000-level or above. Up to three 300-/3000-level Humanities Core Courses taken to satisfy the 12-unit core requirement above can count toward the eight-course upper-level requirement.
  - Capstone (0.5 units or honors program): All CLT majors will complete a CLT capstone project (unless CLT is not their primary major).
  - Language Study (3-12 units): All CLT majors will pursue second language study. Up to 6 units of foreign language courses focused on literature or intellectual culture may be counted toward the required 24 units of upper-level courses.

Comparative Literature and Thought (CLT) immerses students in modern and contemporary literary and intellectual cultures and in the textual and philosophical traditions that animate those cultures. The curriculum attends to the emergence of a global textual and media culture as well as to the ways in which nations, subcultures, and individuals embrace and resist that global emergence.

While our faculty and students have wide-ranging interests – intellectual history, translation, arts practice, comparative arts, digital humanities, media studies and book history, political and legal thought – we have built our major and minor upon a foundational curriculum for the humanities. That foundational curriculum focuses on a set of themes and problems that have long preoccupied students and scholars: the nature of textual culture, the philosophical and ethical engagements of literature and the arts, the pressure of politics on literature and thought, the reciprocal pressure of literature and thought on politics, the specific bearing of language on intellectual life, and the transformations and excitations produced whenever texts are translated to another language or to another medium.

Many of our students are both scholars and makers. In addition to courses in translation practice, we offer courses in multilingual creative writing and arts journalism. Although some of our students do traditional scholarly work for their capstones in the major, others do creative final projects. Our digital humanities group offers students opportunities to participate in collaborative research projects comparable to those offered to students in the natural and social sciences.

The introductory core of the CLT curriculum engages a major in CLT with literature, intellectual history, social and political thought, and cultural theory. As students progress through the major, they may develop an emphasis in one of those areas, or they may maintain allegiances that blend both literature and thought.

## Required Courses

### Humanities Core Courses

The CLT Humanities Core is meant to introduce major texts (in both secular and sacred canons) and foundational methods of inquiry in the humanities (formal, generic, historicizing, skeptical, and appreciative) as well as to provide an historical perspective on the development of current categories of sociocultural analysis (i.e., race, ethnicity, sex, and gender).

All CLT majors must take two core courses in Literature and Arts (including one required course) and two core courses in Thought for a total of 12 units in the Humanities Core.

### Literature and Arts

Code	Title	Units
<i>Required course:</i>		
Comp Lit 211	World Literature	3
<i>Plus one of the following:</i>		
Comp Lit 313E	Introduction to Comparative Arts	3
IPH 201C	Classical to Renaissance Literature: Text & Traditions	3
IPH 3050	Literary Modernities in Europe and America: Text & Traditions	3
IPH 307	Literary Modernities in East Asia: Text & Traditions	3

### Thought

Code	Title	Units
IPH 201A	Puzzles and Revolutions: Text & Traditions	3
IPH 203C	Early Political Thought: Text & Traditions	3
IPH 207C	Modern Political Thought: Text & Traditions	3
IPH 209	Scriptures and Cultural Traditions: Text & Traditions	3
IPH 310	An Intellectual History of Sex and Gender: Text & Traditions	3
IPH 320	An Intellectual History of Race and Ethnicity: Text & Traditions	3

CLT also offers special first-year programs (FYP) and Ampersand courses that will perform the intellectual functions of courses in the Humanities Core above. Please contact the CLT department for additional information about those offered courses, as they change each semester.

## Upper-Level Courses

CLT majors must complete 24 upper-level units. To build on the Humanities Core, these students will take five to eight additional courses at the 300/3000 or 400/4000 level. (Note that several courses in the Humanities Core are offered at the 300/3000 level; these courses can count toward the 24-unit upper-level major requirement.)

Up to 6 units of foreign language courses focused on literature or intellectual culture may be counted toward the required 24 units of upper-level courses with permission of the CLT Director of Undergraduate Studies; students must seek and obtain that permission prior to enrolling in the course.

## Language Study

CLT majors should complete four semesters (roughly 12 units) of sequenced courses in a foreign language *or* two foreign language courses at the 300/3000 level *or* one foreign language course at the 400/4000 level. (Students will note that three language courses taken in sequence satisfy the Arts & Sciences graduation requirement in Language and Culture.)

## Capstone

The final semester or two in the CLT major comprises an important culmination. Students enrolled in CLT as their primary major will complete a CLT capstone project. Many will simply revise essays from two upper-level courses and write a sustained essay reflecting on how these exemplify the skills and concerns they have developed over the course of the major. In a few cases, students will complete their capstone requirement by means of an internship. The capstone projects for students pursuing honors are described below.

## Additional Information

### Honors Program in Comparative Literature and Thought

CLT offers an honors program that requires an additional 6.5 units of course work. Students who have attained a 3.7 grade point in courses in the major are encouraged to apply for admission to the honors program as early as the second semester of their sophomore year and no later than the beginning of the second semester of their junior year. Students seeking CLT honors have two options: honors by thesis or honors by course work. We expect that most CLT honors students will complete their majors with a thesis.

For most students, the honors program will begin in the fall of the junior year, when students enroll in a course in Theory and Research Methods that culminates in the production of a substantial research paper and oral defense. This course is open to students across the humanities. (For students who decide to pursue honors belatedly, the Theory and Research Methods course may be taken during the fall of senior year.)

In the spring of junior year, students pursuing theses will enroll in a short course of four workshops that address how to refine a thesis topic. The following year, this cohort of CLT honors students will complete their thesis in two semesters of highly collaborative workshops.

In a few instances, CLT honors students will forego a thesis or creative project and will instead enroll in two more 400-level CLT courses, with a capstone essay reflecting on the coherence of those advanced courses or on the friction between them.

Students may be awarded honors, high honors, or highest honors based on the quality of their honors capstone materials. Please note that CLT honors are separate from Latin honors.

Phone: 314-935-4200  
Email: [complitantthought@wustl.edu](mailto:complitantthought@wustl.edu)  
Website: <https://complitantthought.wustl.edu/>

## Comparative Literature and Thought Major, Comparative Arts Specialization

### Program Requirements

- **Total units required:** 30-50.5
  - Required Courses (27-36 units):
    - Humanities Core Courses (12 units): All Comparative Literature and Thought (CLT), Comparative Arts (CA) Specialization majors will take two required core courses in "Literature and Arts" and two core courses in "Thought."
    - Upper-Level Courses (15-24 units): All CA majors will complete at least eight upper-level CLT courses (24 units) at the 300-/3000-level or above, including one course with the HTH attribute. Up to three 300-/3000-level Humanities Core Courses taken to satisfy the 12-unit core requirement above can count toward the eight-course upper-level requirement.
    - Capstone (0.5 units *or* honors program): All CA majors will complete a CA or CLT capstone project (unless CA or CLT is not their primary major).
    - Applied Art and Language Study (3-14 units): All CA majors will pursue applied arts credits and, if necessary, language study. Up to 6 units of foreign language courses focused on literature or intellectual culture may be counted toward the required 24 units of upper-level courses.

A student pursuing the Comparative Literature and Thought Major, Comparative Arts Specialization, will adapt the Comparative Literature and Thought Major (p. 458) as follows:

1. Students will select Comp Lit 313E Introduction to Comparative Arts (3 units) as one of the four courses from the Humanities Core. As an alternative, they may substitute a first-year program or Ampersand seminar in Comparative Arts.
2. Upper-level courses for the major must include one course in the history or theory of a non-literary art practice (HTH course attribute). If such courses are not cross-listed in CLT, students may enroll with the permission of their CLT advisor and the CLT Director of Undergraduate Studies.
3. Students must complete at least two semesters of applied arts courses for a minimum of 3 units.

## Required Courses

### Humanities Core Courses

The CLT Humanities Core is meant to introduce major texts (in both secular and sacred canons) and foundational methods of inquiry in the humanities (formal, generic, historicizing, skeptical, and appreciative) as well as to provide an historical perspective on the development of current categories of sociocultural analysis (i.e., race, ethnicity, sex, and gender).

All CA majors will take the two required core courses in Literature and Arts and two core courses in Thought for a total of 12 units in the Humanities Core.

#### Literature and Arts

Code	Title	Units
<i>Required courses:</i>		
Comp Lit 211	World Literature	3
Comp Lit 313E	Introduction to Comparative Arts	3
<i>Additional course options:</i>		
IPH 201C	Classical to Renaissance Literature: Text & Traditions	3
IPH 3050	Literary Modernities in Europe and America: Text & Traditions	3
IPH 307	Literary Modernities in East Asia: Text & Traditions	3

#### Thought

Code	Title	Units
IPH 201A	Puzzles and Revolutions: Text & Traditions	3
IPH 203C	Early Political Thought: Text & Traditions	3
IPH 207C	Modern Political Thought: Text & Traditions	3
IPH 209	Scriptures and Cultural Traditions: Text & Traditions	3
IPH 310	An Intellectual History of Sex and Gender: Text & Traditions	3
IPH 320	An Intellectual History of Race and Ethnicity: Text & Traditions	3

CLT also offers special first-year programs (FYP) and Ampersand courses that will perform the intellectual functions of courses in the Humanities Core above. Please contact the CLT department for additional information about those offered courses, as they change each semester.

### Upper-Level Courses

CA majors must complete 24 upper-level units, including one course in the history or theory of a non-literary art practice (HTH course attribute). To build on the Humanities Core, these students will take five to eight additional courses at the 300/3000 or 400/4000 level. (Note that several courses in the Humanities Core are offered at the 300/3000 level; these courses can count toward the 24-unit upper-level major requirement.)

Up to 6 units of foreign language courses focused on literature or intellectual culture may be counted toward the required 24 units of upper-level courses with permission of the CLT Director of Undergraduate Studies; students must seek and obtain that permission prior to enrolling in the course.

### Applied Arts and Language Study

CA majors must complete at least two semesters of applied arts courses for a minimum of 3 units:

- Students who take 3 to 5 units of applied arts must also take one of the following:
  - Three consecutive semesters of foreign-language study with a grade of a C or better; or
  - One semester of a language course at the 300/3000 level or higher.
- Students who take at least 6 units of applied arts are not required to take additional foreign language courses above the Arts & Sciences graduation requirement in Language and Culture.

### Capstone

The final semester or two in the CA major comprises an important culmination. Students enrolled in CA as their primary major will complete a CLT capstone project. Many will simply revise essays from two upper-level courses and write a sustained essay reflecting on how these exemplify the skills and concerns they have developed over the course of the major. In a few cases, students will complete their capstone requirement by means of an internship. Students pursuing specializations in CA have the option of completing a creative project capstone. The capstone projects for students pursuing honors are described below.

## Additional Information

### Honors Program in Comparative Literature and Thought, Comparative Arts Specialization

CA offers an honors program that requires an additional 6.5 units of course work. Students who have attained a 3.7 grade point in courses in the major are encouraged to apply for admission to the honors program as early as the second semester of their sophomore year and no later than the beginning of the second semester of their junior year. Students seeking CA honors have three options: honors by thesis, honors by creative project, or honors by course work. We expect that most CA honors students will complete their majors with a creative project.

For most students, the honors program will begin in the fall of the junior year, when students enroll in a course in Theory and Research Methods that culminates in the production of a substantial research paper and oral defense. This course is open to students across the humanities. (For students who decide to pursue honors belatedly, the Theory and Research Methods course may be taken during the fall of senior year.)

In the spring of junior year, students pursuing theses or creative projects will enroll in a short course of four workshops that address how to refine a thesis or creative project topic. The following year, this cohort of CLT honors students will complete their honors project in two semesters of highly collaborative workshops.

In a few instances, CLT honors students will forego a thesis or creative project and will instead enroll in two more 400-level CLT courses, with a capstone essay reflecting on the coherence of those advanced courses or on the friction between them.

Students may be awarded honors, high honors, or highest honors based on the quality of their honors capstone materials. Please note that CLT honors are separate from Latin honors.

Phone: 314-935-4200  
Email: [complitandthought@wustl.edu](mailto:complitandthought@wustl.edu)  
Website: <https://complitandthought.wustl.edu/>

## Germanic Languages and Literatures Major

### Program Requirements

- **Total units required:** 25

### Requirements

Students interested in studying German may declare German as their major or second major. Majors and second majors are required to complete 25 units of course work (German 202D and above), at least 12 of which must be at the 400 level, with a grade of C- or higher. If students begin German at Washington University and follow the

regular sequence of courses (German 101D Basic German: Core Course I–German 102D Basic German: Core Course II–German 201D Intermediate German: Core Course III), they will be ready to begin the German major after three semesters. With the exception of German 3400 and its 1-unit discussion section, only courses taught in German will count toward the major. All majors and second majors are required to participate in the senior assessment interview in the final semester of their senior year.

Applications for admission to the honors program must be submitted by the first week of classes in the student's final year of study.

**Note:** For both majors and minors, at least half of the courses at the 300 level and above must have been acquired either in residence at Washington University or in overseas programs affiliated with Washington University.

## Additional Information

### Study Abroad

German majors or minors are encouraged to participate in one of our overseas study programs. The German department sponsors a semester and a year abroad at the University of Tübingen, Germany. To participate in the Tübingen program, students must complete German 202D (for the semester program), German 301D (for the year program), or their equivalent by the time the program begins. Upon returning to campus, German majors are required to take at least one 400-level course (other than German 497–German 498) during their senior year.

Washington University sponsors a summer program in Berlin, Germany. Students who have taken at least one semester of German may be eligible for this intensive language program. Students studying business or engineering/computer science are also encouraged to consider the study abroad programs in Germany offered by Olin Business School and the McKelvey School of Engineering.

## Departmental Distinction in German and Latin Honors in German

Students who wish to be eligible for distinction in German must undertake a project in German during their final year at Washington University. There are three ways to achieve honors in German: (1) honors by course work and portfolio; (2) honors by creative project; or (3) honors by thesis. Students receiving distinction in German may additionally qualify for Latin honors in German. By May 15 of the junior year, these students choose a project or portfolio with the help of a faculty advisor from the department, enroll in the appropriate course work during the senior year, and submit completed projects immediately following spring break of the senior year.

Phone: 314-935-4200  
Email: [german@wustl.edu](mailto:german@wustl.edu)  
Website: <https://german.wustl.edu/undergraduate>

# Comparative Literature and Thought Minor

## Program Requirements

- **Total units required:** 15

Comparative Literature and Thought (CLT) immerses students in modern and contemporary literary and intellectual cultures and in the textual and philosophical traditions that animate those cultures. The curriculum attends to the emergence of a global textual and media culture as well as to the ways in which nations, subcultures, and individuals embrace and resist that global emergence.

While our faculty and students have wide-ranging interests – intellectual history, translation, arts practice, comparative arts, digital humanities, media studies and book history, political and legal thought – we have built our major and minor upon a foundational curriculum for the humanities. That foundational curriculum focuses on a set of themes and problems that have long preoccupied students and scholars: the nature of textual culture, the philosophical and ethical engagements of literature and the arts, the pressure of politics on literature and thought, the reciprocal pressure of literature and thought on politics, the specific bearing of language on intellectual life, and the transformations and excitations produced whenever texts are translated to another language or to another medium.

Many of our students are both scholars and makers. In addition to courses in translation practice, we offer courses in multilingual creative writing and arts journalism. Although some of our students do traditional scholarly work for their capstones in the major, others do creative final projects. Our digital humanities group offers students opportunities to participate in collaborative research projects comparable to those offered to students in the natural and social sciences.

The introductory core of the CLT curriculum engages a minor in CLT with literature, intellectual history, social and political thought, and cultural theory. The minor requires five courses, four of which must be drawn from the core curriculum; the fifth course may be taken from the same roster of core courses or from more advanced courses in CLT.

## Required Courses

### Humanities Core Courses

The CLT Humanities Core is meant to introduce major texts (in both secular and sacred canons) and foundational methods of inquiry in the humanities (formal, generic, historicizing, skeptical, and appreciative) as well as to provide a historical perspective on the development of current categories of sociocultural analysis (i.e., race, ethnicity, sex, and gender).

All CLT minors must take two core courses in Literature and Arts (including one required course) and two core courses in Thought for a total of 12 units in the Humanities Core. CLT minors must take a fifth CLT course.

## Literature and Arts

Code	Title	Units
<i>Required course:</i>		
Comp Lit 211	World Literature	3
<i>Plus one of the following:</i>		
Comp Lit 313E	Introduction to Comparative Arts	3
IPH 201C	Classical to Renaissance Literature: Text & Traditions	3
IPH 3050	Literary Modernities in Europe and America: Text & Traditions	3
IPH 307	Literary Modernities in East Asia: Text & Traditions	3

## Thought

Code	Title	Units
IPH 201A	Puzzles and Revolutions: Text & Traditions	3
IPH 203C	Early Political Thought: Text & Traditions	3
IPH 207C	Modern Political Thought: Text & Traditions	3
IPH 209	Scriptures and Cultural Traditions: Text & Traditions	3
IPH 310	An Intellectual History of Sex and Gender: Text & Traditions	3
IPH 320	An Intellectual History of Race and Ethnicity: Text & Traditions	3

CLT also offers special first-year programs (FYP) and Ampersand courses that will perform the intellectual functions of courses in the Humanities Core above. Please contact the CLT department for additional information about those offered courses, as they change each semester.

Phone: 314-935-4200  
Email: [complitandthought@wustl.edu](mailto:complitandthought@wustl.edu)  
Website: <https://complitandthought.wustl.edu/>

## Data Science in the Humanities Minor

### Program Requirements

- **Total units required:** 15

Any humanities student will feel at home in this minor and in its active research community. No previous experience with computational methods is required; the curriculum equips students with the skills and knowledge necessary to navigate the field of Digital Humanities, and those skills and that knowledge are eminently "transferable." Computational approaches to questions in the humanities are slowly migrating from the methodological fringes of the disciplines of cultural, artistic and historical inquiry. Students in the minor will have the opportunity to engage with the emerging future of their fields and to help shape that future.

A student who *does* have previous computational experience — a computer science major, for instance — will also benefit from this minor. By grafting that knowledge to the problems of cultural and historical analysis and working on challenging new projects within unfamiliar fields, computer-savvy students will find themselves becoming more versatile and more attractive to graduate admissions committees and potential employers.

For the minor, students will take 15 units of course work, at least 6 units of which should be drawn from the four core DASH courses, plus at least 3 units of internship (which can be repeated for up to 8 credits). The internship research experience is required and consists of working under the director of a faculty on a project through IPH or the Humanities Digital Workshop. The DASH courses and internship can be supplemented with elective courses in Computational Humanities, Digital Culture and Design, or Computer Science.

## Requirements

### 1. Courses (6-10 units):

Code	Title	Units
IPH 312	Introduction to Digital Humanities	3
IPH 431	Statistics for Humanities Scholars: Data Science for the Humanities	3
IPH 430	Data Manipulation for the Humanities	1
IPH 432	Programming for Text Analysis	3

### 2. Internships (3-8 units):

Code	Title	Units
IPH 399	Internship in Digital Humanities (Can be repeated for up to 8 total credits)	3-8

### 3. Electives (up to 6 units)

## Internship Research

The DASH minor is unusual among humanities programs in its focus on hands-on undergraduate research via internship. STEM fields provide relatively straightforward pathways toward research, whereas humanities students sometimes struggle to define what humanities research entails and how to get involved. Research opportunities are built into the DASH minor. DASH requires every student to take at least 3 units of directed research during an internship on a faculty-led project, and students are encouraged to work on more than one project or to advance their skills during another semester or summer. Students may take up to 8 units of internship/research. Lists of projects can be found on the IPH and Humanities Digital Workshop websites.

Every summer, the Humanities Digital Workshop invites applications from students for its summer fellowships. The fellowships pair students with humanities faculty engaged in digital humanities projects for 8 weeks, and past participants have overwhelmingly found this experience to be valuable.

Phone: 314-935-4200  
Email: [complitandthought@wustl.edu](mailto:complitandthought@wustl.edu)

## Germanic Languages and Literatures Minor

### Program Requirements

- **Total units required:** 16

### Required Courses

Students who intend to minor in German must complete 16 units of course work (German 202D Intermediate German: Core Course IV and above) with a grade of C- or higher. With the exception of German 3400, only courses taught in German will count toward the minor. At least 3 of the 16 required units must be at the 400 level.

### Additional Information

- At least half of the courses at the 300 level and above must have been acquired either in residence at Washington University or in overseas programs affiliated with Washington University.
- Any credits obtained at the 300 or 400 level during the summer institute program in Göttingen may count toward the minor.

Phone: 314-935-4200  
Email: [german@wustl.edu](mailto:german@wustl.edu)  
Website: <https://german.wustl.edu/undergraduate>

## Legal Studies Minor

### Program Requirements

- **Total units required:** 18

The minor in legal studies requires six courses (18 graded units), at least three of which (9 units) must be upper-division (300- or 400-level) courses. Two of the six courses may be drawn from the student's major, but as in all College of Arts & Sciences programs, they cannot be double-counted (i.e., applied to both the major and the minor). The six courses also must be distributed across three of four thematic subject areas. For details, please visit the Legal Studies website or consult the Director of Legal Studies.

Contact: Frank Lovett  
Phone: 314-935-4200  
Email: [legalstudies@wustl.edu](mailto:legalstudies@wustl.edu)  
Website: <https://legalstudies.wustl.edu/>



## Medieval and Renaissance Studies Minor

### Program Requirements

- **Total units required:** 18

Students pursuing the minor in Medieval and Renaissance Studies must complete two years of college-level language study in Spanish, French, Italian, Latin, German, Arabic or Greek, and they are encouraged to continue their foreign-language study further. Students are expected to take six additional courses, three of which should come from the following list:

### Required Courses

Code	Title	Units
Art-Arch 113	History of Western Art, Architecture & Design	3
History 101C	Western Civilization	3
IPH 201C	Classical to Renaissance Literature: Text & Traditions	3
IPH 203C	Early Political Thought: Text & Traditions	3
IPH 209	Scriptures and Cultural Traditions: Text & Traditions	3

### Additional Information

Students must also take three courses in medieval or renaissance studies from at least two different departments or programs. Students will select these three courses in consultation with their minor advisor.

- Courses must be drawn from at least two departments or programs, and at least one course must significantly address non-Western material.

Interested students may pursue the Medieval and Renaissance Studies Minor under the auspices of Comparative Literature and Thought. The minor offers students the opportunity to gain a broad and global understanding of the medieval and Renaissance world through inquiry in multiple disciplines, including literature, history, philosophy, religious studies, art history, and music.

Students may choose from multiple offerings on medieval and Renaissance topics that range in geographical reach to include the West, the Near East, the Far East, and the Global South.

Contact: Robert Henke  
Phone: 314-935-9336  
Email: rhenke@wustl.edu  
Website: <https://complitandthought.wustl.edu/>

## Translation Studies Minor Program Requirements

- **Total units required:** 15

### Required Courses

Code	Title	Units
<i>Required course:</i>		
Comp Lit 394	Worldwide Translation: Language, Culture, Technology	3
<i>Plus three of the following:</i>		
Comp Lit 211	World Literature	3
Comp Lit 351	A World of Words	3
IPH 310	An Intellectual History of Sex and Gender: Text & Traditions	3
IPH 3123	Introduction to Digital Humanities	3
IPH 320	An Intellectual History of Race and Ethnicity: Text & Traditions	3

### Additional Courses

In addition to the four required courses listed above, students must take the following:

- A 400-/4000-level Translation practicum (3 units)  
*or*
- A course in Translation Studies (3 units)

### Additional Requirements

Translation Studies minors are also expected to complete three sequenced courses of at least 3 units each in a single foreign language. (Note that this sequence of courses will also satisfy the Arts & Sciences Language and Cultural Diversity [LCD] requirement.)

Phone: 314-935-4200  
Email: [complitandthought@wustl.edu](mailto:complitandthought@wustl.edu)  
Website: <https://complitandthought.wustl.edu/>

## Earth, Environmental, and Planetary Sciences

For students interested in studying the world beneath their feet or other worlds farther away, the Department of Earth, Environmental, and Planetary Sciences provides the tools for understanding the processes that shape our planet and other bodies within the solar system. Understanding the Earth system is also the key to addressing many environmental challenges, including climate change, water supply, and energy issues. Earth, environmental, and planetary scientists are uniquely poised to help solve some of society's most pressing problems. Because planets are complex systems, Earth, environmental, and planetary sciences is, by necessity, an interdisciplinary field. It

applies biology, chemistry, physics, and math to the investigation of topics such as early life on Earth, the structure of the Earth's deep interior, the nature of contaminant transport, and the surfaces of other planetary bodies.

For students who have developed a passion for the basic sciences and who are looking for a way to study these sciences outside of traditional disciplinary boundaries, Earth, environmental, and planetary sciences is an ideal choice of major. The department offers majors and minors in Earth Science, Environmental Science, and Planetary Science. All programs offer a range of customization that allows students to focus on topics with the greatest relevance to their academic interests and career plans.

All students have the opportunity to participate in faculty research programs; however, this participation is not required. Many of our students take advantage of these varied research opportunities, which provide them with valuable experience for future employment or for graduate school. Each year, several scientific papers and abstracts are co-authored by undergraduate students, and undergraduate students have presented papers at many national science meetings.

## Department Policies for Majors and Minors

**Minimum grade performance:** A grade of C- is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. Courses with grades of D may fulfill the College's 120 total units requirement, but they do not meet the departmental requirements. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.

**Transfer credits and the School of Continuing & Professional Studies:** Course work completed at another college or university must have prior approval of the department to be used to fulfill major requirements. Courses taken through the School of Continuing & Professional Studies normally may not be substituted for courses required for an Earth, environmental, and planetary sciences major. Written consent from the director of undergraduate studies is required for any such substitutions to apply and must be sought before the course is taken.

**Graduate-level courses:** All Earth, environmental, and planetary sciences graduate courses (i.e., courses numbered 500 and above) are open to advanced undergraduates with permission of the specific course instructor.

Website: <https://eeps.wustl.edu/>

## Faculty

### Chair

**David A. Fike**

Glassberg/Greensfelder Distinguished University Professor of Earth, Environmental, and Planetary Sciences  
PhD, Massachusetts Institute of Technology

### Director of Graduate Studies

**Alexander S. Bradley**

Associate Professor  
PhD, Massachusetts Institute of Technology

### Director of Undergraduate Studies

**Philip A. Skemer**

Associate Chair and Professor of Earth, Environmental, and Planetary Sciences  
PhD, Yale University

## Department Faculty

**Paul Byrne**

Associate Professor  
PhD, Trinity College, Dublin

**Jeffrey G. Catalano**

Professor  
Director of Environmental Studies  
PhD, Stanford University

**Bruce Fegley**

Professor  
PhD, Massachusetts Institute of Technology

**Bradley L. Jolliff**

Professor  
Director of the McDonnell Center for the Space Sciences  
PhD, South Dakota School of Mines and Technology

**Bronwen L. Konecky**

Assistant Professor  
PhD, Brown University

**Michael Krawczynski**

Associate Professor  
PhD, Massachusetts Institute of Technology

**Claire Masteller**

Assistant Professor  
PhD, University of California, Santa Cruz

**William B. McKinnon**

Professor  
PhD, California Institute of Technology

**Roger Michaelides**

Assistant Professor  
PhD, Stanford University

**Rita Parai**

Assistant Professor  
PhD, Harvard University

**William Hayden Smith**

Professor  
PhD, Princeton University

**Viatcheslav S. Solomatov**

Professor  
PhD, Moscow Institute of Physics and Technology and the Schmidt  
Institute of Physics of the Earth

**Kun Wang**

Associate Professor  
PhD, Washington University in St. Louis

**Douglas A. Wiens**

Professor  
Robert S. Brookings Distinguished Professor  
PhD, Northwestern University

**Michael E. Wyession**

Professor  
PhD, Northwestern University

## Majors

- Earth Science Major (p. 472)
- Environmental Science Major (p. 474)
- Planetary Science Major (p. 475)

## Minors

- Earth Science Minor (p. 477)
- Environmental Science Minor (p. 478)
- Geospatial Science Minor (p. 479)
- Planetary Science Minor (p. 479)

## Courses

Visit online course listings to view semester offerings for L19 EEPS.

---

### L19 EEPS 103A Oceanography

Emphasis on geological, chemical, and physical oceanography. Topics: topography and origin of ocean basins; origin and composition of sea water; effect of compositional variations on biological productivity; dynamics of water movements, including coastal processes.  
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

---

### L19 EEPS 104 First-Year Seminar: Geology in the Field

This course is designed to develop foundational skills in field geology and Earth science while promoting leadership and teamwork. There are no prerequisites, and the class is suitable for students with little or no academic background in Earth science. Students are not required to have extensive outdoor experience, but they must demonstrate

enthusiasm for work in challenging environments. Students will receive training in a variety of geological field methods, including field mapping, sampling protocols, section measurement, and structural identification and analysis. This course is field-intensive, with multiple field exercises during class periods and two or three weekend field trips that will involve camping, caving, and backcountry hiking. This course is primarily suited for students who enjoy working outdoors and who intend to major in Earth, Environmental, and Planetary Sciences, Biology, Anthropology, or Archaeology. Course enrollment preference is given to first-year students.  
Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 105 Habitable Planets

Why does the Earth have water oceans? Where did our atmosphere come from? Is Earth uniquely habitable among solar system bodies? This course is an exploration of the origins of volatiles such as water and carbon on planetary bodies and of the internal features that help to regulate our planet's surface conditions. The importance of magnetic fields, plate tectonics, and climate feedbacks with respect to the origins and sustenance of life on Earth will be discussed.  
Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 106 First-Year Opportunity: Exploring the Planets

How do humans explore other worlds? This course will introduce how NASA and other space agencies explore our Solar System and beyond. The first part of the course will describe why we explore planets, and how decisions are made as to what missions to fly; the latter portion of the course then focuses on past, current, and planned missions to major Solar System bodies. Course content will include faculty- and guest lecturer-led presentations on spacecraft mission design and how missions are implemented. Students will give individual presentations on a planetary body of their choice, and will work in groups to study spacecraft missions currently in flight.  
Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 108A Oceans and the Atmosphere

Basic concepts of the evolution and physical structures of the Earth's oceans and the atmosphere. Dynamic aspects of the oceans (waves, tides, tsunamis) and atmospheric circulation (weather). Role of biological processes (including anthropogenic) in defining the present oceans and atmosphere. Global climate issues discussed in EEPS 111.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 109A Quantitative Reasoning in Environmental Science

Introduction to practical mathematical methods for understanding environmental aspects of our planet, particularly how the environment changes with time through human interactions. Emphasis on intuitive approaches in devising simple relationships for understanding quantitative outcomes of natural processes. Introduction to basic statistical methods, including hypothesis testing, and how statistics can be applied to environmental problems.  
Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 111 Introduction To Global Climate Change In the 21st Century

Global climate and global climate change and their impacts on life and civilization. Integrated view of global climate and the diverse forces that can alter global climate. Historical and potential future consequences of global climate change on human life, our industrial civilization, and its sustainability.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

---

**L19 EEPS 112 First-Year Seminar: Engineering the Climate**

Geoengineering, the deliberate manipulation of the earth's climate, may be part of a solution to the predicted future global warming. Is this advisable, or even possible? Discussions, lectures, and readings used to learn how earth's climate works. Examination of some proposals for altering the climate. Past attempts for deliberate human alteration of natural systems discussed and evaluated. Consideration of geoengineering as an ethical issue. Prerequisite: first-year undergraduate status.

Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 115 The Future of Energy**

The course will examine the topic of energy from many human-relevant perspectives in a primarily lecture-based format. Humans use an enormous amount of energy, at the staggering rate of 20 terawatts. Where does this energy come from? How long will it last? What are the consequences? This course will examine these questions and look at energy resources and their consumption from scientific, social, economic, ethical and political viewpoints. The course will first examine what energy is, as well its relation to other concepts such as heat, work, and power. We will then look at the way that energy is used by society. We will examine the different sources of energy, their availabilities, the pros and cons of using them, their consequences, and their futures. We will examine the impacts that the use of fossil fuels is having on the environment, primarily through pollution and greenhouse gas-driven climate change. We will examine the significant environmental injustices associated with energy, its production, and availability. Given that Earth receives more energy from the sun in one hour than all humans use in a year, opportunities for solar-based power (photovoltaic, wind, hydro, biomass) are plentiful. However, how we get to there from where we are now is not clear, and many questions remain (the role of nuclear power, the rate of transition, the role of government, the impacts of climate change, energy storage capabilities, battery vs. hydrogen fuel cell cars, etc.). This course will look at all of these topics related to all of the energy sources, including the roles they played in our past and the roles they might play in our future.

Credit 3 units. A&S IQ: NSM BU: SCI

---

**L19 EEPS 118A Geology of National Parks**

Survey of geologic processes occurring at the Earth's surface and its interior using national parks and monuments as the prime venue for presentation. Volcanism and mountain-building; the work of streams, glaciers, and wind; lake and coastline development; stratigraphy and sedimentation; and Earth history. Material presented in a geographic context, with emphasis on landforms and landscape evolution, relating geology to the development and settlement of the U.S.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 125 The Dinosaurs**

The public interest in dinosaurs makes them an ideal organism for exploring the nature of science. In this class, we will separate dinosaur fact from fiction with discussions of evolution, ecology, extinction, anatomy, and behavior. We will also examine the roles of dinosaurs in popular media.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

---

**L19 EEPS 131 Natural Disasters**

Examination of the effects of natural hazards on landscapes of the Earth in general, as well as on populated areas specifically, through numerous case studies. Social, economic, and political consequences of natural disasters. Locations, particularly in the U.S.A., where disasters are likely to occur in the future. Nature of the hazards and what preparations are possible to minimize damage and the number of casualties.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 141 First-Year Seminar: Unearthing the Science of Climate Change**

How and why does the climate change? How does the climate system interact with human systems? This course investigates the physical principles of Earth's ever-changing climate, with a special focus on the present-day. Topics include Earth's energy balance; the components of the climate system, including the atmosphere; oceans, cryosphere, geosphere, and biosphere; natural and anthropogenic causes of climate change; climate change detection and attribution; weather extremes; and climate adaption/vulnerability in past and present human societies. Students will explore the science behind "hot topics" in climate change and learn how peer-reviewed science is communicated to popular audiences. The course format will be a mixture of lectures, demos, facilitated discussions, and student presentations. In addition to gaining scientific background on climate change, students will develop skills in scientific writing and communication to a variety of audiences. No prior coursework in earth science is necessary. This course is open to students of any background who wish to gain literacy in the science of climate change.

Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 145 Land Dynamics: Case Studies of Environmental Sustainability**

This course is designed for first- and second-year students and will use lectures, discussions, GIS-related and computational exercises, and field trips to introduce students to a systems approach for identifying, characterizing, and solving issues associated with environmental degradation. The course will focus on three case studies. The first will cover rapid lake drawdown of Mono Lake in northern California due to engineered diversions and subsequent court-ordered recovery to an environmentally sustainable lake level. The second will focus on unresolved consequences associated with channelization and levee development on the lower Missouri River, which put federal agencies in conflict with one another on how to manage the river and its floodplains. The third will cover past and present Pb-Cu-Zn sulfide mining practices in Missouri and attempts to balance the need for these nonrenewable resources while minimizing environmental consequences.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 171A The Solar System**

Survey of the planets and satellites of our solar system. Includes results from Apollo manned missions to the Moon and spacecraft missions to the planets and their major satellites. Present ideas about the age, formation, and early history of the sun, Earth, and meteorites.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 201 Earth and the Environment**

Introduction to the study of the Earth as a dynamic, evolving planet. Emphasis on how internal and surface processes combine to shape the environment. Themes: Earth's interior as revealed by seismic waves; Earth history and global tectonics shown by changes to ocean floors, mountain-building, formation of continents, earthquakes, and volcanism; climate history and global biogeochemical cycles, influenced by circulation of atmosphere and oceans, ice ages, and human activity. Composition and structure of rocks and minerals. Part of the introductory sequence of courses for all Earth, Environmental, and Planetary Sciences and Environmental Studies majors. Three class hours and one two-hour lab a week.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 202 Introduction to Earth, Environmental, and Planetary Science**

Introduction to the Earth, its environment, and its place in the solar system. This course is intended to be a starting point for majors in the Department of Earth, Environmental, and Planetary Sciences, or as a standalone course for students from all interests and backgrounds. Themes for this course include Earth's history; the structure and composition of Earth and other planets; the evolution of Earth's surface; natural hazards; climate history; global biogeochemical cycles; and the solar system. No Prerequisites. Students may not take both EEPS 202 and EEPS 201 for college credit. Students who are interested in gaining more depth in lab or field techniques, or students who are planning to major in EEPS, should consider co-registering in EEPS 202L. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 202L Introduction to Earth, Environmental, and Planetary Science Lab Section**

Students enrolling in EEPS 202, who are interested in gaining more depth in lab or field techniques, should consider co-registering in EEPS 202L. This optional 1-credit lab session is an opportunity for students who want to go deeper into Earth, Environmental, and Planetary Sciences. A combination of lab activities, discussion, and field trips will provide context and practical experience that will enhance understanding of EEPS 202 concepts while preparing students for advanced coursework. Sessions include opportunities to study geologic and environmental processes using hands-on approaches, including field and lab work. No prerequisites. Co-registration in EEPS 202 required. First year or sophomore standing required. Seven meetings, (typically every other week), plus one required field trip on a Saturday. (1 credit)  
Credit 1 unit.

---

**L19 EEPS 219 Energy and the Environment**

Examination of the topic of energy from many human-relevant perspectives. Humans use an enormous amount of energy, at the rate of 18 terawatts. Where does this energy come from? How long will it last? What are the consequences? Examination of energy resources and consumption from scientific, social, economic, and political viewpoints. Relationship of energy to concepts such as heat, work, and power. Energy use by society. Energy sources, pros and cons of use, availability now and in the future. Types, abundance, advantages, challenges of renewable energy sources.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 308 Topics in Environmental Sustainability**

Mathematical sustainability models; ocean, atmospheric, wetland, agricultural, hydrological, and energy sustainability; depletion of non-renewable resources; effects of pollution, human population, urban environment.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 315 Environmental Impacts of Human Energy Use**

Students will meet in an active-learning classroom (such as January 110 or McDonnell 362) and work in groups of up to six people at a table. Some projects will be short units, started and completed within a single class period. Other projects will be longer, extending over several class periods. The projects will include debates, analyses of recent journal articles and other primary sources, energy literacy assessments, the creation of educational modules, and quantitative problem-based learning. Classes will include some amount of lecturing, in measured doses, particularly from guest lecturers. Prerequisite: EEPS 202  
Credit 3 units. A&S IQ: NSM

---

**L19 EEPS 317 Soil Science**

Physical, chemical, and biological processes that occur within soil systems. Types of soils and their formation. Major components of soil, including soil water, minerals, organic matter, and organisms. Soils in wetlands and arid regions. Mapping of soils and their spatial variability. Cycling of nutrients and contaminants in soils. Sustainable use of soils and their role in climate change. Prerequisites: EEPS 202 or EECE 210 or BIOL 2950.  
Credit 3 units. A&S IQ: NSM

---

**L19 EEPS 319 Physical Oceanography**

Ocean circulation, El Nino, dynamical tides, tsunami, coastal ocean, enclosed seas, paleo-ocean, sedimentation, ice-atmosphere-ocean interaction, biology-carbon cycle.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 323 Biogeochemistry**

Basic concepts of how elements cycle among Earth's crust, oceans, and atmosphere, including perturbations due to human activities. Carbon, nitrogen, phosphorus, sulfur, and water cycles. Isotopic tracers. Feedbacks, forcings, and residence times. Redox cycling and thermodynamics. Biogeochemical box models, and changes in biogeochemical cycles over Earth history. Biogeochemistry of greenhouse gases, biogeochemical feedbacks in the climate system. This course is appropriate for EEPS students, engineering students, environmental science majors, and other students with interest in the environmental or geological sciences. Prerequisites: EEPS 202 or EECE 210.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 340 Minerals, Rocks, Resources and the Environment**

This course is designed for undergraduate majors and minors in the Department of Earth, Environmental, and Planetary Sciences to master fundamentals of mineralogy and their context within sedimentary, metamorphic, and igneous rocks, including an introduction to mineral resources and the role of minerals and mineral resources in current environmental issues. The course will provide fundamentals of mineralogy and crystallography, important mineral groups, and foundations of sedimentary, metamorphic, and igneous rock systems. It will provide an overview and lab demo of the modern analytical methods used in mineralogy. The course includes lecture (three hours per week) and a lab component (two hours per week). Prerequisites: EEPS 202 and Chem 105.  
Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L19 EEPS 342 Environmental Systems**

Introduction to the science of environmental systems and processes. Exploration of key functions of major environmental systems on land, in rivers and lakes, in air, at sea, and in diverse transitional settings at the boundaries between these environments. Evaluation of the ways in which humans alter and are affected by environmental systems. Interspersed throughout the semester will be a review of the major U.S. laws governing human management of environmental systems as well as case studies of environmental disparities in the St. Louis region. Prerequisites: EEPS 202 or EECE 210  
Credit 3 units. A&S IQ: NSM, AN

---

**L19 EEPS 353 Earth Forces**

Basic concepts regarding the forces that act upon the Earth, how geological materials react to these forces, and the time scale over which they respond. Emphasis on physical concepts needed to understand the geodynamical behavior of the Earth over a broad range of length

and time scales. Application and interpretation of geophysical methods to probe the interior of the Earth. Prerequisite: EEPS 202 (may be taken concurrently) and Phys 191. Three class hours and one two-hour laboratory a week.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 3630 Arctic Climate System

In this course we will learn about the Arctic region, with an emphasis on how the Arctic plays a key role in the global climate system. Students will be introduced to the basic physical characteristics of the Arctic and its climate. They will learn how the physical and geographic characteristics of the Arctic contribute to, and are shaped by, the Arctic climate system. Emphasis will be placed on studying the Arctic from a systems science perspective, highlighting the complex interactions between different subsystems of the Arctic, such as the hydrosphere, atmosphere, cryosphere, and biosphere. We will also explore how the Arctic has changed in the past, and what the future holds for the Arctic. Students will develop critical thinking and analysis skills through our emphasis on applying systems-level thinking to understand the interplay between physical principles, geography, landscape, climate, and human society. Class sections will be a mix of lectures and collaborative discussions on readings and course content. Most class sections will begin with a short reading recap. Completion of ENST 202 may be helpful but is not required; please ask instructor if you have questions about enrolling in this class.

Same as L82 EnSt 3630

Credit 3 units. A&S IQ: NSM, AN Art: NSM

---

### L19 EEPS 373 Fundamentals of Planetary Science

Overview of planetary science and astrobiology as practiced today, focusing on key scientific questions. Course is an entry point to the EEPS Planetary Science major, but also provides for those interested a deeper immersion than possible in EEPS 171A. Introduces major planetary science themes: surfaces, interiors, atmospheres, and magnetospheres, and their application to terrestrial planets, giant planets and their satellites, dwarf planets, and small bodies. Final portion of the course focuses on life, ocean worlds, and planetary habitability. Prerequisite: EEPS 202.

Credit 3 units. A&S IQ: NSM

---

### L19 EEPS 385 Earth History

Introduction to the concept of "deep time" and the parallel biological evolutionary and environmental changes that have occurred throughout Earth history. Topics include early evolution of life, rise of atmospheric oxygen, global glaciation, mass extinctions. Prerequisite: EEPS 202

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 386 The Earth's Climate System

This course introduces an integrative view of the Earth's climate system and its coupled components - the atmosphere, the oceans, the cryosphere, the biosphere, and the geosphere - and how they interact with each other. The goal is to provide the physical scientific background that is needed to understand climate variability and climate change, both natural and anthropogenic. Topics include energy balance; general circulation of the atmosphere and the oceans; the greenhouse effect; modes of variability such as El Niño; geologic-scale climate change in the geologic past; climate models; climate change detection and attribution; projection of future climates; and societal impacts. In addition to lectures, students will gain hands-on experience analyzing and interpreting real datasets through inquiry-based "practicum" exercises and in-class discussions. Prerequisites: EEPS 202.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 387 Geospatial Science

This course introduces students to the interdisciplinary field of geospatial science, which bridges the fields of geographic information systems (GIS), remote sensing, data science, and spatiotemporal analysis. This course will provide an overview of the fundamental concepts of geospatial science, including: visualizing and analyzing raster and vector datasets within a GIS database; coordinate systems, reference frames, and projections; the Geoid and geodetic techniques; remote sensing methods; image acquisition and interpretation; spatiotemporal analysis of geospatial data; sampling, interpolation, and time series analysis; uncertainty, error, accuracy, and precision. This course will be available at both the upper-level undergraduate and the graduate levels. Material will be covered through lectures, assignments, and computer exercises that will give students hands-on experience analyzing and interpreting real geospatial datasets. Exercises for students enrolled in the 587 option will be more in-depth and will require some basic programming experience and familiarity with quantitative techniques. These exercises will provide students with a sampling of geospatial science applications, such as environmental studies, cryospheric science, wildlife management, contagious disease monitoring, demography, and human geography. Students will complete a final project of their choosing that synthesizes the concepts and themes learned in this course; students enrolled in the 587 option are encouraged to develop a project proposal that aligns with their own research interests. Students particularly interested in GIS and remote sensing are further encouraged to also consider EnSt 380 and EEPS 407, respectively.

Credit 4 units. A&S IQ: NSM, AN

---

### L19 EEPS 390 Independent Study

Independent study for undergraduates, to be supervised by a faculty member. Credit to be determined. Prerequisite: permission of instructor.

Credit variable, maximum 3 units. Art: NSM

---

### L19 EEPS 400 Special Topics

The content of this course varies each time it is offered, as announced by the Department. With permission of the advisor, this course may be repeated for credit. Variable credit.

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 401 Earth Systems Science

This is a quantitative introduction to physical and chemical interactions among the atmosphere, oceans and solid earth. Topics covered include terrestrial atmospheric chemistry, geochemical cycles, inventories, and reservoirs of carbon, nitrogen, & sulfur, and bulk composition of the Earth. Prerequisite: EEPS 340.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 407 Remote Sensing

Use of different parts of the electromagnetic spectrum (visible, ultraviolet, infrared, and radio wavelengths) for interpretation of physical and chemical characteristics of the surfaces of Earth and other planets. Digital image systems and data processing. Prerequisite: Phys 192.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 408 Earth's Atmosphere & Global Climate

Structure and dynamics of Earth's atmosphere. Basic factors controlling global climate of Earth. Quantitative aspects of remote sensing of atmosphere. Remote sensing instrumentation. Prerequisites: Math 232 and Phys 191.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 409 Surface Processes

How do landscapes evolve? This course focuses on the physical processes of erosion and deposition that shape Earth and planetary surfaces. Course aims (1) understanding emergent landscape patterns, (2) reconstructing past conditions using the sedimentary record, and (3) predicting landscape change under climate scenarios. Review of relevant climatic and tectonic processes, followed by detailed discussion of rivers and deltas, hillslopes, weathering, glaciers, and coasts. Prerequisites: EEPS 353 or Physics 191.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 410 Earth Remote Sensing Methods and Instrumentation

Detection of electromagnetic radiation reflected, scattered, or emitted by components of the Earth system. Spectroscopy of remote sensing. Interpretation of received radiation via radiative transfer within a context of real measurements. Theory of instruments and detectors. Comparison of realized equipment to theoretical models.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 413 Introduction To Soil Science

Physical, chemical, and biological processes that occur within soil systems. Types of soils and their formation. Major components of soil, including soil water, minerals, organic matter, and organisms. Soils in wetlands and arid regions. Mapping of soils and their spatial variability. Cycling of nutrients and contaminants in soils. Sustainable use of soils and their role in climate change. Prerequisites: EEPS 202 and EEPS 323 or CHEM 106 or CHEM 112.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 422 Sedimentary Geology

Survey introduction to sedimentary processes and materials, including description, formation, and interpretation. Sedimentary materials account for most of the Earth's crust, and much of our understanding of Earth history comes from their examination. Many of our economic resources, such as coal, oil, and natural gas, and many environmental problems, are related to or derive from sediments. Goals: understanding and identifying sediments and processes and using them to interpret stratigraphic, paleoenvironmental, and tectonic information; obtaining the understanding of sedimentology that is relevant to environmental issues; increasing scientific literacy and critical thinking. Prerequisite: EEPS 202. Mandatory field trips.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 428 Hydrology

Survey of principles that govern the flow of water in river and groundwater systems in deep geologic environments. Basic equations of fluid flow, dynamics, and the characteristics of drainage basins, rivers, floods, and important aquifers. Exploitation of ground water systems. Prerequisite: EEPS 353 or Physics 191.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 430 Environmental Mineralogy

Topics connected with environmental mineralogy, some selected by students. Topics may include: mineral dust such as asbestos, containment materials for nuclear waste disposal, environmental ramifications of the processing and use of phosphate fertilizers, lead in the environment, acid mine drainage, microbial mediation of sulfide oxidation, minerals in the human body, weathering of building materials, materials engineering, and engineering of materials for more effective recycling. Three class hours and one two-hour laboratory a week. Participation in discussions, term paper, two field trips required. Most readings from primary sources.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

---

### L19 EEPS 437 Igneous & Metamorphic Petrology

Classification, origin, mineralogy, and geological occurrence of major igneous and metamorphic rocks. Laboratory emphasis on identification of rocks and minerals in hand specimens and in thin sections. Three class hours and one two-hour laboratory a week.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 441 Introduction to Geochemistry

Application of the principles of nuclear and physical chemistry to problems of the composition and differentiation of the Earth. Introduction to nucleosynthesis of the elements, stellar evolution, the periodic properties of the elements, chemical bonding and ionic substitution, geochronology and stable isotope geochemistry, and the age and composition of the Earth, Moon and meteorites. Prerequisites: EEPS 202 and Chem 106 or Chem 112.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 442 Aqueous Geochemistry

Introduction to the geochemistry of natural waters and the processes that alter their composition. Key principles of aqueous geochemistry are introduced and then used to describe the main controls of the chemistry of pristine and polluted soil, surface, and ground water environments. Topics covered include mineral solubility, complexation, acids and bases, carbonate chemistry, rock weathering and clay formation, adsorption and ion exchange, redox reactions, microbial energetics and redox zonation, the geochemistry of iron, sulfur, trace elements, and radionuclides, and geochemical kinetics. Geochemical modeling will be introduced. Prerequisites: EEPS 323 or Chem 105 or Chem 111A.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 444 Environmental Geochemistry

Introduction to the geochemistry of natural waters and the processes that alter their composition. Key principles of aqueous geochemistry and their application to describe the main controls on the chemistry of pristine and polluted soil, surface, and ground water environments. Acids and bases, mineral solubility, carbonate chemistry, chemical speciation, redox reactions, adsorption and ion exchange, and the speciation, mobility, and toxicity of metals. Prerequisites: EEPS 202 and Chem 106 or Chem 112.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 445 Organic Geochemistry

Introduction to the composition and analysis of organic material in the environment and geological record. Molecular to global-level perspective of organic matter cycling, reactivity, and fluxes; formation and classification of organic matter, its preservation potential, diagenesis, catagenesis, and kerogen formation; coal, petroleum, and gas formation and accumulation; biomarkers in Earth history; genetics and phylogeny of biomarker compounds; overview of analytical techniques including both structural and isotopic aspects; oceanographic and paleoenvironmental applications of organic biomarkers; contaminants and residue analysis. Prerequisites: EEPS 202 and Chem 106 or Chem 112.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 446 Stable Isotope Geochemistry

Applications of equilibrium and kinetic isotope fractionation and material balance principles to the distribution of oxygen and hydrogen isotopes in natural systems. Geothermometry and paleotemperatures, mass spectrometry, isotope hydrology and ice cores, fluid-rock interaction, igneous rocks and meteorites. Prerequisites: EEPS 441 and MATH 233.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 452 Introduction to Seismology

Introduction to earthquake and exploration seismology. Seismic wave propagation, data analysis and processing, earthquake mechanisms, seismic constraints on the structure of the Earth, relationship of seismicity to plate tectonics. Prerequisites: EEPS 353 and Math 217.

Credit 3 units. A&S IQ: NSM Art: NSM

---

### L19 EEPS 453 Interior of the Earth

Composition and temperature of Earth's mantle and core, determined by geophysical methods. Inferences about mantle and core dynamics, especially interactions. Current understanding and history of interior in fields of seismology, geomagnetism, mineral physics, geodynamics. Prerequisite: EEPS 353

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 454 Exploration and Environmental Geophysics

Basic geophysical techniques used in exploration and environmental geophysics, emphasizing seismic and electromagnetic methods. Basic theory, field procedures, and interpretation of data. Use of geophysical instruments on field trips, followed by reduction and analysis of acquired data. Two class hours and one two-hour laboratory a week, and approximately four one-day field trips during the semester. Prerequisites: EEPS 353 and Phys 191 and Math 132.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 459 Geodynamics

Fundamental physical processes necessary to understand plate tectonics and a variety of geological phenomena. Heat flow, gravity, elasticity and flexure, rheology of Earth materials. Prerequisites: EEPS 353 and Math 217.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 460 Introduction to Structural Geology

The landforms that surround us are being modified constantly by tectonic forces. Structural geology provides a framework for investigating, describing, and quantifying these changes. This course provides an introduction to the structures that form at all scales, from millimeter-sized fractures to plate-boundary-scale rifts. Topics include descriptive analysis of microscopic and macroscopic structures, field methods, the physical basis for rock deformation, and global tectonics. Three hours of lecture and one two-hour laboratory a week. Prerequisites: EEPS 340 and EEPS 353.

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 467 Planetary Mission Design

This course will introduce EEPS, physics, and engineering students to the combined scientific and engineering aspects required for the development of a robotic spacecraft exploration mission to a body in the Solar System. Through Instructor delivered lectures, individual presentations, and a group presentation and a report, students will design a robotic spacecraft exploration mission that satisfies specific target, cost and schedule constraints. Prerequisites: Phys 191.

Credit 3 units. A&S IQ: NSM

---

### L19 EEPS 468 Geospatial Field Methods

This course is an introduction to field geospatial surveying using high-precision GNSS systems and UVA's (drones) outfitted with a variety of sensors such as cameras, multispectral sensors, and lidar. Coursework will cover basic principles as well as provide hands on experience. Most of the course is project based, and students will complete a series of exercises designed to familiarize them with the effective use of field equipment. Students will design data collection strategies, collect data,

and become familiar with data processing pipelines and visualization techniques. After completing the course, students will be prepared to safely and effectively conduct independent GNSS and drone surveys, and use the data for studies in Earth, environmental, and planetary science, archaeology, environmental science, ecology, landscape architecture, urban design, agriculture and a variety of other field-based disciplines. Prerequisites: Previous 300+ level coursework in Earth sciences, archaeology, ecology, or other coursework for which these methods are relevant.

Credit 3 units. A&S IQ: NSM Art: NSM

---

### L19 EEPS 473 Planetary Geology

Discussion of the evolution of the terrestrial planets and the outer-planet satellites as evidenced by the geologic records left on the surfaces of these bodies. Focus on major processes affecting planetary surfaces: impact cratering, volcanism, tectonism, and erosion and sedimentation by wind and water. Prerequisite: EEPS 353

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 474 Planetary Geochemistry

A survey of the geochemistry of the planets and their satellites using data from Earth-based, Earth-orbital, and spacecraft observations.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L19 EEPS 486 Paleoclimatology

The history of Earth's changing climates and environments on timescales from decades to millions of years. Key concepts in paleoclimatology include: external factors affecting the climate system (e.g., orbital cycles, volcanic eruptions, greenhouse gases); internal feedbacks, such as with monsoons and the El Nino- Southern Oscillation; abrupt versus gradual change; interactions with the biosphere (including hominins/humans); and comparison to present-day climate change. Current controversies in paleoclimate. Prerequisite EEPS 386

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L19 EEPS 490 Independent Study

Independent study for advanced undergraduates or for graduate students, to be supervised by a faculty member. Prerequisite: permission of instructor. Credit to be arranged. Prerequisite: permission of instructor.

Credit variable, maximum 12 units.

---

### L19 EEPS 492 Field Camp

Practical methods of data collection and interpretation in Earth, Environmental, and Planetary Sciences. Content may include field-based geologic mapping or laboratory-based studies emphasizing particular analytical tools. Prerequisite: permission of major advisor.

Credit variable, maximum 6 units. A&S IQ: NSM

---

### L19 EEPS 493 Internship

Internship experience in Earth, Environmental, and Planetary Sciences, providing learning opportunities with future careers and employers. Direct supervision by approved partner, with oversight by Earth and Planetary Sciences faculty. Prerequisite: permission of major advisor.

Credit variable, maximum 6 units.

---

### L19 EEPS 494 Study Abroad

Studies related to Earth, Environmental, and Planetary Sciences conducted with external institutions. Prerequisite: permission of Department Study Abroad Coordinator.

Credit variable, maximum 6 units.



### L19 EEPS 496 Field Geology

Hands-on application of geological field methods, providing an opportunity for students to synthesize classroom knowledge in a field setting. Students will develop the ability to recognize and analyze Earth processes, and deconstruct complex regional geology. Participation in an extended international field trip during spring break is required. Students must be prepared for an intensive, group-oriented experience. Prerequisite: must be an Earth, Environmental, and Planetary Sciences major and have permission of instructors. Enrollment is limited, and students will be selected through a written application. May be repeated for credit, with instructor permission. Credit 3 units.

### L19 EEPS 499 Honors Research

Independent work for undergraduate Honors, to be supervised by a faculty member. Prerequisites: Senior standing, eligibility for Honors, and permission of instructor. Credit 3 units.

## Earth Science Major Program Requirements

- **Total units required:** 53-60

The Department of Earth, Environmental, and Planetary Sciences (EEPS) offers majors in Earth Science, Environmental Science, and Planetary Science. The curriculum is broad, and the requirements are flexible enough to accommodate diverse needs and interests. Many courses present hands-on, problem-oriented experiences, including ample opportunity for fieldwork, laboratory work, and the use of state-of-the-art computational facilities and research instrumentation. All majors are required to complete certain core courses as well as electives and a capstone experience that must be presented at the Spring EEPS Undergraduate Research Symposium.

### Requirements for All Majors Required Core Courses

Students pursuing any Earth, Environmental, and Planetary Sciences major must complete the following courses:

Code	Title	Units
Chem 105	Principles of General Chemistry I	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Physics 191	Physics I	3
SDS 2200 or SDS 3200	Elementary Probability and Statistics Elementary to Intermediate Statistics and Data Analysis	3
<b>Total Units</b>		<b>18</b>

### Additional Electives

In addition to the disciplinary electives below, which are specific to each major, students must choose three L19 EEPS elective courses at the 300, 400, or 500 level, excluding the following courses: EEPS 390 Independent Study, EEPS 490 Independent Study, EEPS 493 Internship, and EEPS 499 Honors Research.

### Skills Course

Students must complete one of the following:

Code	Title	Units
EEPS 387	Geospatial Science	4
EEPS 400	Special Topics	3
EEPS 492	Field Camp	6
EEPS 496	Field Geology	3
EnSt 380	Applications in GIS	3
EnSt 364	Field Methods for Environmental Science	3

### Capstone Experience

Students completing any Earth, environmental, and planetary sciences major must also build a portfolio of their work from projects completed in courses such as EEPS 496 Field Geology, EnSt 405 Sustainability Exchange: Community and University Practicums, EnSt 539 Interdisciplinary Environmental Clinic, or EnSt 452 International Climate Negotiation Seminar; internship experiences; or research. All capstones must be presented at the Spring EEPS Undergraduate Research Symposium.

### Disciplinary Required Courses

Students must complete all of the requirements listed above for all majors as well as the following two courses:

Code	Title	Units
EEPS 340	Minerals, Rocks, Resources and the Environment	4
EEPS 353	Earth Forces	4

### Disciplinary Elective Courses

Students select five of the following courses:

Code	Title	Units
EEPS 317	Soil Science	3
EEPS 323	Biogeochemistry	3
EEPS 385	Earth History	3
EEPS 386	The Earth's Climate System	3
EEPS 401	Earth Systems Science	3
EEPS 407	Remote Sensing	3
EEPS 409	Surface Processes	3
EEPS 422	Sedimentary Geology	4
EEPS 428	Hydrology	3
EEPS 437	Igneous & Metamorphic Petrology	4
EEPS 441	Introduction to Geochemistry	3

EEPS 452	Introduction to Seismology	3
EEPS 453	Interior of the Earth	3
EEPS 454	Exploration and Environmental Geophysics	4
EEPS 459	Geodynamics	3
EEPS 460	Introduction to Structural Geology	4
EEPS 486	Paleoclimatology	3

## Additional Information

- A grade of C- (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. Courses with grades of D may fulfill the College's 120 total hours requirement, but they do not meet the departmental requirements. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- If a student has two majors, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both majors. All advanced (300- and 400-level) courses must be unique to each major; in other words, no advanced course may "double-count" for the course work needed to fulfill the minimal requirements for either major. Should both major programs require the same course, a departmentally-sanctioned elective must be chosen to replace the course in one of the programs.
- Credits to be transferred from another institution must have prior approval from the Director of Undergraduate Studies in the relevant Arts & Sciences department.
- Students may transfer up to nine credits (or three courses, whichever is greater) of advanced coursework (course numbers 300 or above) toward the completion of a major in the Department of Earth, Environmental, and Planetary Sciences. Students may transfer up to three credits (or one course, whichever is greater) of advanced coursework (course numbers 300 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or studying at another US institution. Credits earned through the completion of an approved field camp do not count toward this limit.
- Students may not place out of the chemistry, physics, or math requirements for the EEPS major. These courses must be taken at Washington University or at another accredited institution.
- In the Department of Earth, Environmental, and Planetary Sciences, both Latin Honors and Departmental Distinctions require the completion of a senior thesis.
  - In the spring of their junior year, the student should select a faculty member to guide the generation of this thesis. The student should then enroll in EEPS 499 Honors Research Honors Research (GPA > 3.65) or EEPS 490 Independent Study Independent Study (GPA < 3.65) with that faculty member for the fall of their senior year. At that time, the student and faculty

advisor should meet and choose the two additional readers for the student's thesis (the thesis committee) and establish a set of goals for the fall semester's work. At this time, the student should fill out the Senior Honors Topic Form.

- The student may also (but is not required to) enroll in EEPS 499 Honors Research or EEPS 490 Independent Study in the spring semester of their senior year. The faculty adviser will determine, with the student, a date by which a complete draft is to be given to the faculty readers for review, such that the readers have ample time to review the work prior to issuing their evaluations. These drafts will be due no later than the Tuesday following Spring Break. A final copy containing revisions required by the committee is due by the first day of finals period.
- An oral presentation of the senior honors research is expected to be presented to the department, usually late in the senior's last semester. The thesis document must be prepared following the department's formatting guidelines, which are available from the Director of Undergraduate Studies. All theses must be submitted in PDF format to Erin Marshall prior to graduation for online archiving.

## Undergraduate Department Awards

- **The Ernest L. Ohle, Jr., Prize** is presented to the senior judged to have the greatest promise for a successful career in Earth, environmental, or planetary sciences and who has demonstrated superior academic achievement. The prize is funded by an endowed donation from Dr. Ernest L. Ohle, Jr., an alumnus who had a distinguished career as a mining geologist.
- **The Courtney Werner Memorial Prize** is awarded to a senior student who has majored in Earth, environmental, and planetary sciences and who has demonstrated outstanding academic achievement. Courtney Werner was an associate professor in the Department of Geology and Geological Engineering at Washington University. He joined the Department in 1923, having worked as a geologist for Gulf Oil Company. The prize is funded by endowed donations from his friends and former students.
- **The Harold Levin Award** is for undergraduate students who have done outstanding jobs as assistants to the instructor. Professor Levin was a paleontologist who specialized in study of microscopic fossils as indicators of environmental conditions during deposition of sedimentary rocks. He was an outstanding teacher at all levels, ensuring that students remained engaged in his courses through dynamic lectures and discussions.
- **The Margaret E. Bewig Memorial Field Camp Award** is presented to an EEPS major selected by the faculty from those attending summer field camp, based on a combination of academic merit and financial need. The award may be used to defray part of the cost of summer field camp. Margaret Bewig was the department secretary and later the administrative assistant from 1963 to 1986. She died on May 26, 1991. The award is funded by endowed donations from her friends, faculty, and former students.

Website: <https://eeps.wustl.edu/>

# Environmental Science Major

## Program Requirements

- **Total units required:** 52-56

The Department of Earth, Environmental, and Planetary Sciences (EEPS) offers majors in Earth Science, Environmental Science, and Planetary Science. The curriculum is broad, and the requirements are flexible enough to accommodate diverse needs and interests. Many courses present hands-on, problem-oriented experiences, including ample opportunity for fieldwork, laboratory work, and the use of state-of-the-art computational facilities and research instrumentation. All majors are required to complete certain core courses as well as electives and a capstone experience that must be presented at the Spring EEPS Undergraduate Research Symposium.

## Requirements for All Majors

### Required Core Courses

Students pursuing any Earth, Environmental, and Planetary Sciences major must complete the following courses:

Code	Title	Units
Chem 105	Principles of General Chemistry I	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Physics 191	Physics I	3
SDS 2200 or SDS 3200	Elementary Probability and Statistics Elementary to Intermediate Statistics and Data Analysis	3
<b>Total Units</b>		<b>18</b>

### Additional Electives

In addition to the disciplinary electives below, which are specific to each major, students must choose three L19 EEPS elective courses at the 300, 400, or 500 level, excluding the following courses: EEPS 390 Independent Study, EEPS 490 Independent Study, EEPS 493 Internship, and EEPS 499 Honors Research.

### Skills Course

Students must complete one of the following:

Code	Title	Units
EEPS 387	Geospatial Science	4
EEPS 400	Special Topics	3
EEPS 492	Field Camp	6
EEPS 496	Field Geology	3
EnSt 380	Applications in GIS	3
EnSt 364	Field Methods for Environmental Science	3

### Capstone Experience

Students completing any Earth, environmental, and planetary sciences major must also build a portfolio of their work from projects completed in courses such as EEPS 496 Field Geology, EnSt 405 Sustainability Exchange: Community and University Practicums, EnSt 539 Interdisciplinary Environmental Clinic, or EnSt 452 International Climate Negotiation Seminar; internship experiences; or research. All capstones must be presented at the Spring EEPS Undergraduate Research Symposium.

### Disciplinary Required Courses

Students must complete all of the requirements listed above for all majors as well as the following two courses:

Code	Title	Units
EEPS 340	Minerals, Rocks, Resources and the Environment	4
or EEPS 353	Earth Forces	
EEPS 342	Environmental Systems	3

### Disciplinary Elective Courses

Students select five of the following courses:

Code	Title	Units
Biol 381	Introduction to Ecology	3
Econ 451	Environmental Policy	3
or Pol Sci 2010	Introduction to Environmental Policy	
EECE 101	Introduction to Energy, Environmental and Chemical Engineering	3
EEPS 308	Topics in Environmental Sustainability	3
EEPS 317	Soil Science	3
EEPS 323	Biogeochemistry	3
EEPS 386	The Earth's Climate System	3
EEPS 407	Remote Sensing	3
EEPS 409	Surface Processes	3
EEPS 428	Hydrology	3
EEPS 442	Aqueous Geochemistry	3
EEPS 454	Exploration and Environmental Geophysics	4
EEPS 486	Paleoclimatology	3

## Additional Information

- A grade of C- (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. Courses with grades of D may fulfill the College's 120 total hours requirement, but they do not meet the departmental requirements. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- If a student has two majors, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both majors. All advanced (300- and 400-level) courses must be unique to each major; in other words, no advanced course may "double-count" for the course work needed to fulfill the minimal requirements for either major. Should both major programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.
- Credits to be transferred from another institution must have prior approval from the Director of Undergraduate Studies in the relevant Arts & Sciences department.
- Students may transfer up to nine credits (or three courses, whichever is greater) of advanced coursework (course numbers 300 or above) toward the completion of a major in the Department of Earth, Environmental, and Planetary Sciences. Students may transfer up to three credits (or one course, whichever is greater) of advanced coursework (course numbers 300 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or studying at another US institution. Credits earned through the completion of an approved field camp do not count toward this limit.
- Students may not place out of the chemistry, physics, or math requirements for the EEPS major. These courses must be taken at Washington University or at another accredited institution.
- In the Department of Earth, Environmental, and Planetary Sciences, both Latin Honors and Departmental Distinctions require the completion of a senior thesis:
  - In the spring of their junior year, the student should select a faculty member to guide the generation of this thesis. The student should then enroll in EEPS 499 Honors Research (GPA > 3.65) or EEPS 490 Independent Study (GPA < 3.65) with that faculty member for the fall of their senior year. At that time, the student and faculty advisor should meet and choose the two additional readers for the student's thesis (the thesis committee) and establish a set of goals for the fall semester's work. The student should fill out the Senior Honors Topic Form.
- The student may also (but is not required to) enroll in EEPS 499 Honors Research/EEPS 490 Independent Study in the spring semester of their senior year. The faculty adviser will determine, with the student, a date by which a complete draft is to be given to the faculty readers for review, such that the readers have ample time to review the work prior to

issuing their evaluations. These drafts will be due no later than the Tuesday following Spring Break. A final copy containing revisions required by the committee is due by the first day of the finals period.

- An oral presentation of the senior honors research is expected to be presented to the department, usually late in the senior's last semester. The thesis document must be prepared following the department's formatting guidelines, which are available from the Director of Undergraduate Studies. All theses must be submitted in PDF to Kelley Oldham prior to graduation for online archiving.

## Undergraduate Department Awards

- **The Ernest L. Ohle, Jr., Prize** is presented to the senior judged to have the greatest promise for a successful career in Earth, environmental, or planetary sciences and who has demonstrated superior academic achievement. The prize is funded by an endowed donation from Dr. Ernest L. Ohle, Jr., an alumnus who had a distinguished career as a mining geologist.
- **The Courtney Werner Memorial Prize** is awarded to a senior student who has majored in Earth, environmental, and planetary sciences and who has demonstrated outstanding academic achievement. Courtney Werner was an associate professor in the Department of Geology and Geological Engineering at Washington University. He joined the department in 1923, having worked as a geologist for Gulf Oil Company. The prize is funded by endowed donations from his friends and former students.
- **The Harold Levin Award** is for undergraduate students who have done outstanding jobs as assistants to the instructor. Professor Levin was a paleontologist who specialized in study of microscopic fossils as indicators of environmental conditions during deposition of sedimentary rocks. He was an outstanding teacher at all levels, ensuring through dynamic lectures and discussions that students remained engaged in his courses.
- **The Margaret E. Bewig Memorial Field Camp Award** is presented to an EEPS major selected by the faculty from those attending summer field camp based on a combination of academic merit and financial need. The award may be used to defray part of the cost of summer field camp. Margaret Bewig was the department secretary and later the administrative assistant from 1963 to 1986. She died on May 26, 1991. The award is funded by endowed donations from her friends, faculty, and former students.

Website: <https://eeps.wustl.edu/>

## Planetary Science Major Program Requirements

- **Total units required:** 52-57

The Department of Earth, Environmental, and Planetary Sciences (EEPS) offers majors in Earth Science, Environmental Science, and Planetary Science. The curriculum is broad, and the requirements are flexible enough to accommodate diverse needs and interests. Many

courses present hands-on, problem-oriented experiences, including ample opportunity for fieldwork, laboratory work, and the use of state-of-the-art computational facilities and research instrumentation. All majors are required to complete certain core courses as well as electives and a capstone experience that must be presented at the Spring EEPS Undergraduate Research Symposium.

## Requirements for All Majors

### Required Core Courses

Students pursuing any Earth, Environmental, and Planetary Sciences major must complete the following courses:

Code	Title	Units
Chem 105	Principles of General Chemistry I	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Physics 191	Physics I	3
SDS 2200 or SDS 3200	Elementary Probability and Statistics Elementary to Intermediate Statistics and Data Analysis	3
<b>Total Units</b>		<b>18</b>

### Additional Electives

In addition to the disciplinary electives below, which are specific to each major, students must choose three L19 EEPS elective courses at the 300, 400, or 500 level, excluding the following courses: EEPS 390 Independent Study, EEPS 490 Independent Study, EEPS 493 Internship, and EEPS 499 Honors Research.

### Skills Course

Students must complete one of the following:

Code	Title	Units
EEPS 387	Geospatial Science	4
EEPS 400	Special Topics	3
EEPS 492	Field Camp	6
EEPS 496	Field Geology	3
EnSt 380	Applications in GIS	3
EnSt 364	Field Methods for Environmental Science	3

### Capstone Experience

Students completing any Earth, environmental, and planetary sciences major must also build a portfolio of their work from projects completed in courses such as EEPS 496 Field Geology, EnSt 405 Sustainability Exchange: Community and University Practicum, EnSt 539 Interdisciplinary Environmental Clinic, or EnSt 452 International Climate Negotiation Seminar; internship experiences; or research. All capstones must be presented at the Spring EEPS Undergraduate Research Symposium.

Students must complete all of the requirements listed above for all majors as well as the following:

### Disciplinary Required Courses

Students must complete all of the requirements listed above for all majors as well as the following two courses:

Code	Title	Units
EEPS 373	Fundamentals of Planetary Science	3
EEPS 340 or EEPS 353	Minerals, Rocks, Resources and the Environment Earth Forces	4

### Disciplinary Electives

Students select five of the following courses:

Code	Title	Units
EEPS 401	Earth Systems Science	3
EEPS 407	Remote Sensing	3
EEPS 437	Igneous & Metamorphic Petrology	4
EEPS 441	Introduction to Geochemistry	3
EEPS 459	Geodynamics	3
EEPS 460	Introduction to Structural Geology	4
EEPS 467	Planetary Mission Design	3
EEPS 473	Planetary Geology	3
EEPS 474	Planetary Geochemistry	3
EEPS 567	Planetary Materials	3
EEPS 568	Scientific Exploration of the Moon	3
EEPS 570	Planetary Geophysics & Dynamics	3
EEPS 576	Advanced Planetary Geology: Ice Worlds	3

### Additional Information

- A grade of C- (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. Courses with grades of D may fulfill the College's 120 total hours requirement, but they do not meet the departmental requirements. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- If a student has two majors, only introductory (100- and 200-level) courses may be counted, when relevant, toward the requirements of both majors. All advanced (300- and 400-level) courses must be unique to each major; in other words, no advanced course may "double-count" for the course work needed to fulfill the minimal requirements for either major. Should both major programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.
- Credits to be transferred from another institution must have prior approval from the Director of Undergraduate Studies in the relevant Arts & Sciences department.

- Students may transfer up to 9 credits (or three courses, whichever is greater) of advanced course work (course numbers 300 or above) toward the completion of a major in the Department of Earth, Environmental, and Planetary Sciences. Students may transfer up to 3 credits (or one course, whichever is greater) of advanced course work (course numbers 300 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or studying at another U.S. institution. Credits earned through the completion of an approved field camp do not count toward this limit.
- Students may not place out of the chemistry, physics, or math requirements for the EEPS major. These courses must be taken at Washington University or at another accredited institution.
- In the Department of Earth, Environmental, and Planetary Sciences, both Latin Honors and Departmental Distinctions require the completion of a senior thesis:
  - In the spring of their junior year, the student should select a faculty member to guide the generation of this thesis. The student should then enroll in EEPS 499 Honors Research (GPA >3.65) or EEPS 490 Independent Study (GPA <3.65) with that faculty member for the fall of their senior year. At that time, the student and faculty advisor should meet and choose the two additional readers for the student's thesis (the thesis committee) and establish a set of goals for the fall semester's work. At this time, the student should fill out the Senior Honors Topic Form.
  - The student may also (but is not required to) enroll in EEPS 499 or EEPS 490 in the spring semester of their senior year. The faculty advisor will determine, with the student, a date by which a complete draft is to be given to the faculty readers for review such that the readers have ample time to review the work prior to issuing their evaluations. These drafts will be due no later than the Tuesday after Spring Break. A final copy containing revisions required by the committee is due by the first day of finals period.
  - An oral presentation of the senior honors research is expected to be presented to the department, usually late in the senior's last semester. The thesis document must be prepared following the department's formatting guidelines, which are available from the Director of Undergraduate Studies. All theses must be submitted in PDF to Erin Marshall prior to graduation for online archiving.

## Undergraduate Department Awards

- **The Ernest L. Ohle, Jr., Prize** is presented to the senior judged to have the greatest promise for a successful career in Earth, environmental, or planetary sciences and who has demonstrated superior academic achievement. The prize is funded by an endowed donation from Dr. Ernest L. Ohle, Jr., an alumnus who had a distinguished career as a mining geologist.
- **The Courtney Werner Memorial Prize** is awarded to a senior student who has majored in Earth, environmental, and planetary sciences and who has demonstrated outstanding academic achievement. Courtney Werner was an associate professor in the

Department of Geology and Geological Engineering at Washington University. He joined the Department in 1923, having worked as a geologist for Gulf Oil Company. The prize is funded by endowed donations from his friends and former students.

- **The Harold Levin Award** is for undergraduate students who have done outstanding jobs as assistants to the instructor. Professor Levin was a paleontologist who specialized in study of microscopic fossils as indicators of environmental conditions during deposition of sedimentary rocks. He was an outstanding teacher at all levels, ensuring through dynamic lectures and discussions that students remained engaged in his courses.
- **The Margaret E. Bewig Memorial Field Camp Award** is presented to an EEPS major selected by the faculty from those attending summer field camp, based on a combination of academic merit and financial need. The award may be used to defray part of the cost of summer field camp. Margaret Bewig was the department secretary and later the administrative assistant from 1963 to 1986. She died on May 26, 1991. The award is funded by endowed donations from her friends, faculty, and former students.

Website: <https://eeps.wustl.edu/>

## Earth Science Minor Program Requirements

- **Total units required:** 17-19 credits

### Requirements for All Minors

Students pursuing any Earth, Environmental, and Planetary Sciences minor must complete the following course:

Code	Title	Units
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3

Students must complete all of the requirements listed above for all minors as well as the following:

### Required Courses

Students must complete the following two courses:

Code	Title	Units
EEPS 340	Minerals, Rocks, Resources and the Environment	4
EEPS 353	Earth Forces	4

### Disciplinary Electives

Students select two of the following courses:

Code	Title	Units
EEPS 317	Soil Science	3
EEPS 323	Biogeochemistry	3
EEPS 385	Earth History	3
EEPS 386	The Earth's Climate System	3
EEPS 401	Earth Systems Science	3
EEPS 407	Remote Sensing	3
EEPS 409	Surface Processes	3
EEPS 422	Sedimentary Geology	4
EEPS 428	Hydrology	3
EEPS 437	Igneous & Metamorphic Petrology	4
EEPS 441	Introduction to Geochemistry	3
EEPS 452	Introduction to Seismology	3
EEPS 453	Interior of the Earth	3
EEPS 459	Geodynamics	3
EEPS 460	Introduction to Structural Geology	4
EEPS 486	Paleoclimatology	3

## Additional Information

- A grade of C- (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. Courses with grades of D may fulfill the College's 120 total hours requirement, but they do not meet the departmental requirements. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- Credits to be transferred from another institution must have prior approval from the director of undergraduate studies in the relevant Arts & Sciences department.
- Students may transfer up to three credits (or one course, whichever is greater) of advanced coursework (course numbers 300 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or studying at another US institution. Credits earned through the completion of an approved field camp do not count toward this limit.

Website: <https://eeps.wustl.edu/>

# Environmental Science Minor

## Program Requirements

- **Total units required:** 16-17

## Requirements for All Minors

Students pursuing any Earth, Environmental, and Planetary Sciences minor must complete the following course:

Code	Title	Units
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3

## Disciplinary Required Courses

Students must complete all of the requirements listed above for all minors as well as the following two courses:

Code	Title	Units
EEPS 340	Minerals, Rocks, Resources and the Environment	4
or EEPS 353	Earth Forces	
EEPS 342	Environmental Systems	3

## Disciplinary Elective Courses

Students select two of the following courses:

Code	Title	Units
Biol 381	Introduction to Ecology	3
Econ 451	Environmental Policy	3
or Pol Sci 2010	Introduction to Environmental Policy	
EECE 101	Introduction to Energy, Environmental and Chemical Engineering	3
EEPS 308	Topics in Environmental Sustainability	3
EEPS 317	Soil Science	3
EEPS 323	Biogeochemistry	3
EEPS 386	The Earth's Climate System	3
EEPS 407	Remote Sensing	3
EEPS 409	Surface Processes	3
EEPS 428	Hydrology	3
EEPS 442	Aqueous Geochemistry	3
EEPS 454	Exploration and Environmental Geophysics	4
EEPS 486	Paleoclimatology	3

## Additional Information

- A grade of C- (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. Courses with grades of D may fulfill the College's 120 total hours requirement, but they do not meet the departmental requirements. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- Credits to be transferred from another institution must have prior approval from the Director of Undergraduate Studies in the relevant Arts & Sciences department.

- Students may transfer up to three credits (or one course, whichever is greater) of advanced coursework (course numbers 300 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or studying at another US institution. Credits earned through the completion of an approved field camp do not count toward this limit.

Website: <https://eeps.wustl.edu/>

## Geospatial Science Minor Program Requirements

- **Total units required:** 19

### Requirements for All Minors

Students pursuing any Earth, Environmental, and Planetary Sciences minor must complete the following course:

Code	Title	Units
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3

Students must complete all of the requirements listed above for all minors as well as the following:

### Required Courses

Students must complete the following two courses:

Code	Title	Units
EEPS 387	Geospatial Science	4
EnSt 380	Applications in GIS	3

### Disciplinary Electives

Students select three of the following courses:

Code	Title	Units
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3
CSE 217A	Introduction to Data Science	3
CSE 314A	Data Manipulation and Management	3
CSE 417T	Introduction to Machine Learning	3
EEPS 407	Remote Sensing	3
EEPS 468	Geospatial Field Methods	3
EnSt 481	Advanced GIS	3
EnSt 482	Applications in Geospatial Intelligence	3
EnSt 483	Introduction to Spatial Epidemiology	3
ESE 417	Introduction to Machine Learning and Pattern Classification	3

- \* Previous or concurrent enrollment in CSE 131 Introduction to Computer Science is recommended.

## Additional Information

- A grade of C- (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. Courses with grades of D may fulfill the College's 120 total hours requirement, but they do not meet the departmental requirements. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- Credits to be transferred from another institution must have prior approval from the Director of Undergraduate Studies in the relevant Arts & Sciences department.
- Students may transfer up to three credits (or one course, whichever is greater) of advanced coursework (course numbers 300 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or studying at another US institution. Credits earned through the completion of an approved field camp do not count toward this limit.

Website: <https://eeps.wustl.edu/>

## Planetary Science Minor Program Requirements

- **Total units required:** 16-18

### Requirements for All Minors

Students pursuing any Earth, Environmental, and Planetary Sciences minor must complete the following course:

Code	Title	Units
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3

Students must complete all of the requirements listed above for all minors as well as the following:

### Required Courses

Students must complete the following two courses:

Code	Title	Units
EEPS 373	Fundamentals of Planetary Science	3
EEPS 340	Minerals, Rocks, Resources and the Environment	4
or EEPS 353	Earth Forces	



## Disciplinary Electives

Students select two of the following courses:

Code	Title	Units
EEPS 401	Earth Systems Science	3
EEPS 407	Remote Sensing	3
EEPS 437	Igneous & Metamorphic Petrology	4
EEPS 441	Introduction to Geochemistry	3
EEPS 459	Geodynamics	3
EEPS 460	Introduction to Structural Geology	4
EEPS 467	Planetary Mission Design	3
EEPS 473	Planetary Geology	3
EEPS 474	Planetary Geochemistry	3
EEPS 567	Planetary Materials	3
EEPS 568	Scientific Exploration of the Moon	3
EEPS 570	Planetary Geophysics & Dynamics	3
EEPS 576	Advanced Planetary Geology: Ice Worlds	3

## Additional Information

- A grade of C- (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. Courses with grades of D may fulfill the College's 120 total hours requirement, but they do not meet the departmental requirements. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- Credits to be transferred from another institution must have prior approval from the Director of Undergraduate Studies in the relevant Arts & Sciences department.
- Students may transfer up to 3 credits (or one course, whichever is greater) of advanced course work (course numbers of 300 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or at another U.S. institution. Credits earned through the completion of an approved field camp do not count toward this limit.
- Students may not place out of the chemistry, physics, or math requirements for the Earth, Environmental, and Planetary Sciences major. These courses must be taken at Washington University or at another accredited institution.

Website: <https://eeps.wustl.edu/>

## East Asian Languages and Cultures

The Department of East Asian Languages and Cultures (EALC) offers majors and a minor that allow for cross-cultural and interdisciplinary approaches to the study of East Asia. Students can choose either to focus on one of our three linguistic and cultural traditions —

Chinese, Japanese, and Korean — or to explore different traditions and societies by taking courses about multiple regions. EALC offers a wide-ranging and diverse curriculum by means of which students may acquire knowledge and understanding of the literary, historical, and cultural expressions of East Asia from ancient times up to the present. Our language programs also foster the ability to negotiate meaning in a culturally and contextually appropriate manner through the development of high levels of proficiency in speaking, listening, reading, and writing. The emphasis in the EALC programs (with specializations in Chinese, Japanese, or Korean) is on achieving high competency in the relevant language and learning how to read texts from the target culture — literary, philosophical, cultural, historical, or even visual — with an informed appreciation of the contexts in which they were produced. The goal of all of these studies — language, textual, and interdisciplinary — is to acquire the cultural sensitivities needed to become sophisticated scholars and educated global citizens as well as to provide a deeper appreciation of our common cultural experience and the intrinsic value of humanistic study.

**Language Placement:** Placement tests are required for all students entering EALC language programs, with the exception of those students who have had no previous exposure to the language and wish to enroll in the first semester of the first year of instruction. Students who test into second-year Chinese/Japanese/Korean and satisfactorily complete (with a grade of B- or better) at least one semester of language study may be eligible for 3 units of back credit; students who test into the third-year level or above and satisfactorily complete (with a grade of B- or better) at least one semester of language study may be eligible for 6 units of back credit. Back credit is limited to 3 units for those testing into the second-year level and 6 units for those testing into the third-year level or above. Refer to the Back Credit Policy webpage for details. Please note that students with native language proficiency, as determined by the language section, and students who enroll in courses below their placement level are ineligible for back credit units. Students who misrepresent their language proficiency to gain entrance into a course at the elementary or intermediate level will be dropped from that course.

Phone: 314-935-4448  
Email: [ealc@wustl.edu](mailto:ealc@wustl.edu)  
Website: <http://ealc.wustl.edu/>

## Faculty

### Chair

**Lingchei Letty Chen**

Professor of Modern Chinese Language and Literature  
PhD, Columbia University

### Director of Graduate Studies

**Ji-Eun Lee**

Associate Professor of Korean Language and Literature  
PhD, Harvard University

## Director of Undergraduate Studies

### Mijeong Mimi Kim

Teaching Professor of Korean Language  
EdD, University of San Francisco

## Department Faculty

### Jianqing Chen

Assistant Professor of East Asian Languages and Cultures and of Film  
and Media Studies  
PhD, University of California, Berkeley

### Jiayi Chen

Assistant Professor of East Asian Languages and Cultures  
PhD, University of Chicago

### Wenhui Chen

Senior Lecturer in Chinese Language  
MA, National Taiwan Normal University

### Hea-Young Chun

Lecturer in Korean Language  
MA, Seoul National University

### Rebecca Copeland

Professor of Japanese Language and Literature  
PhD, Columbia University

### Beata Grant

Professor Emeritas  
PhD, Stanford University

### Robert Hegel

Professor Emeritus  
PhD, Columbia University

### Hyeok Hweon Kang

Assistant Professor of East Asian Languages and Cultures  
PhD, Harvard University

### Taewoong Kim

Lecturer in Korean Language  
PhD, The University of Oklahoma

### Jiyeon Lee

Lecturer in Korean Language  
MA, University of Oregon, Eugene

### Xia Liang

Teaching Professor of Chinese Language  
MA, Beijing Normal University

### Jue Lu

Lecturer in Chinese Language  
PhD, Washington University in St. Louis

### Zhao Ma

Associate Professor of Modern Chinese History and Culture  
PhD, Johns Hopkins University

### Marvin H. Marcus

Professor Emeritus  
PhD, University of Michigan

### Virginia S. Marcus

Professor of Practice Emerita of Japanese Language  
MA, University of Michigan, New York University

### Ayami Morita

Lecturer in Japanese Language  
MA, University of Wisconsin-Madison

### Jamie Newhard

Associate Professor of Japanese Language and Literature  
PhD, Columbia University

### Ke Nie

Senior Lecturer in Chinese Language  
MA, Capital Normal University

### Alessandro Poletto

Lecturer in East Asian Religions  
PhD, Columbia University

### Kaho Sakaue

Lecturer in Japanese Language  
MA, Purdue University

### Ayuka Suemasa

Lecturer in Japanese Language  
MA, University of Utah

### Jingyi Wang

Senior Lecturer in East Asian Languages and Cultures  
MA, Capital Normal University

### Wei Wang

Teaching Professor of Chinese Language  
PhD, Washington University in St. Louis

### Mano Yasuda

Lecturer in Japanese Language  
PhD, The University of Oklahoma

## Majors

- East Asian Languages and Cultures Major (p. 507)
- East Asian Languages and Cultures Major, Chinese Specialization (p. 509)
- East Asian Languages and Cultures Major, Japanese Specialization (p. 510)
- East Asian Languages and Cultures Major, Korean Specialization (p. 511)

## Minors

- East Asian Languages and Cultures Minor (p. 512)

## Courses

Courses include the following:

- East Asian Languages and Cultures (p. 482)
- Chinese (p. 489)
- Japanese (p. 498)
- Korean (p. 503)

---

## East Asian Languages and Cultures

Visit online course listings to view semester offerings for L81 EALC.

---

### L81 EALC 1070 Ampersand: Encountering Chinese Culture: A Performative Perspective on Chinese Culture and Identity

This course examines the diversified and rich history of Chinese visual and performance cultures from the Chinese mainland, Taiwan, Hong Kong, and throughout the Chinese diaspora. A collaboration between the East Asian Languages and Cultures and Performing Arts departments, this course explores Chinese cultural narratives in relation to how they have been performed -- on stage in traditional forms of dance-drama, on screen in film, and as lived in the practice of everyday life -- from the late Imperial period to the present. It includes a practice component that introduces the students to movement disciplines such as Tai' Chi and opera, and it allows students to pursue creative assignments such as interview, stage plays, and filmmaking that demonstrate their developing knowledge of historical and contemporary Chinese culture. Building bridges of understanding between the United States and the Republic of China in Taiwan, the course will culminate in a spring break trip to Taiwan. This course is only for first-year, non-transfer students in the Ampersand: Encountering China program.

Same as L61 FYP 107

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD, SC BU: HUM, IS EN: H

---

### L81 EALC 1080 Ampersand: Encountering Chinese Culture: Performing Tradition, Engendering Transformations

This course examines the development of modern Chinese culture and its dynamic relationship with traditions and renovations. During the past century, China has gone through a series of political, cultural, economic, and technological transformations that constantly reshaped the form and content of Chinese culture. Tracing the drastic changes in Chinese language, performance and media forms from the late 19th century to contemporary time, this course guides the student through the pivotal moments in modern Chinese history and analyzes their impacts on literature, drama, dance, film and internet culture. What transformative promise did new media and art forms deliver? How do we make sense of the intricate connection between tradition and renovation? The purpose of this course is to foster an understanding of Chinese culture as a dynamic process of formation rather than a static, homogeneous entity. However, instead of seeing this formation as a linear progression with one form or style replacing the other, we will study how past traditions -- both ancient and recently constructed ones -- are reconfigured in new cultural representations and practices.

Same as L61 FYP 1080

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L81 EALC 1200 Ampersand: Knowing Through Objects: The World of an Antique Chinese Wedding Bed

Where do modern people spend almost a third of their life? Their beds! In addition to facilitating sleep and relaxation and its association with marriage and sexuality, the bed also is the centerpiece and likely the most expensive item of furniture item in the bedroom. Across cultures, from medieval Europe to imperial China, beds served as

tokens of status that marked families' success and material wealth in increasingly commercialized and stratified societies. In the modern era, beds have drawn scrutiny from sociologists, sexologists, and social critics interested in questions of gender, family, and sexuality. A historical bed might also capture other meanings: its pathways through production, circulation, and consumption might illuminate global trading networks in lumber, labor, and finished commodities. It might reveal (or allow people to imagine) the transmission of craft knowledge, family formation, wealth accumulation (or dissipation), and social mobility. With these possibilities in mind, students will investigate and restore an antique Chinese wedding bed. Work will combine digital tools with humanistic research methods to facilitate a cultural history that engage questions of intimacy, nuptials, curation and conservation, and global trade and cultural exchanges. Prerequisite: first-year, non-transfer students only.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L81 EALC 144 FYS: Collecting Art/Excluding People: The Contradictions of Chinese Art in U.S. Museums

Tomb raiders, curators, archaeologists, politicians, dealers, and collectors all contributed to the arrival of Chinese art in the United States since the late nineteenth century. But at the same time as Chinese objects arrived in great quantities, Chinese people were actively excluded from the U.S. In this course we consider the contradiction between U.S. enthusiasm for collecting Chinese art and negative U.S. responses to Chinese immigrants, from the 1882 Chinese Exclusion Act to contemporary anti-Asian racism. Through the lens of museums, private collections, and public exhibitions, we study what the movement of Chinese art into the United States says about changes in U.S.-China relations from the nineteenth century through today. No prerequisite: enrollment limited to first-year students.

Same as L01 Art-Arch 144

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: BA, HUM EN: H

---

### L81 EALC 150 First-Year Seminar: Exploring East Asian Classics

This first-year seminar introduces students to major works of the Chinese, Korean, and Japanese traditions. Although written centuries in the past, these texts still reverberate with meaning today and offer important means to understand the often chaotic and confusing events occurring daily around us. What is the self? What is the relationship between the individual and society? How do we live an ethical life? What is literature and for whom is it intended? In grappling with these questions, students will directly engage with the texts through close reading and in-class discussion. Students will, at the same time, also ask broader questions that concern how knowledge is produced, spread, and consumed: what is a canon? Who are the gatekeepers? What does it mean to approach East Asia through a set of "canonical" texts? Among the texts considered will be The Analects, Daodejing, Lotus Sutra, Tale of Genji, Tales of the Heike, Tales of Moonlight and Rain, Samguk yusa, and Memoirs of Lady Hyegyong. Prerequisite: first-year, non-transfer students only.

Same as L04 Chinese 150

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

### L81 EALC 223 Korean Civilization

This course introduces Korean civilization from earliest times to the present. While a broad survey, the course emphasizes cultural themes and social institutions, and explores the Korean past in East Asian and global perspectives. To help with building this comprehensive view, the class follows a chronological progression of history using a textbook. But throughout, students also learn from diverse media-including film, drama, music, games, and primary historical sources-to make their own sense of Korea and Korean culture. In terms of methodology, the class adopts various approaches, from source criticism and material

studies to critically engaging modern-day representations of Korea in print and new media. Some of the topics covered include: foundation myths, ancient literature, colonialism, civil war, authoritarianism, rapid industrialization, and democratization in Korea.

Same as L51 Korean 223C

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

---

### L81 EALC 226 Japanese Civilization

This course will present a comprehensive overview of Japan, its history, its institutions and cultural products, and its society and people. The first half of the course will comprise a survey of Japanese history, with an emphasis on its social and cultural aspects, from the earliest period to the present day. Having established the historical framework with its interweave of native and foreign elements, Kyoto-based imperial aristocracy, the samurai class and their crucial role, Zen-inspired meditative arts, and exquisitely diverse cultural products--the class will move on, in the second half, to an examination of recent and contemporary trends and issues. These will center on Japanese education, social and family structures, urban centers and the rural periphery, economic and socio-political trends, Japan's distinctive and vibrant popular culture, contemporary problems and challenges, and the nation's dramatically shifting position in East Asia and in the 21st-century global order.

Same as L05 Japan 226C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L81 EALC 227 Chinese Civilization

This course is an introduction to Chinese culture through selected topics that link various periods in China's past with the present. Ongoing concerns are social stratification, political organization, and the arts, gender relationships and the rationales for individual behavior, and the conceptions through which Chinese have identified their cultural heritage. Readings include literary, philosophical, and historical documents as well as cultural histories. There will be regular short writing assignments. No prerequisites.

Same as L04 Chinese 227C

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H

---

### L81 EALC 270 Sophomore Seminar: U.S.-China Relations: Perceptions and Realities

The United States and China are the two most important global powers today, and the bilateral relationship is one of the most comprehensive, complex, consequential, and competitive major-power relations in the world. The course aims to examine the attitudes, ideas, and values that have shaped the relationship, from the era of colonial expansion in the 1800s to the rise of China as a major political and economic power in the 21st century. Drawing upon visual images, literature, films, policy statements, and other materials, the course will analyze the patterns of perceptions that have informed and shaped the understanding of realities. This course, which uses an interdisciplinary approach, will include discussions and debates from both American and Chinese perspectives. Prerequisite: sophomore level only.

Same as L04 Chinese 270

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L81 EALC 2980 Undergraduate Internship in East Asian Languages and Cultures

Students receive credit for a faculty-directed and approved internship. Registration requires the completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time

spent in work activities (e.g., eight to ten hours a week for thirteen or fourteen weeks to receive 3 units of credit; 1 or 2 credits for fewer hours). Credit/no credit only. Prerequisite: permission of department or DUS.

Credit variable, maximum 3 units.

---

### L81 EALC 307 Literary Modernities in East Asia: Text & Traditions

This course will explore the complex forces at work in the emergence of modern East Asia through a selection of literary texts spanning fiction, poetry, and personal narrative. Our readings-- by Chinese, Japanese, Korean, and Taiwanese writers and poets-- will point to the distinctively different and dramatically-shifting circumstances of modern East Asian nations and peoples, as well as to their shared values and aspirations. Same as L93 IPH 307

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L81 EALC 3166 A History of Modern China

This course explores the 19th- and 20th-century history of China. Its purpose is to provide students with a historical foundation to understand the momentous changes the country underwent during its traumatic transition from an empire to a nation-state. We start the course at the height of the empire's power in the late 18th century, when the Qing dynasty (1637-1912) conquered vast swathes of lands and people in Inner Asia. We then move on to the Qing's troubled relationship with Western capitalism and imperialism in the 19th century, which challenged the economic, social, and ideological structures of the imperial regime, culminating in the emergence of "China" as a nation-state. By situating China's national history within a global context, the course outlines in detail the transformations that took place in the 20th century, from the rise of communism and fascism to the Second World War to Maoism and cultural revolution. We end the semester with yet another major change that took place in the 1980s, when a revolutionary Maoist ideology was replaced with a technocratic regime, the legacies of which are still with us today.

Same as L22 History 3166

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

### L81 EALC 3211 Contemporary Chinese Popular Culture

With the rise of the Chinese economy and global capitalism, popular culture has proliferated in mainland China in recent years. This course traces the development of Chinese popular and youth culture and society from the 1990s to the present. It also refers back to modern times and ancient Chinese Confucian philosophy for historical background information. The course covers various forms of Chinese popular culture, such as movies, music, television programs, Internet literature, religion, sports, and food. Students observe primary resources and read academic articles to engage in a multiperspective and multimedia view of present-day China in the age of globalization and East Asian regionalization.

Same as L04 Chinese 3211

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L81 EALC 3250 Topics in Early Modern Korea: Guns, Tobacco, and Sweet Potato: A History of Material Culture

This course is an introduction to both material culture studies and early modern Korea, through the use of compelling objects--from guns and ceramics, to drugs, foods, and artwork--as an entry point into Korean cultural history (with a focus on the period between 1592 and 1910). It starts with objects in times of crises, from the matchlock guns which wreaked havoc across the Korean peninsula, to the ondol heated floors which warmed Korean homes through the Little Ice Age. Then, it delves into a period of cultural efflorescence, when new material cultures emerged, by the hands of Buddhist papermakers, up-and-coming chungin ("middle people") painters, and aristocratic women. It ends with stories from the nineteenth century, when these "Korean" material cultures became closely entangled with their foreign counterparts--

especially Western European-and how they were put on display at the world's fairs and expositions around the globe-in Japan, Chicago, Hanoi, and Paris. The overarching questions that run throughout the course are: What is material culture? How does the "material turn" change the nature of humanistic inquiry and expand the horizons of Korean/cultural studies? How may attention to "things" transform our understanding of the past and present, ourselves, and of the material world that we inhabit today? Fulfills premodern elective for EALC major. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC EN: H

---

**L81 EALC 3270 Topics in East Asian Performance Cultures: Gender in East Asian Theatre and Performance**

This course explores the constructions of gender within traditional and modern East Asian performing arts, with particular attention to cultural values, identities, and sensibilities revealed through various theatrical expressions. Genres to be studied include Chinese opera xiqu, revolutionary ballet, and spoken drama huaju, Japanese kabuki and Takarazuka Theatre, and Japanese modern drama, Korean narrative song form p'ansori and opera changgeuk, Korean new theatre shin'guk and modern dance, contemporary East Asian queer performances, among others. Consideration of gender in performance will address 1) narrative of the form, 2) persona of the character, 3) identity of the performer, and 4) role of the audience. As part of this study, students will explore the cultural specificity embedded in various forms of East Asian theatre and performance through the lens of gender. A second interest lies in the applicability of Western models of gender, culture, and performance studies for the domain of the arts and for East Asia as a cultural region. The seminar approach will be interdisciplinary with extensive use of written, visual, and aural materials. Class combines lecture and discussion. Readings include critical, historical, literary, and descriptive writing about various genres of performing arts. All readings are in English translation. Prerequisites: None  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L81 EALC 330 Topics in Chinese Literature and Culture**

Topics course in Chinese literature and culture. Subject matter varies by semester; consult current semester listings for topic. Same as L04 Chinese 330  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H  
UColl: CD

---

**L81 EALC 332 Japanese Literature: Beginnings to 19th Century**

This survey of Japanese literature covers antiquity to the early 19th century. Emphasis is on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative, and theater. Fulfills premodern literature requirement for EALC degrees. No knowledge of Japanese language is required. Same as L05 Japan 332C  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L81 EALC 333 The Modern Voice in Japanese Literature**

This survey explores the emerging modern voice in Japanese literature, with emphasis on prose fiction. After a brief introduction to earlier centuries, the class focuses on the short stories and novels of the 20th century. Among the authors considered are Natsume Soseki, Nagai Kafu, Tanizaki Jun'ichiro, and Nobel laureates Kawabata Yasunari and Oe Kenzaburo. Discussions center on issues of modernity, gender, and literary self-representation. Fulfills modern literature requirement for EALC degrees. No knowledge of Japanese language required. Same as L05 Japan 333C  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L81 EALC 3340 Topics in East Asian Religions**

Topics course on East Asian religions. Subject matter varies by semester; consult current semester listings for topic. Fulfills premodern elective for EALC major.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L81 EALC 340 Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives**

Whether physical or imagined, travel evokes notions of center, periphery, boundary and identity that shape the world we live in. This seminar course uses travelogues as well as literary, visual and cinematic representations of travels relating to Korea to explore how travel, art and imagination together help constitute one's sense of place. The course approaches travel from three angles. First, it examines writings by Korean authors on domestic, interregional, and international travels from premodern to modern times. Such works offer a frame for tracing conceptualizations of self and other through topics including diaspora, refugee crisis, migrant workers, political exile, prisoners of war, and others. The course also looks at stories of travel to Korea by non-Korean authors in order to see how "Korea" was perceived in various times by people outside the country. Lastly, through imagined journeys typically labeled as "sci-fi" or "fantasy", it examines notions of "truthful" and "realistic," and considers the function of the fantastic and storytelling and their relation to the world we live in. For their final project, students will create a map of real or fictional travels based on material covered in class. Using Digital Humanities tools such as StoryMaps (ArcGIS), Carto, or MyMaps (Google), they will also produce itineraries and narratives to accompany the maps, and present these results online. Necessary technical assistance will be provided by the GIS team at Olin Library throughout the semester. All reading in English. Prior knowledge of Korean language or culture may be helpful but is not required.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L81 EALC 341 Early and Imperial Chinese Literature**

An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual, and historical contexts; most class time will be devoted to student discussions of their masterworks as an avenue for understanding Chinese culture during selected historical periods. Fulfills premodern literature requirement for EALC degrees. No prerequisites; all readings will be in English translation. Same as L04 Chinese 341  
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L81 EALC 342 Modern and Contemporary Chinese Literature**

This course provides an introduction to the major writers and works of Chinese literature from the turn of the 20th century to the present, including fiction, poetry and film. It looks at these works in their relevant literary, sociopolitical, and cultural contexts (including Western influences). Fulfills modern literature requirement for EALC degrees. All readings in English translation. Same as L04 Chinese 342  
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L81 EALC 346 Japanese Literature in Translation: Mystery Fiction**

In this course students explore the tantalizing, thrilling, and sometimes macabre genre of mystery fiction in Japan. Emerging in the late 19th century, largely in response to the disruptions of industrialization, the mystery genre offered writers a way to make sense of a chaotic,

unfamiliar world. The genre has also allowed a means of social critique and radical experimentation. The class considers the works of Edogawa Rampo, Matsumoto Seicho, Miyabe Miyuki, Kirino Natsuo, and others. All readings in English. No prior knowledge of Japanese required. Same as L05 Japan 346

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H  
UColl: CD

---

#### **L81 EALC 3482 The Floating World of Japanese Prints**

The relationship between Japanese printmaking and popular culture from 1600 to 1900. Woodblock and copperplate printmaking techniques, key masters, kabuki drama, pleasure quarters, fiction, travel, modernization will be explored. Prerequisite: L01 111, Intro to Asian Art, or background in printmaking or Japanese culture. Same as L01 Art-Arch 3482

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM EN: H

---

#### **L81 EALC 350 U.S.-China Relations from 1949 to the Present**

The United States and China are the two most important global powers today, and the relationship between them is one of the most comprehensive, complex, and consequential major-power relations in the world. The tangled relationship is at times turbulent, and its future remains uncertain. This course studies the bilateral relationship from the Chinese Civil War to the rise of China as a major political and economic power in the 21st century. It invites students to explore the following questions: What have China and the U.S. done to confront or accommodate each other in global politics? How has foreign policy in both countries balanced the often competing goals of state security, economic stability, domestic political order, and international influence? What are the impacts of a rising China on geopolitics in the Asia-Pacific region and on the U.S.'s global leadership in the 21st century? By drawing on scholarship in political and social history and area studies, this course helps students better understand both the historical context and current developments of U.S.-China relations. Fulfills modern elective for EALC major.

Same as L04 Chinese 350

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

#### **L81 EALC 3510 Pleasure, Amusement, and Play: Entertainment Culture in Premodern China**

How do people in premodern China talk and write about pleasure? What can be learned about Chinese culture and society through pleasure, amusement, and play? This course explores the entertainment culture in premodern China, mainly from the 16th to the 18th century—an important historical moment of technological, economical, and political transformations. Throughout the semester, students will follow the scholar-officials, urban nouveau riche, courtesans, and entertainers in their travel through city spaces into gardens and pleasure quarters. Students will witness how they seek and take pleasure through reading a wide range of primary texts, including short stories, novels, essays, scholars' notation books, entertainment manuals, and philosophical writings. Students may have the opportunity to join and/or have conversations with them through in-class activities like role-play games and a mid-term creative adaptation assignment. By exploring the entertainment culture in premodern China, this course pays attention to the distinctive aspects in Chinese cultures such as gender dynamics, construction of public and private spaces, the promotion of personal emotions, as well as memories and nostalgia. All readings are in English. Prerequisites: None.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L81 EALC 352 Literature of Modern and Contemporary Korea**

This undergraduate course surveys the major writers and works of 20th century Korean literature. During the 20th century Korea went through a radical process of modernization. From its colonization by Japan, to its suffering of a civil war within the cold war order, to its growth into a cultural and economic powerhouse, Korea's historical experience is at once unique and typical of that of a third-world nation. By immersing themselves in the most distinctive literary voices from Korea, students examine how the Korean experience of modernization was filtered through its cultural production. The course pays special attention to the writers' construction of the self and the nation. How do social categories such as ethnicity, class, gender, and race figure in the varying images of the self? And how do these images relate to the literary vision of the nation? Along the way, students observe the prominent ideas, themes, and genres of Korean literature. This class combines lecture with discussion, in which students are strongly encouraged to participate. All literary texts are in English translation and no previous knowledge of Korean is required. Fulfills modern literature requirement for EALC degrees.

Same as L51 Korean 352

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

#### **L81 EALC 3520 Topics in American Culture Studies**

Topics vary by semester; see semester listing for course description. Same as L98 AMCS 3520

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L81 EALC 355 Topics in Korean Literature and Culture**

Topics course in Korean literature and culture; subject varies by semester. Premodern course; fulfills premodern elective for EALC major. No background in Korean language, history, or culture is required. Same as L51 Korean 355

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H  
UColl: CD

---

#### **L81 EALC 3570 Topics in Modern and Contemporary Korean Culture: Intro to K-Pop: Korean Popular Music and Society**

This course examines how Korean popular music, or K-pop, has become a global cultural phenomenon and how it is related to the historical, social, cultural, and political shifts on the Korean peninsula from the beginning of the 20th century to the present. This class will consider a wide range of factors of K-pop, including fans, idols, music production and circulation, industry, media, and national involvement in the field, in order to provide students with an in-depth understanding of the dynamic cultural phenomenon of K-pop. Through various scholarly approaches, this class deepens students' understanding of K-pop and popular music more broadly. The class will utilize audio/video sources, incorporate discussions based on academic articles and chapters, and require student analysis that connects popular music to its context. In addition to scholarly investigation, students are encouraged to engage with K-pop through hands-on performances, writing reviews, creating public-facing resources, and/or interviewing fans for the final project. No background in Korean language, history, or culture is required. Fulfills modern elective for EALC major.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

---

#### **L81 EALC 365 Topics in Modern Japanese Literature**

Topics course in modern Japanese literature. Subject matter varies by semester; consult current semester listings for topic. Same as L05 Japan 365

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L81 EALC 3650 Topics in Modern Korean Literature: The Korean Wave: Reading Korea through Popular Culture and Media**

Korean popular culture has received attention from across the globe for more than 20 years through K-drama, K-cinema, K-pop, K-beauty, webtoon, video games, mukbang (a live-streamed eating show), and so on. This course examines the global popularity of Korean popular culture, known as the Korean Wave (Hallyu). In addition to providing a comprehensive understanding of contemporary Korean culture, society, and politics through popular cultural products, the course will teach a variety of critical tools to interpret them. For example, how would you interpret the inclusion of traditional Korean games for children in Squid Game and its relevance to contemporary Korean society? How would you interpret the scene with the bomb under the bridge in Psy's "Gangnam Style" music video in relation to Korean history? Why is mukbang popular among younger generation in Korea? Through readings, screenings, listening, and discussions, students will learn why and how popular culture is inevitably tied to history, culture, and society. The class will also look at the role of media in understanding how South Korea comes to create a vibrant pop culture scene and why global audiences from diverse racial and generational backgrounds relish Hallyu. Successful students will gain the skills to critically interpret Korea through popular culture and understand the impact of media on cultural globalization. No background in Korean language, history, or culture is required. Modern course; fulfills modern elective for EALC major.

Same as L51 Korean 365

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L81 EALC 3660 Chinese Theater Beyond Stage**

This course explores the aesthetics and politics of Chinese theater from the Yuan dynasty (1271-1368) to the present. By focusing on three pivotal themes—media, gender, and politics, students will familiarize themselves with the ways in which theater and performance inform and fashion self, society, and history in China and beyond. Through an in-depth examination of dramatic literature, audio-visual recordings, and films, the course asks: How do various medium forms, such as onstage performance, print, cinema, and animation, shape Chinese theater, and vice versa? In what ways do theatrical productions reflect and challenge gender norms through playwriting, role-playing, and cross-dressing? How does theater and performance negotiate diverse political agendas about China across time and space? The overarching objectives of this course are two-fold, 1) to develop a critical comprehension of major Chinese theatrical traditions and their modern and contemporary transformations, and 2) to discuss, write, and foster creative responses concerning the significance of Chinese theater, both domestically and within the changing global context. All readings will be provided in English. Fulfills premodern or modern elective for EALC major.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

---

**L81 EALC 370 When Tigers Smoke: Songs and Stories from Traditional Korea**

This course has two purposes: (1) to introduce major works and topics in Korean classical literature and the cultural world in which they were produced and (2) to explore modern reimaginings of these historical works and events and wider context through contemporary literature and film. The former involves a journey through various genres, including foundation myths, songs, biographies, essays, poetry, fiction, memoirs, letters and oral performance, all produced before the 20th century. For a modern perspective, the course turns to films, dramas, cartoons and short stories, which serve as the basis for discussing the modern recreations of historical events, characters, and Korean culture more broadly. In addition to details of the works themselves, topics will include Korea's place in the context of a Sino-centric world order; the significance of two writing systems, hanmun (literary Chinese)

and han'gul (Korean vernacular writing); gender and literary practice; and the dynamic relationship between tradition and creativity. No knowledge of Korean history or language is required. All readings in English.

Same as L51 Korean 370

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L81 EALC 3750 Imagined Pasts: Traditional Korea through Film**

This course is an introduction to traditional Korean culture through a selection of contemporary South Korean feature films and dramas. Films and dramas with historical themes have been very popular in Korea and across the globe. As powerful representations of the past, these contents have not just made Korean culture more accessible, but posed new issues and problems in learning about that culture. This course sets out to examine the content of historical films and dramas, investigating how "true" or "false" their representation of the past is, how they imagine and invent that past, and the ways they are useful-and not-in better understanding Korean culture and history. Some of the topics to be introduced are: kingship and court culture; Confucianism; social structure and people on the margin; gender relations and family; war and violence; science and technology; food and medicine; and the quotidian lives of people. This is also a media literacy course and students learn to engage critically with period pieces by writing comparative film essays and historical film critiques/scripts.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC EN: H

---

**L81 EALC 388 Asian and Asian Diaspora Theatre**

It is often falsely assumed that Asian and Asian American theatre is a theatre for specific ethnic communities. However, its significance in the US and in broader world theatre scenes has reverberated with audiences of diverse backgrounds, leading to a production of vibrant artistic and scholarly discussions on its power in shaping cultures and politics in America and in other global regions. This course engages with these very discussions, centering on understanding the complexity of contemporary Asian and Asian American theatre by situating them in the context of Asian diasporas. Key inquiries include the following questions: What causes the circulation of peoples from Asia and people of Asian descents from their "home" countries to another country?; how do experiences of war, international marriage, adoption, political oppression, refugee, and marginalization in "new" countries impact the psyche of diasporic subjects?; the notion of "Asia" as Other has been integral to the formation of the US national identity from the country's inception, but what exactly is "Asia," and what is the role of theatre in challenging the relentless othering of Asians?; and finally, how might the framework of Asian diasporic theatre and performance help us move beyond the bifurcation between Asian Studies and Asian American Studies? In exploring these questions, we will engage in analyzing plays, production videos, interviews with artists, and scholarly writing, learning from artists who examine lives and histories of Asian descents (Chinese, Filipino, Hmong, Japanese, Korean, Vietnamese, and Taiwanese among others), as well as from thinkers that have been foundational to the development of Asian and Asian American theatre and performance studies. By the end of the semester, students will have read plays, documentaries, musicals, and interdisciplinary arts from the contemporary Asian and Asian diaspora theatre and be able to engage in an informed debate on the role of Asian and Asian American theatre in shaping contemporary cultures in the US and in other parts of the world. All readings are in English or in English translation and are available on Canvas.

Same as L15 Drama 388

Credit 3 units. A&S IQ: HUM, LCD, SC EN: H

---

**L81 EALC 3900 EALC Seminar:**

EALC Seminar; topic varies by semester. This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H

---

**L81 EALC 3901 Mao and the World**

Was Mao Zedong an uncompromising tyrant who caused the death of millions, or was he a revolutionary leader who was daring enough to imagine an alternative existence? This course is a close investigation of Mao and his world through a global perspective. The students will be exposed to primary sources written by Mao himself, and they will situate Mao within the turbulent decades of China's engagement with Western colonialism, imperialism, and revolutionary thought in the 20th century. Putting Maoism at the center of world history, students will learn the intimate links between China, Southeast Asia, Africa, and North America, and they will examine in detail how Maoism shaped a variety of political and infrastructural transformations around the world, from the Black Panthers to Tanzanian railroads. By the end of the course, students will have a strong grasp of the contradictions that Mao himself faced throughout his life -- contradictions that changed nothing less than the world itself.  
Same as L22 History 39UK  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L81 EALC 420 Nature, Technology, and Medicine in Korea**

This course examines the cultural history of modern Korea with a focus on science, technology, and medicine. From about 1500 to the present, a number of hugely consequential things happened in Korea that have been called revolutionary--or what historians dub "early modern" and "modern." Confucian kings planned large-scale projects that changed nature, rustic scholars made inventories of flora and fauna, colonial Koreans became biologists, nurses, and "Edisons," and in North and South Korea, new professionals created distinctive--and in some cases, globally-competitive--regimes of knowing, making, and healing. Students will interrogate these developments as an opportunity to revisit the history of modernity, which has been told predominantly from the perspective of the West. What does it mean to be "modern" in Korea? How did that modernity intersect with Korean science, technology, and medicine? Students will find and articulate their own answers by writing the final research paper. Recommended to have taken Korean Civilization or equivalent course that provides basic working knowledge of Korean history. Course also counts as an EALC capstone course. Prerequisite: junior level or above or permission of instructor.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L81 EALC 4242 Culture and Politics in the People's Republic of China: New Approaches**

This course inquires into the political, ideological, and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors, and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative years of revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the

development of area studies in the U.S., and the evolving U.S.-China relations. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor. Same as L04 Chinese 4242  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L81 EALC 425 Topics in Religion and Culture in East Asia: Women, Confucianism and Buddhism in East Asia**

This reading seminar introduces students to texts on and by women in East Asia from the earliest extant writings to the nineteenth century. Texts covered in the first half of the course include philosophical and doctrinal writings that deal with the role of women in society, their fitness for self-cultivation, and their access to salvation. The second part of the course focus is on narrative texts, memoirs and diaries that portray women or that were written by women, drawn from the literary traditions of China, Korea and Japan. Some of the issues students will grapple with are: Are Confucianism and Buddhism, some of the great intellectual traditions of East Asia, inherently misogynistic? Or can they function as liberating forces for women in their search for agency and meaning? More broadly, how can boundaries and constraints contribute to self-cultivation, growth, and even salvation? Previous coursework on East Asia and/or Buddhism is strongly recommended, but no prior knowledge of Chinese, Korean, or Japanese language is required. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: junior level or above or permission of instructor.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L81 EALC 430 Topics in Chinese Media Culture**

Topics course in Chinese media culture. Subject matter varies by semester; consult current semester listings for topic.  
Credit 3 units. A&S IQ: LCD BU: IS EN: H

---

**L81 EALC 437 Contemporary Korean I: Language, History, and Musical Culture**

This is an advanced to high-advanced level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L51 428 (grade of B- or better) or permission of instructor. Same as L51 Korean 437  
Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

---

**L81 EALC 444 The Forbidden City**

Home to 24 emperors of the Ming and Qing dynasties (1368-1911), the Forbidden City today occupies the heart of Beijing and comprises the largest ensembles of premodern architecture in China. This seminar examines the origins of the palace; its construction in the early Ming; the coded symbolisms of its plan and decoration; the rituals of court; and the lives of its denizens, from emperors (including Pu Yi, the "last emperor") to concubines and from Jesuit missionaries to eunuchs. The course also considers the 20th-century identity of the site as a public museum and a backdrop to major political events, as well as its role in the urban design and contemporary art of 21st-century Beijing. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.  
Same as L01 Art-Arch 444  
Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H



---

**L81 EALC 445 Japanese Fiction: Meiji Women Writers (Writing-Intensive Seminar)**

The Meiji Period (1868-1912) in Japan was a time of tumultuous change. During the era Japan made sweeping reforms to its government, educational system, and social structures. Meiji men were encouraged to "modernize" along Western lines, while women were expected to serve as "repositories of the past." Most women prized the elegant traditions and saw these as important markers of cultural identity. But not all were willing to completely abdicate their place in the modernizing impulse. This writing intensive course will examine these women's literary works, paying attention to the way they developed strategies to both "serve the nation" and find an outlet for their own creative voice. Works to consider include the short fiction of Higuchi Ichiyo, Shimizu Shikin, and Tamura Toshiko, the poetry of Yosano Akiko, the essays of Kishida Toshiko, and the translations of Wakamatsu Shizuko. All readings are available in English translation and students need not be familiar with Japanese, though background in Japanese Studies, Women's Studies, or literary studies will be helpful. This is a Writing-Intensive Seminar. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 445

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

**L81 EALC 4450 Horror in Japanese Media**

Elements of the macabre and horrific have been present in Japanese culture and media since time immemorial. The 11th-century work *The Tale of Genji*, for example, features an elite lady's "living ghost" killing off her main rivals for the prince's affections. Tales of ghosts, demons, and the supernatural entities known as yokai continued to appear in collections of Buddhist didactic and folktale literature of the following centuries, finding renewed popularity in the 17th-19th centuries in the form of *kaidan* or "strange tales" which were enjoyed as printed works, parlor games, and stage plays. Some of the very first films made at the turn of the 20th century in Japan were about the popular ghosts of yore. Building on this long legacy of fearsome creatures in popular media of times now past, this course will consider selections of Japanese horror media (film, literature, anime, manga, and video games) from the mid-20th to early 21st centuries, highlighting the intertextuality that different media within the horror genre has and how the horror genre itself even bleeds into other genres. Analyzing major figures and themes in each work, this course will explore how Japanese horror -the strange realm home to ghosts with a grudge, misunderstood monsters, and merciless murderers-can function not only as thrilling entertainment but can also reflect Japanese societal and cultural anxieties present in the real world, ranging from the problems that technology may create in a changing world to the threats posed by shifts in traditional family dynamics. Although this course will focus on horror media in the Japanese context, understanding how horror can function to highlight such anxieties will prepare students to consider the deeper possibilities of horror media in their own respective cultural contexts. All readings will be in English, and visual media will be in Japanese with English subtitles. Required Screenings

Same as L53 Film 445

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L81 EALC 4451 Topics in Modern Japanese Literature**

A topics course on modern Japanese literature; subject matter varies by semester. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 4451

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L81 EALC 446 The Japanese Theater**

This course is an investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. While less concerned with the performative aspects of theatrical arts (though these will

be introduced via videos), emphasis is placed on the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings are from major theatrical texts, secondary studies on Japanese theater, and literary sources. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 446

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM EN: H

---

**L81 EALC 449 Topics in Comparative Literature:**

In this course, we will read a broad range of literary works written by ethnic Chinese from various parts of the world. We will examine the notion of "Sinophone," primarily its implications to the challenge of cultural identity formation to those Chinese who are not traditionally identified as "Chinese" because of war, migration, immigration, colonialism, among others. We will also examine the meaning of being on the margins of geopolitical nation-states. Finally we will discuss the notions of hybridity and authenticity vis-a-vis literary representation. We will read works by ethnic Chinese writers from the United States, France, Taiwan, Hong Kong, Singapore, Malaysia, Mongolia, Tibet, and so on. This course is limited to seniors and graduate students only. All readings will be in English. Active class participation is required.

Same as L16 Comp Lit 449

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L81 EALC 4496 Porcelain and Lacquer Abroad: Europe Encounters Asia**

From 1500 to 1800, Europeans primarily used exported porcelains and lacquers to engage with China and Japan, which were neither under colonial control, nor easily accessible by travel. Collected first in *kunstkammers* by rulers and nobles as emblems of power, these initially rare, exotic luxuries retained their prestige even as they became more widely available and explicitly gendered. Combining deep object studies with collectors' case studies from across Europe, this course examines how early modern Europeans used porcelains and lacquers to satisfy their curiosity about and material desire for China and Japan. In addition to practical training in essential primary sources such as inventories, it will also introduce theories of luxury and consumption, gift exchange, cross-cultural interaction, material culture, and the global movement of objects. Prerequisites: L01 111 preferred; one art history course or permission of instructor

Same as L01 Art-Arch 4496

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU:

HUM, IS EN: H

---

**L81 EALC 450 Masterworks of Early Japanese Literature: The Tale of Genji and its Afterlives**

This course is an intensive study of one of the central texts of classical Japanese literature. Selection of texts rotate among works including: *The Tale of Genji*, court diaries, poetry anthologies, Noh drama, *The Tale of the Heike*, *setsuwa* collections, and medieval memoirs. In addition to exploring the historical, literary, and cultural significance of the work from its genesis to the present age, students engage in a close reading of the text and an investigation of the primary theoretical issues and approaches associated with the work both in Japan and abroad. Prior knowledge of early Japanese literature or history is recommended. Texts will be read in English translation. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 450

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L81 EALC 4510 Urban Culture in Modern China**

The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development

and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdoms," new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential. The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor. Same as L04 Chinese 4510  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L81 EALC 455 Topics in Korean Literature and Culture: Global Korean Music through a Cultural Lens**

Topics course in Korean literature and culture; subject varies by semester. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: junior level or above or permission of instructor. Same as L51 Korean 455  
Credit 3 units. A&S IQ: LCD EN: H

---

**L81 EALC 464 Japanese Textual Analysis**

This course introduces the advanced student of Japanese to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Japanese society and culture, reflect the needs and interests of the enrolled students. Focus is on close reading and syntactic analysis of the selected texts. Regular translation exercises gauge the mastery of grammar, syntax, and idiomatic usages. All readings are in Japanese, with class discussion conducted predominantly in English. A final translation project, to be chosen by the student in consultation with the instructor, is required. Prerequisite: permission of instructor. Same as L05 Japan 464  
Credit 3 units. A&S IQ: LCD EN: H

---

**L81 EALC 467 The Chinese Theater**

This course is a survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China, Taiwan, and Hong Kong. Background in either China studies or theater in other cultures recommended. Prerequisite: junior level or above or permission of instructor. Same as L04 Chinese 467  
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

---

**L81 EALC 4710 Topics in Japanese Culture**

Topics course on Japanese culture. Subject matter varies by semester; consult current semester listings for topic. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L81 EALC 4750 Worldviews, World-Building, and World Literature: New Approaches to Chinese Literature (1500-1900)**

This course explores how the multivalent notion of "world" creates new approaches for studying Chinese literature from the 16th century up to the early 20th century. It will consider the following questions: How did the Chinese people perceive, map, and write about the world prior to modernity? What are the strategies to construct fictional,

virtual, or gameful worlds through literature and other media? How and why should we position Chinese literature as world literature? Issues covered in this course include premodern worldviews, literary and transmedia world-building, multilingualism, adaptation, and translation. One primary goal of this course for students is to learn how to critically apply theories from narratology, media studies, and comparative literature to study Chinese literature. To this end, the first session will focus on a particular piece of theoretical work or relevant secondary scholarship, and in the second session students will conduct a case study with selected primary sources to practice employing, questioning, and complicating those theories and methods. All readings will be provided in English. Students with classical and modern Chinese skills will be encouraged to read materials in the original to the extent possible. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisites: junior level or above or permission of instructor. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L81 EALC 486 Independent Work for Senior Honors**

This course is taken in the fall semester. Prerequisite: senior standing, eligibility for Honors, and permission of the Department. Credit 3 units.

---

**L81 EALC 487 Independent Work for Senior Honors**

This course is taken in the spring semester. Prerequisite: senior standing, eligibility for Honors, and permission of the Department. Credit 3 units.

---

**L81 EALC 4891 Topics in Chinese Literature and Culture**

Topics course in Chinese literature and culture; subject matter varies by semester. Prerequisite: junior level or above or permission of instructor. Same as L04 Chinese 4891  
Credit 3 units. A&S IQ: LCD, SSC Arch: HUM Art: HUM EN: S UColl: CD

---

**L81 EALC 496 Guided Readings in East Asian Languages and Cultures**

Prerequisite: senior or graduate level or permission of instructor. May be repeated once. Credit variable, maximum 3 units.

---

## Chinese

Visit online course listings to view semester offerings for L04 Chinese.

---

**L04 Chinese 101D First-Level Modern Chinese I**

This course is an introduction to the modern spoken and written national language of China. This course is an introduction to the modern common language of the Greater China area, known as "Mandarin." The course includes conversation, reading of texts, and writing of characters. In addition to lectures, students are required to attend a weekly subsection and a ten-minute one-on-one language practice with the instructor. Minimum grade of B- or permission of Section Head required for continuation to L04 102D. By the end of the semester, students should be able to read and write short passages (approximately 350 Chinese words) and to conduct daily conversations in a colloquial way. Note: Students with some previous Chinese language background must take the placement examination. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

---

#### **L04 Chinese 102D First-Level Modern Chinese II**

This course is a continuation of L04 101D and L04 131. The course will continue emphasizing listening, speaking, reading, and writing skills in the context of functional everyday Chinese. In addition to lectures, students are required to attend a weekly subsection and a ten-minute one-on-one language practice with the instructor. Minimum grade of B- or permission of Section Head required for continuation to L04 211. By the end of the semester, students should be able to read and write short passages (approximately 750 Chinese words) and to conduct daily conversations in a colloquial way. With the language skills acquired during the two semesters of the first year, the student should be able to survive most of the simple daily conversational situations in China. Prerequisite: L04 101D (grade of B- or better) or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 106 Beginning Chinese for Heritage Speakers I**

This course is designed specifically for students who can speak and understand some spoken Chinese but have little or no knowledge in reading and writing in Chinese (so-called "heritage speakers / huáyì"). Students can choose either traditional or simplified Chinese characters for tests and written homework. The topics will concentrate on the life of Chinese immigrants in the U.S. By the end of the semester, students will have been introduced to a vocabulary of about 450 words, and will be expected to be able to produce, both in speaking and in writing, paragraph-length passages in modern Chinese. Prerequisite: placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 107 Beginning Chinese for Heritage Speakers II**

This course is the continuation of the beginning heritage Chinese, and is designed specifically for Chinese heritage speakers to further improve their reading, writing, listening and speaking skills in Chinese. Students can choose either traditional or simplified Chinese characters for tests and written homework. It will cover topics such as China Town, Chinese immigration history, and Chinese etiquette etc. By the end of the semester, students will have been introduced to a vocabulary of about eight hundred and fifty words. Students are expected to make conversations, clarify ideas, and produce multiple paragraph-length passages in writing. Prerequisite: L04 106 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 1070 Ampersand: Encountering Chinese Culture: A Performative Perspective on Chinese Culture and Identity**

This course examines the diversified and rich history of Chinese visual and performance cultures from the Chinese mainland, Taiwan, Hong Kong, and throughout the Chinese diaspora. A collaboration between the East Asian Languages and Cultures and Performing Arts departments, this course explores Chinese cultural narratives in relation to how they have been performed -- on stage in traditional forms of dance-drama, on screen in film, and as lived in the practice of everyday life -- from the late Imperial period to the present. It includes a practice component that introduces the students to movement disciplines such as Tai' Chi and opera, and it allows students to pursue creative assignments such as interview, stage plays, and filmmaking that demonstrate their developing knowledge of historical and contemporary Chinese culture. Building bridges of understanding between the United States and the Republic of China in Taiwan, the course will culminate in a spring break trip to Taiwan. This course is only for first-year, non-transfer students in the Ampersand: Encountering China program.

Same as L61 FYP 107

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD, SC BU: HUM, IS EN: H

---

#### **L04 Chinese 1080 Encountering Chinese Culture: Performing Tradition, Engendering Transformations**

This course examines the development of modern Chinese culture and its dynamic relationship with traditions and renovations. During the past century, China has gone through a series of political, cultural, economic, and technological transformations that constantly reshaped the form and content of Chinese culture. Tracing the drastic changes in Chinese language, performance and media forms from the late 19th century to contemporary time, this course guides the student through the pivotal moments in modern Chinese history and analyzes their impacts on literature, drama, dance, film and internet culture. What transformative promise did new media and art forms deliver? How do we make sense of the intricate connection between tradition and renovation? The purpose of this course is to foster an understanding of Chinese culture as a dynamic process of formation rather than a static, homogeneous entity. However, instead of seeing this formation as a linear progression with one form or style replacing the other, we will study how past traditions -- both ancient and recently constructed ones -- are reconfigured in new cultural representations and practices.

Same as L61 FYP 1080

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L04 Chinese 130 Basic Chinese I**

Basic Chinese I is designed for zero background beginners. In this course, students will learn basic knowledge of Chinese language, including phonetics, vocabulary, grammars and to perform the language in a culturally appropriate way. This course emphasizes all four skills of a language, listening, speaking, reading and writing. After completing this course, students should be able to read and write basic Chinese characters, conduct daily conversations in a colloquial way. The topics covered in the course will include greetings, family, time, hobbies and visiting friends. In addition to lectures, students are required to attend a ten-minute one-on-one language practice with the instructor. After completing the spring course I, followed by the fall course II, interested students can then go on to L04 102D. Basic Chinese I and Basic Chinese II do not fulfill the language sequence requirement, nor the two-semester language requirement for the EALC minor. Note: Students with some previous Chinese language background must take the placement examination.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

#### **L04 Chinese 131 Basic Chinese II**

Basic Chinese II is a continuation of Basic Chinese I (L04 130). Students will continue to learn Chinese phonetics, vocabulary, grammars and to perform the language in a culturally appropriate way. This course emphasizes all four skills of a language, listening, speaking, reading and writing. After completing this course, students should be able to read and write approximately 350 Chinese words, and to conduct daily conversations in a colloquial way. The topics covered in the course will include school life, shopping, studying Chinese and making appointments. In addition to lectures, students are required to attend a ten-minute one-on-one language practice with the instructor. After completing Basic Chinese course II (L04 131) in the fall, students who are interested in further studies can move on to L04 102D. Basic Chinese I and Basic Chinese II do not fulfill the language sequence requirement, nor the two-semester language requirement for the EALC minor. Prerequisite: L04 130 (grade of B- or better) or by placement test.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

---

#### **L04 Chinese 150 First-Year Seminar: Exploring East Asian Classics**

This first-year seminar introduces students to major works of the Chinese, Korean, and Japanese traditions. Although written centuries in the past, these texts still reverberate with meaning today and offer important means to understand the often chaotic and confusing events occurring daily around us. What is the self? What is the relationship

between the individual and society? How do we live an ethical life? What is literature and for whom is it intended? In grappling with these questions, students will directly engage with the texts through close reading and in-class discussion. Students will, at the same time, also ask broader questions that concern how knowledge is produced, spread, and consumed: what is a canon? Who are the gatekeepers? What does it mean to approach East Asia through a set of "canonical" texts? Among the texts considered will be *The Analects*, *Daodejing*, *Lotus Sutra*, *Tale of Genji*, *Tales of the Heike*, *Tales of Moonlight and Rain*, *Samguk yusa*, and *Memoirs of Lady Hyegyong*. Prerequisite: first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

#### **L04 Chinese 206 Intermediate Chinese for Heritage Speakers I**

This course is designed for intermediate students with Chinese heritage background. This course includes training in all four skills (speaking, listening, reading and writing) with an emphasis on writing and reading in Chinese. Students can choose either traditional or simplified Chinese characters for tests and written homework. By the end of the semester, students are expected to produce paragraph-length speeches and short essays in modern Chinese. Prerequisite: L04 107 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 207 Intermediate Chinese for Heritage Speakers II**

This course is a continuation of L04 206. It provides further training on the comprehensive skills of Chinese language, with an emphasis on writing and reading. The materials cover a wide scope of topics regarding Chinese language, society and culture, such as U.S.-China relations, social changes, family issues, and the education system in China, etc. By the end of the semester, students are expected to produce paragraph-length speeches and short essays with linguistic complexity in modern Chinese. Prerequisite: L04 206 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 211 Second-Level Modern Chinese I**

Modern Chinese 211 is the first part of the intermediate level Chinese language course. It is designed to help students achieve greater proficiency in oral and written use of the language through reading, listening, speaking and writing. Upon completing the semester, students should be able to conduct daily conversations and discussions. Topics will include but not limit to living in the dorm, ordering food, the internet and social media, working while studying, education, Chinese geography etc. By the end of the semester, students should be able to compare and discuss in a structural way, to make specific requests and give comments, to clearly express their opinions on daily topics both in speaking and in writing. In addition to lectures, students are also required to attend a ten-minute one-on-one language practice with the instructor. Prerequisite: L04 102D (grade of B- or better) or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 212 Second-Level Modern Chinese II**

Modern Chinese 212 is the second part of the intermediate level Chinese Language Course. It is designed to help students achieve greater proficiency in oral and written use of the language through reading, listening, speaking and writing. Upon completing the semester, students should be able to conduct daily conversations and discussions. Topics will include but not limit to traditional holidays, life in China, environment, gender equality, Chinese history, etc. By the end of the semester, students should be able to compare and discuss in a structural way, to express their opinions on abstract topics, to describe

scenes and narrate stories in a structural way. In addition to lectures, students are also required to attend a ten-minute one-on-one language practice with the instructor. Prerequisite: L04 211 (grade of B- or better) or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 221 Conversational Chinese: A Multimedia Course**

This course is intended for students from advanced beginners to intermediate-level learners who want to improve their Chinese conversational skills and fluency. In this course, students will learn Chinese expressions and phrases encountered in daily situations, and they will also learn to read and type Chinese characters. This is a multimedia course that will utilize videos, movies, and authentic language materials for instruction and learning. By the end of semester, students should attain the abilities to use accurate pronunciation, tones, vocabulary, expressions and grammar in connected speech; to hold conversations in daily situations; to build up speaking and listening fluency; to use appropriate manners, both verbally and nonverbally, in conversations; and to acquire basic knowledge of Chinese sociocultural values and pragmatics. Prerequisites: Permission of instructor.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

#### **L04 Chinese 227C Chinese Civilization**

This course is an introduction to Chinese culture through selected topics that link various periods in China's past with the present. Ongoing concerns are social stratification, political organization, and the arts, gender relationships and the rationales for individual behavior, and the conceptions through which Chinese have identified their cultural heritage. Readings include literary, philosophical, and historical documents as well as cultural histories. There will be regular short writing assignments. No prerequisites.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H

---

#### **L04 Chinese 270 Sophomore Seminar: U.S.-China Relations: Perceptions and Realities**

The United States and China are the two most important global powers today, and the bilateral relationship is one of the most comprehensive, complex, consequential, and competitive major-power relations in the world. The course aims to examine the attitudes, ideas, and values that have shaped the relationship, from the era of colonial expansion in the 1800s to the rise of China as a major political and economic power in the 21st century. Drawing upon visual images, literature, films, policy statements, and other materials, the course will analyze the patterns of perceptions that have informed and shaped the understanding of realities. This course, which uses an interdisciplinary approach, will include discussions and debates from both American and Chinese perspectives. Prerequisite: sophomore level only.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L04 Chinese 275 Sophomore Seminar: Beijing: From Imperial Capital to Olympic City**

This course examines recent English-language scholarship on Beijing's history and culture. From the early modern period to the contemporary era, Beijing has served as the capital for imperial, early Republican, and revolutionary and post-socialist China. The city thus has been virtually synonymous with governmental power and elite politics. However, recent scholarship has shifted focus from the political perspective to uncovering the social and cultural changes at the grassroots. Notable scholarly works have demonstrated that the modernization impulse and the move to industrialization served to create the city's modern face. Administrative reforms gave rise to new conceptions and a host of institutions to manage social relief, public services, and legal and punitive institutions. The rise, fall, and subsequent revival

of the consumer marketplace impacted cultural production and consumption. Mass (de)mobilization closed old venues while opening new possibilities for residents to understand and participate in politics. The recent English-language scholarship not only delineates forces that shaped the lives of millions of residents of Beijing but also situates their experience in the national and global context of modernization and revolution.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L04 Chinese 2980 Undergraduate Internship in Chinese**

Students receive credit for a faculty-directed and approved internship. Registration requires the completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities (e.g., eight to ten hours a week for thirteen or fourteen weeks to receive 3 units of credit; 1 or 2 credits for fewer hours). Candidates must have taken at least one China related course (language or content) or concurrent enrollment. Advisor interview required if first time student is enrolling in an internship within the Chinese language section; limited to two units per semester. Credit/no credit only. Prerequisite: permission of department or DUS. Credit variable, maximum 3 units.

---

#### **L04 Chinese 306 Advanced Chinese for Heritage Speakers I**

This course is designed for heritage students who have studied at least two years of Chinese (or equivalent) to achieve greater proficiency in the oral and written use of the language through reading, listening, speaking, and writing. The teaching materials include essays and dialogues covering miscellaneous topics about today's China. Students are expected to make presentations and exchange ideas in appropriate and persuasive ways. Prerequisite: L04 207 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 307 Advanced Chinese for Heritage Speakers II**

This course is designed as a continuation of Advanced Chinese for Heritage Speakers to achieve more advanced competence in speech and writing of the language through studying and discussing essays and dialogues covering a variety of topics concerning Chinese society and culture. Students are expected to present opinions, make conversations and debate in appropriate and persuasive ways. Prerequisite: L04 306 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 3162 Early Modern China**

This course examines political, socio-economic, and intellectual-cultural developments in Chinese society from the middle of the fourteenth century to 1800. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911). Thematically, the course emphasizes such early modern indigenous developments as increasing commercialization, social mobility, and questioning of received cultural values.

Same as L22 History 3162

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L04 Chinese 3163 Historical Landscape and National Identity in Modern China**

This course attempts to ground the history of modern China in physical space such as imperial palaces, monuments and memorials, campus, homes and residential neighborhoods, recreational facilities, streets, prisons, factories, gardens, and churches. Using methods of historical and cultural anthropological analysis, the course invests the places where we see with historical meaning. Through exploring the ritual,

political, and historical significance of historical landmarks, the course investigates the forces that have transformed physical spaces into symbols of national, local, and personal identity. The historical events and processes we examine along the way through the sites include the changing notion of rulership, national identity, state-building, colonialism and imperialism, global capitalism and international tourism. Acknowledging and understanding the fact that these meanings and significances are fluid, multiple, contradictory, and changing over time are an important concern of this course.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L04 Chinese 3166 Archaeology of China: Food and People**

China is a country with a large population, diverse landscapes, and unique food. This course will explore the origins of Chinese food in the context of the formation of Chinese societies. During the last two decades, the archaeology of China has become a fast moving subject with advances in methods, theories and changes of key perceptions. In this context, the beginning and spread of food production in China has become one of the key questions in current archaeology. We will focus on the process of domestication of plants and animals in various regions of China during the Holocene. We will explore how those processes relate to other sectors of the Old World, such as those of South and Southwest Asia. This course will pursue answers to the following questions: Why the Chinese ways of living and eating are different from those in the West? How production and consumption in China were shaped by food globalization in prehistory?

Same as L48 Anthro 3163

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L04 Chinese 3167 Economic History of China: From the Silver Age to Reform and Opening, 1500-1990**

This seminar explores the economic history of China from the 16th to the 20th century; this time period is the half a millennium during which China became part of the world economy and defined its development in major ways. Over the course of the semester, students will be exposed to the main debates in the field of Chinese economic history while acquiring a strong grasp of the nuts and bolts of how economy functioned and changed from the imperial to the modern times. Situating China within a comparative perspective, we will examine a multitude of debates ranging from the global silver age of the 16th century to the birth of capitalism, the socialist economy, and the PRC's recent involvement in Africa. We will in particular discuss the contradictions that arose out of China's integration into the world economy and the different kinds of economic regimes that existed and continue to exist within China. While this course assumes a basic familiarity with Asian history, students with backgrounds in other world histories and/or social science disciplines should feel comfortable with the course material.

Same as L22 History 3167

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L04 Chinese 3168 A History of Modern China**

This course explores the 19th- and 20th-century history of China. Its purpose is to provide students with a historical foundation to understand the momentous changes the country underwent during its traumatic transition from an empire to a nation-state. We start the course at the height of the empire's power in the late 18th century, when the Qing dynasty (1637-1912) conquered vast swathes of lands and people in Inner Asia. We then move on to the Qing's troubled relationship with Western capitalism and imperialism in the 19th century, which challenged the economic, social, and ideological structures of the imperial regime, culminating in the emergence of "China" as a nation-state. By situating China's national history within a global context, the course outlines in detail the transformations that took place in the 20th century, from the rise of communism and fascism

to the Second World War to Maoism and cultural revolution. We end the semester with yet another major change that took place in the 1980s, when a revolutionary Maoist ideology was replaced with a technocratic regime, the legacies of which are still with us today.

Same as L22 History 3166

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

#### **L04 Chinese 316C Modern China: 1890s to the Present**

A survey of China's history from the clash with Western powers in the 1800s to the present day economic revolution. This course examines the background to the 1911 revolution that destroyed the old political order. Then it follows the great cultural and political movements that lead to the Communist victory in 1949. The development of the People's Republic will be examined in detail, from Mao to the global economy.

Same as L22 History 316C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L04 Chinese 3195 Empire and Ethnicity: Qing Legacies in China and Inner Asia, 1600 to Today**

Eschewing traditional narratives of a "closed" Chinese civilization, this course explores the cultural, religious, and ethnic diversity of China and its dynamic interactions with Inner Asia during the early modern period. It questions the myth of a monolithic Chinese culture and uncovers the region's multiple and ethnically entangled past through an in-depth look at the Manchu-led Qing dynasty (1644-1912). This was the last non-Han dynasty of the Imperial Era, and it gave the People's Republic of China its vast Inner Asian territories: Xinjiang, Inner Mongolia, and Tibet. In rethinking the Qing Empire, this course particularly focuses on Tibetan Buddhism and Islam as religious ideologies that linked China with Tibetan, Mongolian, and Turkic-Muslim regions of Inner Asia through the imperial center at Beijing. Specific topics will range from food culture (Halal) to the Qing's expansion into and later colonization of Xinjiang, the reverberations of which persist even today under the Belt and Road Initiative.

Same as L22 History 3195

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L04 Chinese 3211 Contemporary Chinese Popular Culture**

With the rise of the Chinese economy and global capitalism, popular culture has proliferated in mainland China in recent years. This course traces the development of Chinese popular and youth culture and society from the 1990s to the present. It also refers back to modern times and ancient Chinese Confucian philosophy for historical background information. The course covers various forms of Chinese popular culture, such as movies, music, television programs, Internet literature, religion, sports, and food. Students observe primary resources and read academic articles to engage in a multiperspective and multimedia view of present-day China in the age of globalization and East Asian regionalization.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L04 Chinese 3270 Topics in East Asian Performance Cultures: Gender in East Asian Theatre and Performance**

This course explores the constructions of gender within traditional and modern East Asian performing arts, with particular attention to cultural values, identities, and sensibilities revealed through various theatrical expressions. Genres to be studied include Chinese opera xiqu, revolutionary ballet, and spoken drama huaju, Japanese kabuki and Takarazuka Theatre, and Japanese modern drama, Korean narrative song form p'ansori and opera changgeuk, Korean new theatre shin'guk and modern dance, contemporary East Asian queer performances, among others. Consideration of gender in performance will address 1) narrative of the form, 2) persona of the character, 3) identity of the performer, and 4) role of the audience. As part of this study, students will explore the cultural specificity embedded in various forms of East

Asian theatre and performance through the lens of gender. A second interest lies in the applicability of Western models of gender, culture, and performance studies for the domain of the arts and for East Asia as a cultural region. The seminar approach will be interdisciplinary with extensive use of written, visual, and aural materials. Class combines lecture and discussion. Readings include critical, historical, literary, and descriptive writing about various genres of performing arts. All readings are in English translation. Prerequisites: None

Same as L81 EALC 3270

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L04 Chinese 330 Topics in Chinese Literature and Culture**

Topics course in Chinese literature and culture. Subject matter varies by semester; consult current semester listings for topic.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

UColl: CD

---

#### **L04 Chinese 3340 Topics in East Asian Religions**

Topics course on East Asian religions. Subject matter varies by semester; consult current semester listings for topic. Fulfills premodern elective for EALC major.

Same as L81 EALC 3340

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L04 Chinese 3352 China's Urban Experience: Shanghai and Beyond**

The course studies the history of Chinese cities from the mid-19th century to the late 20th century. It situates the investigation of urban transformation in two contexts: the domestic context of modern China's reform and revolution and the global context of the international flow of people, products, capitals, and ideas. It chooses a local narrative approach and situates the investigation in one of China's largest, complex, and most dynamic and globalized cities - Shanghai. The experience of the city and its people reveals the creative and controversial ways people redefined, reconfigured, and reshaped forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism, and capitalism. The course also seeks to go beyond the "Shanghai model" by comparing Shanghai with other Chinese cities. It presents a range of the urban experience in modern China.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L04 Chinese 341 Early and Imperial Chinese Literature**

An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual, and historical contexts; most class time will be devoted to student discussions of their masterworks as an avenue for understanding Chinese culture during selected historical periods. Fulfills premodern literature requirement for EALC degrees. No prerequisites; all readings will be in English translation.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM EN:

H

---

#### **L04 Chinese 3415 Early Chinese Art: From Human Sacrifice to the Silk Road**

How does ancient and medieval Chinese art inspire contemporary artists? This course examines Chinese art, architecture, and material culture from the prehistoric period through the end of the medieval Tang dynasty to demonstrate how the past continues to affect contemporary Chinese art and the art of its future. Topics covered include Neolithic ceramics and jades, the early bronzecasting tradition, the Terracotta Army and its predecessors, early brush arts and Buddhist sites, and the varied exotica of the Silk Road. Each class teaches early

and contemporary works side by side to demonstrate how artists today continue to look to the past as they create the art of the future. Prerequisite: One course in Art History at the 100 or 200 level or permission of instructor.

Same as L01 Art-Arch 3415

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

#### **L04 Chinese 342 Modern and Contemporary Chinese Literature**

This course provides an introduction to the major writers and works of Chinese literature from the turn of the 20th century to the present, including fiction, poetry and film. It looks at these works in their relevant literary, sociopolitical, and cultural contexts (including Western influences). Fulfills modern literature requirement for EALC degrees. All readings in English translation.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

#### **L04 Chinese 3425 Classical to Contemporary Chinese Art**

Surveying Chinese art and architecture from the 10th century through today, this course examines classical and imperial works as the foundation for modern and contemporary art. By engaging with the theoretical issues in art history, we will also pay particular attention to questions of gender, social identity, cultural politics, and government control of art.

Same as L01 Art-Arch 3425

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

---

#### **L04 Chinese 3426 Modern & Contemporary Chinese Art**

This course will explore the ways in which Chinese artists of the 19th, 20th, and 21st centuries have defined modernity and tradition against the complex background of China's history. By examining art works in different media along with other documentary materials, we will also engage with theoretical issues in art history, such as modernity, cultural politics, and government control of art.

Same as L01 Art-Arch 3426

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

#### **L04 Chinese 3442 Chinese Painting, Then and Now**

Tracing the unbroken history of Chinese painting from the 1st through 21st centuries, we explore the full evolution of its traditions and innovations through representative works, artists, genres, and critical issues. From its ancient origins to its current practice, we will cover topics such as classical landscapes by scholar painters, the effects of Western contact on modern painting, the contemporary iconography of power and dissent, and theoretical issues such as authenticity, gender, and global art history. Prerequisites: Intro to Asian Art (L01 111) or one course in East Asian Studies recommended.

Same as L01 Art-Arch 3442

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

#### **L04 Chinese 3461 Culture and Business in Chinese**

Students will learn Chinese linguistic skills that will prepare them to function comfortably and confidently in the Chinese business environment. Students will gain an understanding of the macro and micro Chinese economic situations and specific cultural needs. This course is aimed to enhance learners' linguistic skills and communicative competence and prepare them to function more comfortably and confidently in the Chinese business environment. By the end of the semester, students will also gain a better understanding of the macro and micro Chinese economic situations and specific culture needs. Prerequisite: L04 212 or L04 207 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD EN: H

---

#### **L04 Chinese 350 U.S.-China Relations from 1949 to the Present**

The United States and China are the two most important global powers today, and the relationship between them is one of the most comprehensive, complex, and consequential major-power relations in the world. The tangled relationship is at times turbulent, and its future remains uncertain. This course studies the bilateral relationship from the Chinese Civil War to the rise of China as a major political and economic power in the 21st century. It invites students to explore the following questions: What have China and the U.S. done to confront or accommodate each other in global politics? How has foreign policy in both countries balanced the often competing goals of state security, economic stability, domestic political order, and international influence? What are the impacts of a rising China on geopolitics in the Asia-Pacific region and on the U.S.'s global leadership in the 21st century? By drawing on scholarship in political and social history and area studies, this course helps students better understand both the historical context and current developments of U.S.-China relations. Fulfills modern elective for EALC major.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

#### **L04 Chinese 3510 Pleasure, Amusement, and Play: Entertainment Culture in Premodern China**

How do people in premodern China talk and write about pleasure? What can be learned about Chinese culture and society through pleasure, amusement, and play? This course explores the entertainment culture in premodern China, mainly from the 16th to the 18th century—an important historical moment of technological, economical, and political transformations. Throughout the semester, students will follow the scholar-officials, urban nouveau riche, courtesans, and entertainers in their travel through city spaces into gardens and pleasure quarters. Students will witness how they seek and take pleasure through reading a wide range of primary texts, including short stories, novels, essays, scholars' notation books, entertainment manuals, and philosophical writings. Students may have the opportunity to join and/or have conversations with them through in-class activities like role-play games and a mid-term creative adaptation assignment. By exploring the entertainment culture in premodern China, this course pays attention to the distinctive aspects in Chinese cultures such as gender dynamics, construction of public and private spaces, the promotion of personal emotions, as well as memories and nostalgia. All readings are in English. Prerequisites: None.

Same as L81 EALC 3510

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L04 Chinese 360 Third-Level Modern Chinese I**

This course is an intermediate-advanced level modern Chinese language course, which is designed to help students achieve greater proficiency in the oral and written use of the language through reading, listening, speaking and writing. More attention will be concentrated on developing the natural flow of the language, expanding vocabulary, and producing written Chinese of paragraph length. It aims at transitioning from spoken language to formal language styles. Content covered includes contemporary China's social livelihood, changes since China's Reform and Opening, as well as various aspects of people's lives, such as pollution, transportation infrastructure, urban-rural gap, market economy and consumer products. Undergraduates enroll in the 300-level section; 500-level section is for graduate students only. Prerequisite: L04 212 (grade of B- or better) or placement by examination.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L04 Chinese 361 Third-Level Modern Chinese II**

This course is the continuation of L04 360 Third Level Modern Chinese I. More attention will be concentrated on improving the natural flow of the language, expanding vocabulary, and producing written Chinese of essay length. The content of this course will cover contemporary China's social livelihood, changes since China's Reform and Opening, as well as various aspects of people's lives, such as transportation infrastructure, corruption issues, education problems in China, and the spiritual and cultural life of the Chinese people etc. Undergraduates enroll in the 300-level section; 500-level section is for graduate students only. Prerequisite: L04 360 (grade of B- or better) or placement by examination.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L04 Chinese 366 Chinese Theater Beyond Stage**

This course explores the aesthetics and politics of Chinese theater from the Yuan dynasty (1271-1368) to the present. By focusing on three pivotal themes—media, gender, and politics, students will familiarize themselves with the ways in which theater and performance inform and fashion self, society, and history in China and beyond. Through an in-depth examination of dramatic literature, audio-visual recordings, and films, the course asks: How do various medium forms, such as onstage performance, print, cinema, and animation, shape Chinese theater, and vice versa? In what ways do theatrical productions reflect and challenge gender norms through playwriting, role-playing, and cross-dressing? How does theater and performance negotiate diverse political agendas about China across time and space? The overarching objectives of this course are two-fold, 1) to develop a critical comprehension of major Chinese theatrical traditions and their modern and contemporary transformations, and 2) to discuss, write, and foster creative responses concerning the significance of Chinese theater, both domestically and within the changing global context. All readings will be provided in English. Fulfills premodern or modern elective for EALC major.

Same as L81 EALC 3660

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

---

**L04 Chinese 376 Topics in Comparative Literature: Representation and Memory in St. Louis Museums**

Same as L16 Comp Lit 375

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

---

**L04 Chinese 380 Readings in Popular Literature and Culture: Writing Stories in Late Imperial China**

Why did stories become popular in late imperial China? How were stories written, and what were people's reading habits in a time full of dynamic social and cultural changes? This class answers these questions by reading stories from several narrative genres. Unlike the classic texts for formal education and the imperial civil service examinations, most of these writings were unconventional narratives for leisure reading, and they became part of the popular literature and culture of the time. Primary readings will include selections from formal and informal histories, vernacular short stories, classical language stories, and literary anecdotes. This class concentrates on examples from the 17th and 18th centuries, and these will be accompanied by a small number of secondary readings. A background in Chinese language or culture is welcome but not required. Prerequisite: Sophomore standing or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L04 Chinese 390 EALC Seminar: East Asian Buddhism: Chan/Son/Zen**

EALC Seminar; topic varies by semester. This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission.

Same as L81 EALC 3900

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H

---

**L04 Chinese 399 Undergraduate Independent Study**

Prerequisite: permission of instructor or department. No more than 6 units may be earned by a student.

Credit variable, maximum 6 units.

---

**L04 Chinese 410 Introduction to Traditional Literary Chinese I**

Selected readings in premodern Chinese texts. Recommended for students in fields of specialization where knowledge of literary Chinese is normally expected. Prerequisite: L04 427 (grade of B- or better) or instructor's permission.

Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L04 Chinese 411 Introduction to Literary Chinese II**

Selected readings in premodern Chinese texts. Recommended for students in fields of specialization where knowledge of literary Chinese is normally expected. Prerequisite: L04 410 (grade of B- or better).

Credit 3 units. A&S IQ: LCD, LS EN: H

---

**L04 Chinese 4242 Culture and Politics in the People's Republic of China: New Approaches**

This course inquires into the political, ideological, and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors, and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative years of revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the development of area studies in the U.S., and the evolving U.S.-China relations. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L04 Chinese 4251 Topics in Religion and Culture in East Asia: Women, Confucianism and Buddhism in East Asia**

This reading seminar introduces students to texts on and by women in East Asia from the earliest extant writings to the nineteenth century. Texts covered in the first half of the course include philosophical and doctrinal writings that deal with the role of women in society, their fitness for self-cultivation, and their access to salvation. The second part of the course focus is on narrative texts, memoirs and diaries that portray women or that were written by women, drawn from the literary traditions of China, Korea and Japan. Some of the issues students will grapple with are: Are Confucianism and Buddhism, some of the great intellectual traditions of East Asia, inherently misogynistic? Or can



they function as liberating forces for women in their search for agency and meaning? More broadly, how can boundaries and constraints contribute to self-cultivation, growth, and even salvation? Previous coursework on East Asia and/or Buddhism is strongly recommended, but no prior knowledge of Chinese, Korean, or Japanese language is required. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: junior level or above or permission of instructor.  
Same as L81 EALC 425

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L04 Chinese 427 Fourth-Level Modern Chinese I**

This course is designed for students who have successfully completed Third-Year Chinese or the equivalent. Based on their existing Chinese proficiency level, students will receive further training in all four language skills: listening, speaking, reading, and writing. The regular textbook will be supplemented with writings from Chinese newspapers, magazines, internet sources, and films. By the end of two semesters, students are expected to express themselves both orally and in written form on a variety of topics in humanities in depth and in a culturally appropriate manner. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L04 361 or L04 421 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 428 Fourth-Level Modern Chinese II**

This course is a continuation of L04 427. Based on their existing Chinese proficiency level, students will receive further training in all four language skills: listening, speaking, reading, and writing. The texts are authentic materials from Chinese newspapers, magazines, internet sources, and films. Topics include changes in social values, technology and life, public policies, and popular culture etc. By the end of this semester, students are expected to conduct in-depth discussions on social issues and produce eight hundred-character essays. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L04 427 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 430 Topics in Chinese Media Culture**

Topics course in Chinese media culture. Subject matter varies by semester; consult current semester listings for topic.  
Same as L81 EALC 430

Credit 3 units. A&S IQ: LCD BU: IS EN: H

---

#### **L04 Chinese 4310 Readings in Classical Chinese - Morality, Reality, and Fantasy**

This thematic course develops language proficiency in modern Chinese while studying classical Chinese. Students will improve their understanding of Chinese history and culture through reading Chinese classics and study Chinese classics through a comparative approach to written and multi-media materials, including videos, films and other online resources. Designed for students who have completed fourth-year Chinese for further training in all four language-skills: listening, speaking, reading, and writing, especially focusing on thematic discussion skills. Prerequisite: L04 428 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 4415 Technology, Empire, and Science in China**

How did technology, science, and empire intersect in early modern and modern Chinese history? Was there a unique "Chinese" way of studying nature? How did non-Chinese scientists and engineers contribute to China's knowledge of the world? This course offers a historical and historiographical survey of science and technology studies in China,

from the 13th to the 20th century. It particularly examines the global circulation of scientific knowledge in the late imperial period, the place of technology in the empire building of the Qing dynasty (1637-1912), and the violent epistemic encounters between the West and China from the 19th century onward. Throughout the semester, we will explore Confucian scientists as well as Muslim geographers, Jesuit engineers, Manchu anatomies, and Chinese barefoot doctors. Positioning China within a global order, the students will question the premises of modern scientific discourses and try to respond to a seemingly simple question: What does science and technology even mean in a Chinese context?

Same as L22 History 4415

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L04 Chinese 4441 The Forbidden City**

Home to 24 emperors of the Ming and Qing dynasties (1368-1911), the Forbidden City today occupies the heart of Beijing and comprises the largest ensembles of premodern architecture in China. This seminar examines the origins of the palace; its construction in the early Ming; the coded symbolisms of its plan and decoration; the rituals of court; and the lives of its denizens, from emperors (including Pu Yi, the "last emperor") to concubines and from Jesuit missionaries to eunuchs. The course also considers the 20th-century identity of the site as a public museum and a backdrop to major political events, as well as its role in the urban design and contemporary art of 21st-century Beijing. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Same as L01 Art-Arch 444

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

#### **L04 Chinese 4489 The Three Emperors: Redefining Chinese Art in the Golden Age**

Ruling imperial China during its last Golden Age, the Qing emperors Kangxi, Yongzheng, and Qianlong patronized the arts during an unprecedented period of prosperity and international exchange. Many of the works they commissioned are now icons of Chinese culture, but in their time these three Manchus redefined Chinese art with ideas and styles from Baroque Europe, Tibet, Mongolia, and even Islamic Central Asia. This seminar focuses on the ethnically and culturally diverse art, architecture, and material culture patronized by these three emperors to examine how they and their multi-ethnic empire changed the definition of Chinese art during the long eighteenth century. Prerequisites: Intro to Asian Art (L01 111); or one 300-level course in Asian Art History, History or Literature; or permission of instructor.

Same as L01 Art-Arch 4489

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

#### **L04 Chinese 449 Topics in Comparative Literature:**

In this course, we will read a broad range of literary works written by ethnic Chinese from various parts of the world. We will examine the notion of "Sinophone," primarily its implications to the challenge of cultural identity formation to those Chinese who are not traditionally identified as "Chinese" because of war, migration, immigration, colonialism, among others. We will also examine the meaning of being on the margins of geopolitical nation-states. Finally we will discuss the notions of hybridity and authenticity vis-a-vis literary representation. We will read works by ethnic Chinese writers from the United States, France, Taiwan, Hong Kong, Singapore, Malaysia, Mongolia, Tibet, and so on. This course is limited to seniors and graduate students only. All readings will be in English. Active class participation is required.

Same as L16 Comp Lit 449

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L04 Chinese 4510 Urban Culture in Modern China**

The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdoms," new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential. The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L04 Chinese 460 Fifth-Level Modern Chinese I**

This content-based language course is designed for advanced students expecting to improve their skills through conversation, reading and writing of essays, stories, and other types of creative writings in Chinese. The reading material consists of a variety of authentic literature texts (1930s to 2000s), including short stories, prose, and poetry. Narration and description are emphasized in both spoken and written forms. After taking this course, students will be familiar with masterpieces of contemporary Chinese literature and representative writers. In addition, students are expected to produce their own creative writings. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L04 428 or L04 411 (grade of B- or better) or placement by examination or by instructor's permission.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 461 Fifth-Level Modern Chinese II**

This course is designed for advanced students wishing to improve their skills in conversation, reading and writing of letters, essays, reports, and other types of compositions in Chinese. The reading material is comprised of a variety of authentic texts, including newspapers, short stories, and essays. This course is conducted entirely in Chinese. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L04 460 or L04 411 (grade of B- or better) or placement by examination or by instructor's permission.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L04 Chinese 4631 Business Chinese I**

In the present globalization, China has been fertile ground for foreign joint business ventures, and this course focusing specifically on business Chinese attests to that fact. This course aims at teaching Chinese business communication using a series of case studies to involve and challenge the students as they refine their Mandarin Chinese language skills in a wide range of applied business contexts, from resolving contract disputes, to developing a business strategy, to establishing a franchise overseas. The course is designed to simulate real business environments where students interact with Chinese businesspeople in business settings, and are motivated to achieve business goals. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L04 428 (grade of B- or better) or instructor's permission.

Credit 3 units. A&S IQ: LCD EN: H

---

#### **L04 Chinese 4632 Business Chinese II**

This is the continuation of Business Chinese L04 4631. This course uses a series of case studies to involve and challenge students as they refine their Mandarin Chinese language skills in a wide range of applied business contexts. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L04 4631 (grade of B- or better) or instructor's permission.

Credit 3 units. A&S IQ: LCD EN: H

---

#### **L04 Chinese 467 The Chinese Theater**

This course is a survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China, Taiwan, and Hong Kong. Background in either China studies or theater in other cultures recommended. Prerequisite: junior level or above or permission of instructor

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

---

#### **L04 Chinese 4701 Advanced Chinese Readings: Early Modern Vernacular Chinese Short Stories: Eat, Drink, Man, & Woman**

This hybrid Chinese language-literature course is designed to meet the needs of students who have taken at least five years of Chinese language courses (including classical Chinese) and are interested in exploring Chinese language and culture in more depth by studying early modern Chinese vernacular short stories. The stories are selected from the Three Words (Sanyan), the renowned three story collections by Feng Menglong, one of the most accomplished authors of vernacular fiction in the seventeenth-century China. The vernacular language in these stories is grammatically similar to modern Chinese, but is charged with the vocabulary of the time and interspersed with classical Chinese verses and expressions. Studying these stories will allow students to appreciate modern grammar while discerning the development of vernacular Chinese over the centuries. Prerequisite: L04 461 (grade of B- or better) and L04 410 or L04 411.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

#### **L04 Chinese 4750 Worldviews, World-Building, and World Literature: New Approaches to Chinese Literature (1500-1900)**

This course explores how the multivalent notion of "world" creates new approaches for studying Chinese literature from the 16th century up to the early 20th century. It will consider the following questions: How did the Chinese people perceive, map, and write about the world prior to modernity? What are the strategies to construct fictional, virtual, or gameful worlds through literature and other media? How and why should we position Chinese literature as world literature? Issues covered in this course include premodern worldviews, literary and transmedia world-building, multilingualism, adaptation, and translation. One primary goal of this course for students is to learn how to critically apply theories from narratology, media studies, and comparative literature to study Chinese literature. To this end, the first session will focus on a particular piece of theoretical work or relevant secondary scholarship, and in the second session students will conduct a case study with selected primary sources to practice employing, questioning, and complicating those theories and methods. All readings will be provided in English. Students with classical and modern Chinese skills will be encouraged to read materials in the original to the extent possible. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisites: junior level or above or permission of instructor.

Same as L81 EALC 4750

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L04 Chinese 476 Reading Seminar in Chinese Traditional Fiction**

Topics reading seminar in Chinese traditional fiction; subject matter varies by semester. Prerequisite: junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L04 Chinese 479 Reading Seminar in Modern Chinese Literature: Envisioning a New China: The May Fourth Era (1919-1949)**

A seminar on modern Chinese literature with varying topics. Prerequisite: junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L04 Chinese 480 Reading Seminar in Chinese Popular Literature and Culture**

A seminar on Chinese popular literature and culture with varying topics. Prerequisite: junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM EN: H

---

**L04 Chinese 486 Independent Work for Senior Honors**

This course is taken in the fall semester. Prerequisite: senior standing, eligibility for Honors, and permission of the Department.

Credit 3 units.

---

**L04 Chinese 487 Independent Work for Senior Honors**

This course is taken in the spring semester. Prerequisite: senior standing, eligibility for Honors, and permission of the Department.

Credit 3 units.

---

**L04 Chinese 489 Topics in Modern Chinese Literature**

A topics course on modern Chinese literature; topics vary by semester. Prerequisite: junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM

---

**L04 Chinese 4891 Topics in Chinese Literature and Culture**

Topics course in Chinese literature and culture; subject matter varies by semester. Prerequisite: junior level or above or permission of instructor.

Credit 3 units. A&S IQ: LCD, SSC Arch: HUM Art: HUM EN: S UColl: CD

---

**L04 Chinese 498 Guided Readings in Chinese**

This course is normally taken after successful completion of L04 428. Prerequisite: senior or graduate level or permission of instructor. May be repeated once.

Credit variable, maximum 3 units.

---

## Japanese

Visit online course listings to view semester offerings for L05 Japan.

---

**L05 Japan 103D First-Level Modern Japanese I**

This is the first semester of an academic-year course in beginning Japanese. It is designed for students who have had no prior study of Japanese. The course emphasizes the acquisition of all four language skills (listening, speaking, reading, and writing) through meaningful communicative practices. It covers everyday vocabulary, expressions and basic grammatical structures and introduces all Japanese phonetic syllabaries (hiragana and katakana) as well as kanji characters. Cultural aspects of the language will also be introduced to deepen students' cultural awareness and to communicate appropriately in the global era. After completing this course, students are able to have basic

conversations such as self-introduction, shopping, making invitations, describing locations, etc. They are able to read and write simple texts on topics related to oneself. Note: students with some previous Japanese language background must take a placement test; students who misrepresent the extent of their background so as to gain entrance to this course will be dropped from this course. Minimum grade of B- required for continuation to Japanese 104D.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L05 Japan 104D First-Level Modern Japanese II**

This is the second semester of an academic-year course in beginning Japanese. This course emphasizes the acquisition of all four language skills (listening, speaking, reading, and writing) through meaningful communicative practices. It covers everyday vocabulary and expressions, and introduces approximately 90 kanji characters. More grammatical structures and conjugation patterns will be introduced and practiced. Cultural aspects of the language are also incorporated in classroom practice to deepen students' cultural awareness and successful communication in the global era. After completing this course, students are able to understand and participate in daily conversation such as making requests, comparing things, expressing one's ideas and desires, and describing one's family members. They will be able to understand how to read and write novice-level materials on topics related to oneself and their immediate environment. Prerequisite: L05 103D (grade of B- or better) or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L05 Japan 150 First-Year Seminar: Exploring East Asian Classics**

This first-year seminar introduces students to major works of the Chinese, Korean, and Japanese traditions. Although written centuries in the past, these texts still reverberate with meaning today and offer important means to understand the often chaotic and confusing events occurring daily around us. What is the self? What is the relationship between the individual and society? How do we live an ethical life? What is literature and for whom is it intended? In grappling with these questions, students will directly engage with the texts through close reading and in-class discussion. Students will, at the same time, also ask broader questions that concern how knowledge is produced, spread, and consumed: what is a canon? Who are the gatekeepers? What does it mean to approach East Asia through a set of "canonical" texts? Among the texts considered will be The Analects, Daojing, Lotus Sutra, Tale of Genji, Tales of the Heike, Tales of Moonlight and Rain, Samguk yusa, and Memoirs of Lady Hyegyong. Prerequisite: first-year, non-transfer students only.

Same as L04 Chinese 150

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

**L05 Japan 213 Second-Level Modern Japanese I**

This is the first semester of an academic-year course in intermediate Japanese. The course emphasizes the acquisition of all four language skills (listening, speaking, reading, and writing) through meaningful communicative practices. It covers the basic vocabulary, expressions, and more grammatical structures and conjugation patterns. About 100 new kanji characters are introduced. Cultural aspects of the language are consistently incorporated in classroom practice to deepen students' cultural awareness and successful communication in the global era. After completing this course, students are able to understand and participate in daily conversation about their experience, past, present and future events in more complex Japanese, and to be able to express opinions/thoughts and present information. They are able to read and write more complex texts on topics related to oneself and their immediate environment with a solid understanding of main ideas and supporting details from a variety of texts. Prerequisite: L05 104D (grade of B- or better) or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L05 Japan 214 Second Level Modern Japanese II**

This is the second semester of an academic-year course in intermediate Japanese. The course emphasizes the acquisition of all four language skills (listening, speaking, reading, and writing) through meaningful communicative practices. It introduces more vocabulary, expressions, grammatical structures and conjugation patterns such as passive, causative, causative-passive and honorifics. Cultural aspects of the language are consistently incorporated in classroom practice to enforce students' cultural awareness and communication success in the global era. After completing this course, students are able to understand and participate in conversation in complex Japanese, and to be able to express opinions/thoughts and present information using appropriate vocabulary, expressions and basic grammar in context. They can communicate appropriately using a variety of speech styles. They are able to read and write more complex texts with a solid understanding of main ideas and supporting details on familiar topics from a variety of texts. Prerequisite: L05 213 (grade of B- or better) or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L05 Japan 221 Topics in Japanese Literature and Culture**

A topics course on Japanese literature and culture. Subject matter varies by semester; consult current semester listings for topic.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

#### **L05 Japan 226C Japanese Civilization**

This course will present a comprehensive overview of Japan, its history, its institutions and cultural products, and its society and people. The first half of the course will comprise a survey of Japanese history, with an emphasis on its social and cultural aspects, from the earliest period to the present day. Having established the historical framework with its interweave of native and foreign elements, Kyoto-based imperial aristocracy, the samurai class and their crucial role, Zen-inspired meditative arts, and exquisitely diverse cultural products--the class will move on, in the second half, to an examination of recent and contemporary trends and issues. These will center on Japanese education, social and family structures, urban centers and the rural periphery, economic and socio-political trends, Japan's distinctive and vibrant popular culture, contemporary problems and challenges, and the nation's dramatically shifting position in East Asia and in the 21st-century global order.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L05 Japan 280 Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film**

This course is an examination of key turning points in Japan from the mid-19th century to the present. It focuses on the important role that bureaucracies, staffed by public servants, have played in shaping the political and social life on the archipelago and in the region. We will engage representations of political and social life in Japan by making use of its rich visual culture by viewing and discussing Japanese films. The assigned films, which will be screened in Japanese with English subtitles, will likely include "The Twilight Samurai," "To Live," and "Shin Godzilla," among others. These films provide representations of how people in Japan have responded to crises, including revolution, war, and natural disasters. Through written and visual materials, students will gain a better understanding of history in Japan, public service, and the utility of film for engaging the past. Film screenings are mandatory. Same as L97 GS 280

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

#### **L05 Japan 2980 Undergraduate Internship in Japanese**

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities (e.g., eight to ten hours a week for thirteen or fourteen weeks to receive 3 units of credit; 1 or 2 credits for fewer hours). Credit/no credit only.

Credit variable, maximum 3 units.

---

#### **L05 Japan 299 Independent Study**

Prerequisite: permission of the instructor or department.

Credit variable, maximum 6 units.

---

#### **L05 Japan 320C Japan Since 1868**

For some, the word Japan evokes Hello Kitty, animated films, cartoons, and sushi. For others, it makes them think of the Nanjing Atrocity, "comfort women," the Bataan Death March, and problematic textbooks. Still others will think of woodblock prints, tea ceremonies, and cherry blossoms or perhaps of Sony Walkmans and Toyota automobiles. At the same time, still others may have no image of Japan at all. Tracing the story of Japan's transformations - from a preindustrial peasant society managed by samurai-bureaucrats into an expansionist nation-state and then into its current paradoxical guise of a peaceful nation of culture led by conservative nationalists - provides the means for deepening our understandings of historical change in one region and grappling with the methods and aims of the discipline of history. Same as L22 History 320C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L05 Japan 324 A User's Guide to Japanese Poetry**

This course introduces the art and craft of Japanese poetry, one of the world's great literary traditions. Exploring the many styles of traditional verse--the poetic diary, linked verse, haiku, and others--and their historical contexts, students gain insights into Japanese aesthetics and study the unique conventions of Japanese poetic production that have evolved over a span of some 1500 years. The course also incorporates a "haiku workshop," where we engage in group-centered poetry writing and critiquing. No prior knowledge of Japanese is required.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

#### **L05 Japan 326 Samurai, Rebels, and Bandits: The Japanese Period Film**

Tales of heroism, crime, revolt, and political intrigue. Bloody battles, betrayal, madness, and flashing swords. This is the world of jidaigeki eiga, the Japanese period film. In this course, we will analyze the complex (and often flamboyant) narrative, visual, and thematic structures of films about the age of the samurai. We will discuss jidaigeki representations of violence and masculinity, self-sacrifice and rebellion, and the invention of tradition as well as critical uses of history. In addition to the historical content of the films, we will study the historical contexts that shaped jidaigeki film production and discuss relevant transformations in Japanese cinema and society. Period films have been shaped by and exert strong influences on Japanese theater, oral storytelling, popular literature, comics, and international film culture, all of which are helpful for understanding the films. As we track changes in jidaigeki style and subject matter, the course will introduce theories for interpreting narrative structure, genre repetition and innovation, intertextuality, and representations of "the past." All readings will be in English. No knowledge of Japanese required. No prerequisites. Required Screenings Tuesdays @ 7 pm.

Same as L53 Film 326

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

**L05 Japan 3270 Topics in East Asian Performance Cultures:**

**Gender in East Asian Theatre and Performance**

This course explores the constructions of gender within traditional and modern East Asian performing arts, with particular attention to cultural values, identities, and sensibilities revealed through various theatrical expressions. Genres to be studied include Chinese opera xiqu, revolutionary ballet, and spoken drama huaju, Japanese kabuki and Takarazuka Theatre, and Japanese modern drama, Korean narrative song form p'ansori and opera changgeuk, Korean new theatre shin'guk and modern dance, contemporary East Asian queer performances, among others. Consideration of gender in performance will address 1) narrative of the form, 2) persona of the character, 3) identity of the performer, and 4) role of the audience. As part of this study, students will explore the cultural specificity embedded in various forms of East Asian theatre and performance through the lens of gender. A second interest lies in the applicability of Western models of gender, culture, and performance studies for the domain of the arts and for East Asia as a cultural region. The seminar approach will be interdisciplinary with extensive use of written, visual, and aural materials. Class combines lecture and discussion. Readings include critical, historical, literary, and descriptive writing about various genres of performing arts. All readings are in English translation. Prerequisites: None

Same as L81 EALC 3270

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L05 Japan 332C Japanese Literature: Beginnings to 19th Century**

This survey of Japanese literature covers antiquity to the early 19th century. Emphasis is on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative, and theater. Fulfills premodern literature requirement for EALC degrees. No knowledge of Japanese language is required.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L05 Japan 333C The Modern Voice in Japanese Literature**

This survey explores the emerging modern voice in Japanese literature, with emphasis on prose fiction. After a brief introduction to earlier centuries, the class focuses on the short stories and novels of the 20th century. Among the authors considered are Natsume Soseki, Nagai Kafu, Tanizaki Jun'ichiro, and Nobel laureates Kawabata Yasunari and Oe Kenzaburo. Discussions center on issues of modernity, gender, and literary self-representation. Fulfills modern literature requirement for EALC degrees. No knowledge of Japanese language required.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L05 Japan 3340 Topics in East Asian Religions**

Topics course on East Asian religions. Subject matter varies by semester; consult current semester listings for topic. Fulfills premodern elective for EALC major.

Same as L81 EALC 3340

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L05 Japan 336 The Floating World in Japanese Literature**

This survey of Japanese literature covers the 17th to the 19th century. Primary focus is on the Genroku era (1688-1703), which witnessed the growth of lively urban centers and the emergence of a robust literary voice. Emphasis is on the ideological and cultural contexts for the development of a variety of new innovations in the genres of poetry (haiku), theater (kabuki and bunraku) and prose (kana zoshi). No knowledge of Japanese language is required. Sophomore level and above recommended.

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM

---

**L05 Japan 3412 Japanese Art**

Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern, and contemporary art. Emphasizing painting, sculpture, architecture, and print culture, the course will also explore the tea ceremony, fashion, calligraphy, garden design, and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art.

Same as L01 Art-Arch 3412

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

---

**L05 Japan 346 Japanese Literature in Translation: Mystery Fiction**

In this course students explore the tantalizing, thrilling, and sometimes macabre genre of mystery fiction in Japan. Emerging in the late 19th century, largely in response to the disruptions of industrialization, the mystery genre offered writers a way to make sense of a chaotic, unfamiliar world. The genre has also allowed a means of social critique and radical experimentation. The class considers the works of Edogawa Rampo, Matsumoto Seicho, Miyabe Miyuki, Kirino Natsuo, and others. All readings in English. No prior knowledge of Japanese required.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

UColl: CD

---

**L05 Japan 3482 The Floating World of Japanese Prints**

The relationship between Japanese printmaking and popular culture from 1600 to 1900. Woodblock and copperplate printmaking techniques, key masters, kabuki drama, pleasure quarters, fiction, travel, modernization will be explored. Prerequisite: L01 111, Intro to Asian Art, or background in printmaking or Japanese culture.

Same as L01 Art-Arch 3482

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM EN: H

---

**L05 Japan 365 Topics in Modern Japanese Literature**

Topics course in modern Japanese literature. Subject matter varies by semester; consult current semester listings for topic.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L05 Japan 390 EALC Seminar: East Asian Buddhism: Chan/Son/Zen**

EALC Seminar; topic varies by semester. This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission.

Same as L81 EALC 3900

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H

---

**L05 Japan 412 Third-Level Modern Japanese I**

This is the first semester of an academic-year course in pre-advanced Japanese. The course emphasizes the acquisition of all four language skills (listening, speaking, reading, and writing) through meaningful communication. Various projects will be assigned throughout the semester in addition to the course readings, conversation exercises and class discussion. After completing this course, students are able to communicate in Japanese in a linguistically and culturally appropriate manner, to read semi-authentic materials more extensively on topics about Japanese culture, and gather information about the topics of their interest by using a variety of resources. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L05 214 (grade of B- or better) or placement by examination. Credit 4 units for undergraduates, 3 units for graduate students.

Credit variable, maximum 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L05 Japan 413 Third-Level Modern Japanese II

This is the second semester of an academic-year course in pre-advanced Japanese. The course emphasizes the acquisition of all four language skills (listening, speaking, reading, and writing) through meaningful communication. Various projects will be assigned throughout the semester in addition to the course readings, conversation exercises and class discussion. After completing this course, students are able to communicate in Japanese in a linguistically and culturally appropriate manner, to read semi-authentic materials more extensively on topics about Japanese culture, and gather information about the topics of their interest by using a variety of resources. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L05 412 (grade of B- or better) or placement by examination. Credit 4 units for undergraduates, 3 units for graduate students.

Credit variable, maximum 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L05 Japan 425 Topics in Religion and Culture in East Asia: Women, Confucianism and Buddhism in East Asia

This reading seminar introduces students to texts on and by women in East Asia from the earliest extant writings to the nineteenth century. Texts covered in the first half of the course include philosophical and doctrinal writings that deal with the role of women in society, their fitness for self-cultivation, and their access to salvation. The second part of the course focus is on narrative texts, memoirs and diaries that portray women or that were written by women, drawn from the literary traditions of China, Korea and Japan. Some of the issues students will grapple with are: Are Confucianism and Buddhism, some of the great intellectual traditions of East Asia, inherently misogynistic? Or can they function as liberating forces for women in their search for agency and meaning? More broadly, how can boundaries and constraints contribute to self-cultivation, growth, and even salvation? Previous coursework on East Asia and/or Buddhism is strongly recommended, but no prior knowledge of Chinese, Korean, or Japanese language is required. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: junior level or above or permission of instructor.

Same as L81 EALC 425

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L05 Japan 431 Renegades and Radicals: The Japanese New Wave

In 1960, the major studio Shochiku promoted a new crop of directors as the "Japanese New Wave" in response to declining theater attendance, a booming youth culture, and the international success of the French Nouvelle Vague. This course provides an introduction to those iconoclastic filmmakers, who went on to break with major studios and revolutionize oppositional filmmaking in Japan. We will analyze the challenging politics and aesthetics of these confrontational films for what they tell us about Japan's modern history and cinema. The films provoke as well as entertain, providing trenchant (sometimes absurd) commentaries on postwar Japanese society and its transformations. Themes include: the legacy of WWII and Japanese imperialism; the student movement; juvenile delinquency; sexual liberation; and Tokyo subcultures. Directors include: Oshima Nagisa, Shinoda Masahiro, Terayama Shuji, Masumura Yasuzo, Suzuki Seijun, Matsumoto Toshio, and others. No knowledge of Japanese necessary. Credit 3 units. Mandatory weekly screening:

Same as L53 Film 431

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L05 Japan 443 Memory, Tears, and Longing: East Asian Melodrama Film

Excessive emotion, unreasonable sacrifice, hidden truth, untimely knowledge, and forbidden desire—the power of melodrama and its moving representations have fueled the popularity of hundreds, if not thousands, of books, plays, and films. Melodrama has variously been defined as a genre, a logic, an affect, and a mode, applied to diverse media, divergent cultural traditions, and different historical contexts. The course provides a survey of East Asian melodrama films—as well as films that challenge conventional definitions of melodrama—by pairing Japanese, Korean, and Chinese-language productions with key critical texts in melodrama studies. We will see classics such as *Tokyo Story*, *Two Stage Sisters*, and *The Housemaid*. We will examine melodrama's complex ties to modernity, tradition, and cultural transformation in East Asia; special emphasis will be placed on representations of the family, historical change, gender, and sexuality. In addition to historical background and film studies concepts, we will also consider a range of approaches for thinking about the aesthetics and politics of emotion. No prerequisites. No prior knowledge of East Asian culture or language necessary. Mandatory weekly scheduled screening.

Same as L53 Film 443

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L05 Japan 445 Japanese Fiction: Meiji Women Writers (Writing-Intensive Seminar)

The Meiji Period (1868-1912) in Japan was a time of tumultuous change. During the era Japan made sweeping reforms to its government, educational system, and social structures. Meiji men were encouraged to "modernize" along Western lines, while women were expected to serve as "repositories of the past." Most women prized the elegant traditions and saw these as important markers of cultural identity. But not all were willing to completely abdicate their place in the modernizing impulse. This writing intensive course will examine these women's literary works, paying attention to the way they developed strategies to both "serve the nation" and find an outlet for their own creative voice. Works to consider include the short fiction of Higuchi Ichiyo, Shimizu Shikin, and Tamura Toshiko, the poetry of Yosano Akiko, the essays of Kishida Toshiko, and the translations of Wakamatsu Shizuko. All readings are available in English translation and students need not be familiar with Japanese, though background in Japanese Studies, Women's Studies, or literary studies will be helpful. This is a Writing-Intensive Seminar. Prerequisite: junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

### L05 Japan 4450 Horror in Japanese Media

Elements of the macabre and horrific have been present in Japanese culture and media since time immemorial. The 11th-century work *The Tale of Genji*, for example, features an elite lady's "living ghost" killing off her main rivals for the prince's affections. Tales of ghosts, demons, and the supernatural entities known as *yokai* continued to appear in collections of Buddhist didactic and folktale literature of the following centuries, finding renewed popularity in the 17th-19th centuries in the form of *kaidan* or "strange tales" which were enjoyed as printed works, parlor games, and stage plays. Some of the very first films made at the turn of the 20th century in Japan were about the popular ghosts of yore. Building on this long legacy of fearsome creatures in popular media of times now past, this course will consider selections of Japanese horror media (film, literature, anime, manga, and video games) from the mid-20th to early 21st centuries, highlighting the intertextuality that different media within the horror genre has and how the horror genre itself even bleeds into other genres. Analyzing major figures and themes in each work, this course will explore how Japanese horror—the strange realm home to ghosts with a grudge, misunderstood monsters, and merciless murderers—can function not only as thrilling entertainment but can also reflect Japanese societal and cultural anxieties present in the real world, ranging from the problems that

technology may create in a changing world to the threats posed by shifts in traditional family dynamics. Although this course will focus on horror media in the Japanese context, understanding how horror can function to highlight such anxieties will prepare students to consider the deeper possibilities of horror media in their own respective cultural contexts. All readings will be in English, and visual media will be in Japanese with English subtitles. Required Screenings  
Same as L53 Film 445  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### L05 Japan 4451 Topics in Modern Japanese Literature

A topics course on modern Japanese literature; subject matter varies by semester. Prerequisite: junior level or above or permission of instructor.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### L05 Japan 446 The Japanese Theater

This course is an investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. While less concerned with the performative aspects of theatrical arts (though these will be introduced via videos), emphasis is placed on the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings are from major theatrical texts, secondary studies on Japanese theater, and literary sources. Prerequisite: junior level or above or permission of instructor.  
Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM EN: H

---

#### L05 Japan 448 Japanese Poetry

This course is a comprehensive survey of Japanese poetry from the 8th century to the present day. Topics include the development of the great tradition of court poetry in the Heian period (ca. 800-1200) and its full flowering during the medieval period (ca. 1200-1600), the influence of the Zen aesthetic, the emergence of linked verse and haiku, and the transformation of the classical tradition with the advent of the modern era. All works will be read in English translation, although knowledge of Japanese will be useful. Graduate students will be expected to read original materials extensively. Prerequisite: junior level or above or permission of instructor.  
Credit 3 units. Art: HUM

---

#### L05 Japan 4482 Japanese Prints: Courtesans, Actors and Travelers

Woodblock prints of the 18th and 19th centuries and their relationship to literature and popular culture. Topics include the life of the pleasure quarters, sexuality and the "erotic," parody, kabuki theater, and the representation of women. Prerequisite: 3 units in Japanese painting, or permission of instructor.  
Same as L01 Art-Arch 4482  
Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

---

#### L05 Japan 449 Modern Japanese Women Writers: Writing Intensive Seminar

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers to be considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction will be available in

English translation, and students need not be familiar with Japanese. Prior coursework in literature/women's studies may be helpful. This is a Writing Intensive course. Prerequisite: junior level or above or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, SD, WI EN: H

---

#### L05 Japan 4491 Modern Japanese Women Writers

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction are available in English translation, and students need not be familiar with Japanese. Prior coursework in literature/women's studies may be helpful. Prerequisite: junior level or above or permission of instructor.  
Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

---

#### L05 Japan 450 Masterworks of Early Japanese Literature: The Tale of Genji and its Afterlives

This course is an intensive study of one of the central texts of classical Japanese literature. Selection of texts rotate among works including: The Tale of Genji, court diaries, poetry anthologies, Noh drama, The Tale of the Heike, setsuwa collections, and medieval memoirs. In addition to exploring the historical, literary, and cultural significance of the work from its genesis to the present age, students engage in a close reading of the text and an investigation of the primary theoretical issues and approaches associated with the work both in Japan and abroad. Prior knowledge of early Japanese literature or history is recommended. Texts will be read in English translation. Prerequisite: junior level or above or permission of instructor.  
Credit 3 units. A&S IQ: HUM, LCD EN: H

---

#### L05 Japan 458 Fourth-Level Modern Japanese I

This is the first semester of an academic-year course in advanced Japanese. The course emphasizes the acquisition of linguistic, pragmatic, and sociocultural competence in all four areas of the language as well as advanced level critical thinking skills. In addition to the textbook, more authentic materials such as movie clips, newspaper articles, etc. are selected for readings and discussion topics. Students will be assigned several projects in accordance with the interests and needs of participating students. After completing the course, students are able to manage various speaking styles according to the situational/relational context and express their opinions clearly and logically in speaking and writing. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L05 413 (grade of B- or better) or placement by examination.  
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### L05 Japan 459 Fourth-Level Modern Japanese II

This is the second semester of an academic-year course in advanced Japanese. The course emphasizes the acquisition of linguistic, pragmatic, and sociocultural competence in all four areas of the language as well as advanced level critical thinking skills. In addition to the textbook, more authentic materials such as movie clips, newspaper articles, etc. are selected for readings and discussion topics. Students will be assigned several projects in accordance with the interests and needs of participating students. After completing the course, students are able to manage various speaking styles according to the situational/

relational context and express their opinions clearly and logically in speaking and writing. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L05 458 (grade of B- or better) or placement by examination.  
Credit 3 units. A&S IQ: LCD, LS EN: H

---

#### L05 Japan 460 Pre-Modern Japanese I

The language referred to as classical Japanese (or literary Japanese, *kobun*, *kogo*, *bungo*, *bungotai*, etc.) was in use from the Heian period to the 20th century, and traces of it remain even in modern Japanese. This course gives students a systematic introduction to the grammar of *bungo*, through readings in texts from the Heian and medieval periods. By the end of the semester students should be able to read reasonably straightforward passages of *bungo* with a dictionary. They will also have a deeper understanding of the grammar and structure of modern Japanese, and will become more skilled at using Japanese-Japanese dictionaries. Readings are drawn from Japanese classical literary texts using materials from standard modern annotated editions. Prerequisite: L05 412-413, or concurrent registration.  
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### L05 Japan 461 Pre-Modern Japanese II

This course is a continuation of L05 460 which reinforces and expands the student's understanding of classical Japanese grammar through close reading of texts drawn from the Heian, medieval and Edo periods, and introduces the basics of reading *hentaigana*, the cursive form of *kana* found in manuscript and woodblock print books. Readings are in classical literary texts using materials from standard modern annotated editions as well as the introduction of skills necessary for reading original texts, including *kambun* and *hentaigana*. Prerequisite: L05 413 or concurrent registration, or L05 460.  
Credit 3 units. A&S IQ: LCD, LS EN: H

---

#### L05 Japan 464 Japanese Textual Analysis

This course introduces the advanced student of Japanese to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Japanese society and culture, reflect the needs and interests of the enrolled students. Focus is on close reading and syntactic analysis of the selected texts. Regular translation exercises gauge the mastery of grammar, syntax, and idiomatic usages. All readings are in Japanese, with class discussion conducted predominantly in English. A final translation project, to be chosen by the student in consultation with the instructor, is required. Prerequisite: permission of instructor.  
Credit 3 units. A&S IQ: LCD EN: H

---

#### L05 Japan 4710 Topics in Japanese Culture

Topics course on Japanese culture. Subject matter varies by semester; consult current semester listings for topic.  
Same as L81 EALC 4710  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### L05 Japan 486 Independent Work for Senior Honors

This course is taken in the fall semester. Prerequisite: senior level, eligibility for Honors, and permission of the Department.  
Credit 3 units.

---

#### L05 Japan 487 Independent Work for Senior Honors

This course is taken in the spring semester. Prerequisites: senior level, eligibility for Honors, and permission of the Department.  
Credit 3 units.

---

#### L05 Japan 491 Topics in Japanese Literature & History:

A topics course on Japanese literature and history. Subject matter varies by semester; consult current semester listings for topic. Prerequisite: junior level or above or permission of instructor.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### L05 Japan 499 Guided Readings in Japanese

Prerequisites: Senior or graduate level and permission of the instructor. This course is normally taken after the successful completion of L05 459. May be repeated once.  
Credit variable, maximum 3 units.

---

## Korean

Visit online course listings to view semester offerings for L51 Korean.

---

#### L51 Korean 107 Basic Korean I

Basic Korean I is designed to develop students' basic proficiency in all four language skill areas, listening, speaking, reading, and writing, while fostering intercultural competence. Students will improve their Korean communication skills by engaging in various interactive activities throughout the course. The topics covered in the class include self-introduction, describing surroundings, discussing daily activities, and engaging in conversations about familiar objects and people. The course introduces relevant cultural topics to enrich students' understanding of Korean culture and language. This 3-credit, slower-paced course meets three times per week and requires less time commitment than the 5-credit course (L51 117). Upon completing Basic Korean I in the spring semester, students can enroll in Basic Korean II in the fall semester. After successfully finishing Basic Korean II, students can advance to First-Level Modern Korean II (L51 118) in the subsequent spring semester. It is important to note that Basic Korean 1 and Basic Korean 2 do not fulfill the language sequence requirement, nor the two-semester language requirement for the EALC minor.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

#### L51 Korean 108 Basic Korean II

Basic Korean II is the second course in the slower-paced Basic Korean language sequence. This course focuses on developing proficiency in listening, speaking, reading, and writing, while also fostering intercultural competence. Students will participate in various interactive activities to develop their proficiency. Topics covered include describing surroundings, discussing daily activities such as school, shopping, extracurricular activities, and describing past and future events. The course also introduces relevant cultural topics to deepen students' understanding of Korean culture and language. After completing Basic Korean II, students can enroll in First-Level Modern Korean II (L51 118) in the spring semester. It is important to note that Basic Korean 1 and Basic Korean 2 do not fulfill the language sequence requirement, nor the two-semester language requirement for the EALC minor. Prerequisite: L51 107 (grade of B- or better) or placement by examination.  
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

---

#### L51 Korean 117D First-Level Modern Korean I

This course is an introduction to Korea's modern spoken and written language, designed for students with no prior background or minimal exposure to the language without any literacy skills. The course emphasizes developing proficiencies in all four areas of language functions, including listening, speaking, reading, and writing, specifically focusing on accurate pronunciation, basic grammar, and communicative and intercultural competence. Throughout the course, students will work towards the following objectives: gaining



the ability to say greetings, tell time, and carry on basic conversations in classrooms, stores, and various social situations related to daily life, family, and school in all time frames (present, past, and future). In addition, the course aims to help students understand Korean culture as reflected in the language. Students with some previous Korean language background must take the placement exam. Note: Students with some previous Korean language background must take the placement examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L51 Korean 118D First-Level Modern Korean II**

This course is a continuation of the first level beginning Korean course, focusing on acquiring communicative and grammatical skills in speaking, writing, and reading through active participation. The curriculum includes interactive activities that enhance learning experiences and foster communicative and intercultural competence. By the end of the course, students will acquire basic vocabulary, accurate pronunciation, and reading and writing skills with appropriate grammar. They will be able to participate in conversations related to school, classes, social life, family, phone conversations, travel, shopping, and restaurants. Additionally, the course aims to help students understand Korean culture reflected in the language. Prerequisite: L51 117D (grade of B- or better) or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L51 Korean 150 First-Year Seminar: Exploring East Asian Classics**

This first-year seminar introduces students to major works of the Chinese, Korean, and Japanese traditions. Although written centuries in the past, these texts still reverberate with meaning today and offer important means to understand the often chaotic and confusing events occurring daily around us. What is the self? What is the relationship between the individual and society? How do we live an ethical life? What is literature and for whom is it intended? In grappling with these questions, students will directly engage with the texts through close reading and in-class discussion. Students will, at the same time, also ask broader questions that concern how knowledge is produced, spread, and consumed: what is a canon? Who are the gatekeepers? What does it mean to approach East Asia through a set of "canonical" texts? Among the texts considered will be *The Analects*, *Daodejing*, *Lotus Sutra*, *Tale of Genji*, *Tales of the Heike*, *Tales of Moonlight and Rain*, *Samguk yusa*, and *Memoirs of Lady Hyegyong*. Prerequisite: first-year, non-transfer students only.

Same as L04 Chinese 150

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

#### **L51 Korean 217 Second-Level Modern Korean I**

This class is designed for students who have successfully finished First Level Modern Korean I & II and those with equivalent proficiency. The course will continue to emphasize the development of cultural competency in Korean language and culture and communicative skills in speaking, listening, writing, and reading. By the end of this course, students will be able to engage in conversation on personal experiences and topics related to lessons in class, develop accurate pronunciation and intonation, further develop their reading and writing skills in Korean texts, and gain a deeper understanding of Korean culture as reflected in the language. Prerequisite: L51 118D (grade of B- or better) or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L51 Korean 218 Second-Level Modern Korean II**

This class is designed for students who have completed Second Level Modern Korean I or have equivalent proficiency. The course's main objective is to continue developing cultural competency in Korean language and culture while further developing students'

communicative skills in speaking, listening, writing, and reading. By the end of the course, students will be able to engage in expanded conversations on personal experiences and topics related to class lessons, constructing coherent and complete sentences. Additionally, students focus on improving their pronunciation and intonation, developing their reading and writing skills to engage with simple Korean texts effectively, and gaining a deeper understanding of Korean culture as reflected in the language. Prerequisite: L51 217 (grade of B- or better) or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L51 Korean 223C Korean Civilization**

This course introduces Korean civilization from earliest times to the present. While a broad survey, the course emphasizes cultural themes and social institutions, and explores the Korean past in East Asian and global perspectives. To help with building this comprehensive view, the class follows a chronological progression of history using a textbook. But throughout, students also learn from diverse media-including film, drama, music, games, and primary historical sources-to make their own sense of Korea and Korean culture. In terms of methodology, the class adopts various approaches, from source criticism and material studies to critically engaging modern-day representations of Korea in print and new media. Some of the topics covered include: foundation myths, ancient literature, colonialism, civil war, authoritarianism, rapid industrialization, and democratization in Korea.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L51 Korean 298 Korean Undergraduate Teaching Assistants**

In this course undergraduate students with native or near native proficiency in Korean assist in the first, second, and third level modern Korean language classes by serving as one-on-one session tutor, lab drill and practice session tutor, or discussion leader under close supervision of the faculty. Students can only enroll in the class with permission from the faculty member.

Credit 1 unit.

---

#### **L51 Korean 2980 Undergraduate Internship in Korean**

Students receive credit for a faculty-directed and approved internship. Registration requires the completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities (e.g., eight to ten hours a week for thirteen or fourteen weeks to receive 3 units of credit; 1 or 2 credits for fewer hours). Credit/no credit only. Prerequisite: permission of department or DUS.

Credit variable, maximum 3 units.

---

#### **L51 Korean 299 Independent Study**

Prerequisite: permission of the instructor

Credit variable, maximum 6 units.

---

#### **L51 Korean 3250 Topics in Early Modern Korea: Guns, Tobacco, and Sweet Potato: A History of Material Culture**

This course is an introduction to both material culture studies and early modern Korea, through the use of compelling objects-from guns and ceramics, to drugs, foods, and artwork-as an entry point into Korean cultural history (with a focus on the period between 1592 and 1910). It starts with objects in times of crises, from the matchlock guns which wreaked havoc across the Korean peninsula, to the ondol heated floors which warmed Korean homes through the Little Ice Age. Then, it delves into a period of cultural efflorescence, when new material cultures emerged, by the hands of Buddhist papermakers, up-and-coming chungin ("middle people") painters, and aristocratic women. It ends with stories from the nineteenth century, when these "Korean" material

cultures became closely entangled with their foreign counterparts- especially Western European- and how they were put on display at the world's fairs and expositions around the globe- in Japan, Chicago, Hanoi, and Paris. The overarching questions that run throughout the course are: What is material culture? How does the "material turn" change the nature of humanistic inquiry and expand the horizons of Korean/cultural studies? How may attention to "things" transform our understanding of the past and present, ourselves, and of the material world that we inhabit today? Fulfills premodern elective for EALC major.

Same as L81 EALC 3250

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC EN: H

---

**L51 Korean 3270 Topics in East Asian Performance Cultures: Gender in East Asian Theatre and Performance**

This course explores the constructions of gender within traditional and modern East Asian performing arts, with particular attention to cultural values, identities, and sensibilities revealed through various theatrical expressions. Genres to be studied include Chinese opera xiqu, revolutionary ballet, and spoken drama huaju, Japanese kabuki and Takarazuka Theatre, and Japanese modern drama, Korean narrative song form p'ansori and opera changgeuk, Korean new theatre shin'guk and modern dance, contemporary East Asian queer performances, among others. Consideration of gender in performance will address 1) narrative of the form, 2) persona of the character, 3) identity of the performer, and 4) role of the audience. As part of this study, students will explore the cultural specificity embedded in various forms of East Asian theatre and performance through the lens of gender. A second interest lies in the applicability of Western models of gender, culture, and performance studies for the domain of the arts and for East Asia as a cultural region. The seminar approach will be interdisciplinary with extensive use of written, visual, and aural materials. Class combines lecture and discussion. Readings include critical, historical, literary, and descriptive writing about various genres of performing arts. All readings are in English translation. Prerequisites: None

Same as L81 EALC 3270

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L51 Korean 3340 Topics in East Asian Religions**

Topics course on East Asian religions. Subject matter varies by semester; consult current semester listings for topic. Fulfills premodern elective for EALC major.

Same as L81 EALC 3340

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L51 Korean 340 Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives**

Whether physical or imagined, travel evokes notions of center, periphery, boundary and identity that shape the world we live in. This seminar course uses travelogues as well as literary, visual and cinematic representations of travels relating to Korea to explore how travel, art and imagination together help constitute one's sense of place. The course approaches travel from three angles. First, it examines writings by Korean authors on domestic, interregional, and international travels from premodern to modern times. Such works offer a frame for tracing conceptualizations of self and other through topics including diaspora, refugee crisis, migrant workers, political exile, prisoners of war, and others. The course also looks at stories of travel to Korea by non-Korean authors in order to see how "Korea" was perceived in various times by people outside the country. Lastly, through imagined journeys typically labeled as "sci-fi" or "fantasy", it examines notions of "truthful" and "realistic," and considers the function of the fantastic and storytelling and their relation to the world we live in. For their final project, students will create a map of real or fictional travels based on material covered in class. Using Digital Humanities tools such as StoryMaps (ArcGIS), Carto, or

MyMaps (Google), they will also produce itineraries and narratives to accompany the maps, and present these results online. Necessary technical assistance will be provided by the GIS team at Olin Library throughout the semester. All reading in English. Prior knowledge of Korean language or culture may be helpful but is not required.

Same as L81 EALC 340

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L51 Korean 352 Literature of Modern and Contemporary Korea**

This undergraduate course surveys the major writers and works of 20th century Korean literature. During the 20th century Korea went through a radical process of modernization. From its colonization by Japan, to its suffering of a civil war within the cold war order, to its growth into a cultural and economic powerhouse, Korea's historical experience is at once unique and typical of that of a third-world nation. By immersing themselves in the most distinctive literary voices from Korea, students examine how the Korean experience of modernization was filtered through its cultural production. The course pays special attention to the writers' construction of the self and the nation. How do social categories such as ethnicity, class, gender, and race figure in the varying images of the self? And how do these images relate to the literary vision of the nation? Along the way, students observe the prominent ideas, themes, and genres of Korean literature. This class combines lecture with discussion, in which students are strongly encouraged to participate. All literary texts are in English translation and no previous knowledge of Korean is required. Fulfills modern literature requirement for EALC degrees.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L51 Korean 355 Topics in Korean Literature and Culture**

Topics course in Korean literature and culture; subject varies by semester. Premodern course; fulfills premodern elective for EALC major. No background in Korean language, history, or culture is required.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

UColl: CD

---

**L51 Korean 3570 Topics in Modern and Contemporary Korean Culture: Intro to K-Pop: Korean Popular Music and Society**

This course examines how Korean popular music, or K-pop, has become a global cultural phenomenon and how it is related to the historical, social, cultural, and political shifts on the Korean peninsula from the beginning of the 20th century to the present. This class will consider a wide range of factors of K-pop, including fans, idols, music production and circulation, industry, media, and national involvement in the field, in order to provide students with an in-depth understanding of the dynamic cultural phenomenon of K-pop. Through various scholarly approaches, this class deepens students' understanding of K-pop and popular music more broadly. The class will utilize audio/video sources, incorporate discussions based on academic articles and chapters, and require student analysis that connects popular music to its context. In addition to scholarly investigation, students are encouraged to engage with K-pop through hands-on performances, writing reviews, creating public-facing resources, and/or interviewing fans for the final project. No background in Korean language, history, or culture is required. Fulfills modern elective for EALC major.

Same as L81 EALC 3570

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

---

**L51 Korean 365 Topics in Modern Korean Literature: The Korean Wave: Reading Korea through Popular Culture and Media**

Korean popular culture has received attention from across the globe for more than 20 years through K-drama, K-cinema, K-pop, K-beauty, webtoon, video games, mukbang (a live-streamed eating show), and so on. This course examines the global popularity of Korean popular

culture, known as the Korean Wave (Hallyu). In addition to providing a comprehensive understanding of contemporary Korean culture, society, and politics through popular cultural products, the course will teach a variety of critical tools to interpret them. For example, how would you interpret the inclusion of traditional Korean games for children in Squid Game and its relevance to contemporary Korean society? How would you interpret the scene with the bomb under the bridge in Psy's "Gangnam Style" music video in relation to Korean history? Why is mukbang popular among younger generation in Korea? Through readings, screenings, listening, and discussions, students will learn why and how popular culture is inevitably tied to history, culture, and society. The class will also look at the role of media in understanding how South Korea comes to create a vibrant pop culture scene and why global audiences from diverse racial and generational backgrounds relish Hallyu. Successful students will gain the skills to critically interpret Korea through popular culture and understand the impact of media on cultural globalization. No background in Korean language, history, or culture is required. Modern course; fulfills modern elective for EALC major.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L51 Korean 370 When Tigers Smoke: Songs and Stories from Traditional Korea**

This course has two purposes: (1) to introduce major works and topics in Korean classical literature and the cultural world in which they were produced and (2) to explore modern reimaginings of these historical works and events and wider context through contemporary literature and film. The former involves a journey through various genres, including foundation myths, songs, biographies, essays, poetry, fiction, memoirs, letters and oral performance, all produced before the 20th century. For a modern perspective, the course turns to films, dramas, cartoons and short stories, which serve as the basis for discussing the modern recreations of historical events, characters, and Korean culture more broadly. In addition to details of the works themselves, topics will include Korea's place in the context of a Sino-centric world order; the significance of two writing systems, hanmun (literary Chinese) and han'gul (Korean vernacular writing); gender and literary practice; and the dynamic relationship between tradition and creativity. No knowledge of Korean history or language is required. All readings in English.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L51 Korean 3750 Imagined Pasts: Traditional Korea through Film**

This course is an introduction to traditional Korean culture through a selection of contemporary South Korean feature films and dramas. Films and dramas with historical themes have been very popular in Korea and across the globe. As powerful representations of the past, these contents have not just made Korean culture more accessible, but posed new issues and problems in learning about that culture. This course sets out to examine the content of historical films and dramas, investigating how "true" or "false" their representation of the past is, how they imagine and invent that past, and the ways they are useful-and not-in better understanding Korean culture and history. Some of the topics to be introduced are: kingship and court culture; Confucianism; social structure and people on the margin; gender relations and family; war and violence; science and technology; food and medicine; and the quotidian lives of people. This is also a media literacy course and students learn to engage critically with period pieces by writing comparative film essays and historical film critiques/scripts.

Same as L81 EALC 3750

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC EN: H

---

#### **L51 Korean 390 EALC Seminar: East Asian Buddhism: Chan/Son/Zen**

EALC Seminar; topic varies by semester. This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission.

Same as L81 EALC 3900

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H

---

#### **L51 Korean 417 Third-Level Modern Korean I**

This course is designed for students who have completed L51 Korean 217 & 218 (Second Level Modern Korean I & II) or those with equivalent proficiency. The course aims to further develop students' communicative competence and proficiency in speaking, listening, writing, and reading while deepening their understanding of Korean culture at the high intermediate level. Throughout the course, students will develop the cultural and linguistic understanding necessary to communicate for various personal and social purposes. By the end of the course, students will be able to participate in detailed conversations on various familiar topics such as travel, leisure activities, health, traditions, holidays, and beliefs using complex sentences. Students can expect to read simple articles and write essays of 250-350 words. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L51 218 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L51 Korean 418 Third-Level Modern Korean II**

This course is intended for students who have completed L51 Korean 417 (Korean III) or have an equivalent level of proficiency. The primary goal of the course is to enhance students' communicative competence and proficiency in speaking, listening, writing, and reading while also deepening their understanding of Korean culture at the high intermediate level. By the end of the course, students will be able to participate in detailed conversations on various familiar and unfamiliar topics and social situations in a culturally appropriate manner. They will also be able to comprehend main ideas and supporting details in non-complex aural and written stories across various contexts and read articles, narrative, and descriptive texts. Students will also be able to describe, explain, and compare using structures and vocabulary items at the high intermediate level in writing and speaking. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L51 417 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L51 Korean 420 Nature, Technology, and Medicine in Korea**

This course examines the cultural history of modern Korea with a focus on science, technology, and medicine. From about 1500 to the present, a number of hugely consequential things happened in Korea that have been called revolutionary-or what historians dub "early modern" and "modern." Confucian kings planned large-scale projects that changed nature, rustic scholars made inventories of flora and fauna, colonial Koreans became biologists, nurses, and "Edisons," and in North and South Korea, new professionals created distinctive-and in some cases, globally-competitive-regimes of knowing, making, and healing. Students will interrogate these developments as an opportunity to revisit the history of modernity, which has been told predominantly from the perspective of the West. What does it mean to be "modern" in Korea? How did that modernity intersect with Korean science, technology, and medicine? Students will find and articulate their own answers by writing the final research paper. Recommended to

have taken Korean Civilization or equivalent course that provides basic working knowledge of Korean history. Course also counts as an EALC capstone course. Prerequisite: junior level or above or permission of instructor.

Same as L81 EALC 420

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

#### **L51 Korean 4251 Topics in Religion and Culture in East Asia: Women, Confucianism and Buddhism in East Asia**

This reading seminar introduces students to texts on and by women in East Asia from the earliest extant writings to the nineteenth century. Texts covered in the first half of the course include philosophical and doctrinal writings that deal with the role of women in society, their fitness for self-cultivation, and their access to salvation. The second part of the course focus is on narrative texts, memoirs and diaries that portray women or that were written by women, drawn from the literary traditions of China, Korea and Japan. Some of the issues students will grapple with are: Are Confucianism and Buddhism, some of the great intellectual traditions of East Asia, inherently misogynistic? Or can they function as liberating forces for women in their search for agency and meaning? More broadly, how can boundaries and constraints contribute to self-cultivation, growth, and even salvation? Previous coursework on East Asia and/or Buddhism is strongly recommended, but no prior knowledge of Chinese, Korean, or Japanese language is required. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: junior level or above or permission of instructor.

Same as L81 EALC 425

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L51 Korean 427 Fourth-Level Modern Korean I**

This course is intended for students who have completed the Third Level Modern Korean I & II or possess equivalent proficiency. The course's main objective is to develop student's language skills in speaking, listening, reading, and writing, with a greater emphasis on reading and writing while enhancing their understanding of Korean culture. The class explores various topics related to Korea and Korean culture, utilizing a primary textbook and a range of authentic materials such as newspaper articles, literature, films, and video clips that are relevant to the topics. Through these materials, students will be able to express their ideas convincingly and precisely in Korean on Korea-related topics. Additionally, students will work on improving their Korean proficiency in vocabulary and hanja (Chinese characters) at an advanced level and perfecting their sentence structure for oral and written communication in various formats. By the end of the course, students will have developed advanced-level language skills, a deeper understanding of Korean culture, and the ability to communicate their ideas in Korean effectively. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L51 418 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

---

#### **L51 Korean 428 Fourth-Level Modern Korean II**

This course aims to help students enhance their Korean language proficiency and knowledge of Korean culture, history, and society to an advanced level. Throughout the course, students will participate in various activities, such as discussions, presentations, and reading and writing exercises based on materials such as movies and readings that provide rich cultural, historical, and sociopolitical information about Korea. Additionally, using authentic materials throughout the course provides students with opportunities to be exposed to the authentic Korean language in various situations. Students will continue to expand their advanced-level vocabulary and hanja (Chinese character) knowledge and refine their sentence structure skills for effective oral

and written communication in various formats. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L51 427 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L51 Korean 437 Contemporary Korean I: Language, History, and Musical Culture**

This is an advanced to high-advanced level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L51 428 (grade of B- or better) or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

---

#### **L51 Korean 438 Contemporary Korean II: Language, History, and Musical Culture**

This is the continuation of Korean 437. It is an advanced to high-advanced level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L51 428 (grade of B- or better) or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L51 Korean 455 Topics in Korean Literature and Culture**

Topics course in Korean literature and culture; subject varies by semester. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: junior level or above or permission of instructor.

Credit 3 units. A&S IQ: LCD EN: H

---

#### **L51 Korean 495 Guided Readings in Korean**

This course is normally taken after successful completion of Korean 418 or by instructor's permission. May be repeated once. Prerequisite: permission of instructor.

Credit 2 units.

---

#### **L51 Korean 497 Guided Readings in Korean**

This course is normally taken after successful completion of Korean 418, or by instructor's permission. May be repeated once. Prerequisite: permission of instructor.

Credit variable, maximum 3 units. EN: H

---

## **East Asian Languages and Cultures Major Program Requirements**

- **Total units required:** 27-47 (24 upper-level units, plus 3-23 prerequisite units); 33-53 for students pursuing Senior Honors

## Prerequisites

- First and second levels of the chosen language: Chinese, Japanese, or Korean (or the equivalent) (0-20 units)
- Students are required to complete one of the following Civilization courses (3 units):

Code	Title	Units
Chinese 227C	Chinese Civilization	3
Japan 226C	Japanese Civilization	3
Korean 223C	Korean Civilization	3

## Requirements

Students must complete eight courses for a minimum of 24 upper-level units (300 level or above), including the following:

1. **Students are required to complete one EALC Seminar course (topic varies by semester). The EALC Seminar may also fulfill one of the premodern or modern requirements (3 units).**

Code	Title	Units
EALC 3900	EALC Seminar:	3

2. **Students are required to complete two courses focusing on the premodern era (6 units); one course must be chosen from the following:**

Code	Title	Units
Chinese 341	Early and Imperial Chinese Literature	3
Japan 332C	Japanese Literature: Beginnings to 19th Century	3
Korean 370	When Tigers Smoke: Songs and Stories from Traditional Korea	3

3. **Students are required to complete two courses focusing on the modern era (6 units); one course must be chosen from the following:**

Code	Title	Units
Chinese 342	Modern and Contemporary Chinese Literature	3
Japan 333C	The Modern Voice in Japanese Literature	3
Korean 352	Literature of Modern and Contemporary Korea	3

4. **Students must complete one approved 400-level Capstone course (prime majors). The Capstone course may also fulfill one of the premodern or modern requirements (3 units).**
  - a. The Capstone course is taken during the senior year and must be an EALC home-based course within the student's area of focus. Writing-intensive courses and language courses cannot fulfill the Capstone requirement. Majors are required to present on their Capstone course at the EALC Senior Symposium, which is held in the spring.

5. **The remaining four (prime majors) or five (second majors) upper-level courses are electives and chosen in consultation with the advisor (12-15 units).**
6. **Latin Honors:** Students wishing to pursue senior honors may complete a senior honors thesis. This option, which also entitles the student to Latin Honors, requires a minimum of a 3.65 grade point average. The thesis is researched and written over two semesters for a total of 6 units of credit; this requirement is in addition to the 24 upper-level units required for the major. Students should enroll in EALC 486 Independent Work for Senior Honors (3 units) during the fall of their senior year and in EALC 487 Independent Work for Senior Honors (3 units) during the spring of their senior year. Majors are required to present their senior honors thesis at the EALC Senior Symposium, which is held in the spring.

## Additional Information

- Language placement is required for this program. Please see the Overview page (p. 480) for details.
- Language courses require a grade of B- or better to continue to the next level. Students must also maintain a B- average in all required courses for the major. Those who do not meet this requirement may either repeat the course(s) in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).
- With advisor approval, students may include two courses in a related area offered outside of the department among the 24 upper-level units. (For example, a student may take one course in Film and Media Studies or Art History that focuses on East Asia.)
- Courses for the major may not be taken credit/no credit.
- Study abroad credit: Up to 6 units of credit may be applied toward the major from one semester abroad, and up to 12 units of credit may be applied from two semesters abroad.
- Transfer credit: Students who wish to transfer credits from other institutions (non-study abroad units) for use toward the major must have approval from the director of undergraduate studies. With approval, students may transfer a total of 9 units from other U.S. institutions. University policy specifies that at least half of the units for the major must be completed in residence at Washington University. Therefore, no more than 12 units in total can be applied to the major whether the credits are earned via study abroad or transfer credit.
- Students are strongly encouraged to participate in a study abroad program. Please refer to the EALC website for more information about study abroad programs.
- No more than 3 units of independent study may be counted toward the required 24 upper-level units.

## Departmental Honors

EALC awards Departmental Honors to majors as an acknowledgment of exemplary work in the major.

- Prime and second majors are eligible.
- Students seeking “High Distinction in EALC” or “Highest Distinction in EALC” must complete the requirements of the department’s Latin Honors program.
- For all EALC Honors, students must participate actively in department-run or recommended events, such as special lectures, conferences/symposia, workshops, or films.

## Highest Distinction in EALC

- Students must have a within-major GPA of  $\geq 3.86$  at the time of graduation, and they must have participated in the department’s Latin Honors program.

## High Distinction in EALC

- Students must have a within-major GPA of 3.65 to 3.85 at the time of graduation, and they must have participated in the department’s Latin Honors program.

## Distinction in EALC

- Students must have a within-major GPA of  $\geq 3.65$  at the time of graduation, and they must not have participated in the department’s Latin Honors program.

Phone: 314-935-4448  
Email: ealc@wustl.edu  
Website: <http://ealc.wustl.edu/>

# East Asian Languages and Cultures Major, Chinese Specialization

## Program Requirements

- **Total units required:** 27-47 (24 upper-level units, plus 3-23 prerequisite units); 33-53 for students pursuing Senior Honors

## Prerequisites

- First and second levels of Chinese (or the equivalent) (0-20 units)
- Students are required to complete one of the following Civilization courses (3 units):

Code	Title	Units
Chinese 227C	Chinese Civilization	3
Japan 226C	Japanese Civilization	3
Korean 223C	Korean Civilization	3

## Requirements

Students must complete eight courses for a minimum of 24 upper-level units (300 level or above), including the following. Five of the eight courses must focus on Chinese (15 units).

1. **Students are required to complete one EALC Seminar course (topic varies by semester). The EALC Seminar may also fulfill one of the premodern or modern requirements (3 units).**

Code	Title	Units
EALC 3900	EALC Seminar:	3

2. **Students are required to complete two courses focusing on the premodern era (6 units). One course must be chosen from the following:**

Code	Title	Units
Chinese 341	Early and Imperial Chinese Literature	3
Japan 332C	Japanese Literature: Beginnings to 19th Century	3
Korean 370	When Tigers Smoke: Songs and Stories from Traditional Korea	3

3. **Students are required to complete two courses focusing on the modern era (6 units). One course must be chosen from the following:**

Code	Title	Units
Chinese 342	Modern and Contemporary Chinese Literature	3
Japan 333C	The Modern Voice in Japanese Literature	3
Korean 352	Literature of Modern and Contemporary Korea	3

4. **One approved 400-level Capstone course (prime majors). The Capstone course may also fulfill one of the premodern or modern requirements (3 units).**

- a. The Capstone course is taken during the senior year and must be an EALC home-based course within the student’s area of focus. Writing-intensive courses and language courses cannot fulfill the Capstone requirement. Majors are required to present on their Capstone course at the EALC Senior Symposium, which is held in the spring.

5. **The remaining four (prime majors) or five (second majors) upper-level courses are electives and chosen in consultation with the advisor (12-15 units).**

6. **Latin Honors:** Students wishing to pursue senior honors may complete a senior honors thesis. This option, which also entitles the student to Latin Honors, requires a minimum of a 3.65 grade point average. The thesis is researched and written over two semesters, for a total of 6 units; this requirement is in addition to the 24 upper-level units required for the major. Students should enroll in EALC 486 Independent Work for Senior Honors (3 units) during the fall of their senior year and in EALC 487 Independent Work for Senior Honors (3 units) during the spring of their senior year. Majors are required to present their senior honors thesis at the EALC Senior Symposium, which is held in the spring.

## Additional Information

- Language placement is required for this program. Please see the Overview page (p. 480) for details.
- Language courses require a grade of B- or better to continue to the next level. Students must also maintain a B- average in all required courses for the major. Those who do not meet this requirement may either repeat the course(s) in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).
- With advisor approval, students may include two courses in a related area offered outside of the department among the 24 upper-level units. (For example, a student may take one course in Film and Media Studies or Art History that focuses on East Asia.)
- Courses for the major may not be taken credit/no credit.
- Study abroad credit: Up to 6 units of credit may be applied toward the major from one semester abroad, and up to 12 units of credit may be applied from two semesters abroad.
- Transfer credit: Students who wish to transfer credits from other institutions (non-study abroad units) for use toward the major must have approval from the director of undergraduate studies. With approval, students may transfer a total of 9 units from other U.S. institutions. University policy specifies that at least half of the units for the major must be completed in residence at Washington University. Therefore, no more than 12 units in total can be applied to the major whether the credits are earned via study abroad or transfer credit.
- Students are strongly encouraged to participate in a study abroad program. Please refer to the EALC website for more information about study abroad programs.
- No more than 3 units of independent study may be counted toward the required 24 upper-level units.

## Departmental Honors

EALC awards Departmental Honors to majors as an acknowledgment of exemplary work in the major.

- Prime and second majors are eligible.
- Students seeking “High” or “Highest Distinction in EALC” must complete the requirements of the department’s Latin Honors program.
- For all EALC Honors, students must participate actively in department-run or recommended events, such as special lectures, conferences/symposia, workshops, or films.

## Highest Distinction in EALC

- Students must have a within-major GPA of  $\geq 3.86$  at the time of graduation, and they must have participated in the department’s Latin Honors program.

## High Distinction in EALC

- Students must have a within-major GPA of 3.65 to 3.85 at the time of graduation, and they must have participated in the department’s Latin Honors program.

## Distinction in EALC

- Students must have a within-major GPA of  $\geq 3.65$  at the time of graduation, and they must not have participated in the department’s Latin Honors program.

Phone: 314-935-4448  
Email: ealc@wustl.edu  
Website: <http://ealc.wustl.edu/>

## East Asian Languages and Cultures Major, Japanese Specialization Program Requirements

- **Total units required:** 27-47 (24 upper-level units, plus 3-23 prerequisite units); 33-53 for students pursuing Senior Honors

## Prerequisites

- First and second levels of Japanese (or the equivalent) (0-20 units)
- Students are required to complete one of the following Civilization courses (3 units):

Code	Title	Units
Chinese 227C	Chinese Civilization	3
Japan 226C	Japanese Civilization	3
Korean 223C	Korean Civilization	3

## Requirements

Students must complete eight courses for a minimum of 24 upper-level units (300 level or above), including the following. Five of the eight courses must focus on Japanese (15 units).

1. **Students are required to complete one EALC Seminar course (topic varies by semester). The EALC Seminar may also fulfill one of the premodern or modern requirements (3 units).**

Code	Title	Units
EALC 3900	EALC Seminar:	3

2. **Students are required to complete two courses focusing on the premodern era (6 units). One course must be chosen from the following:**

Code	Title	Units
Chinese 341	Early and Imperial Chinese Literature	3
Japan 332C	Japanese Literature: Beginnings to 19th Century	3
Korean 370	When Tigers Smoke: Songs and Stories from Traditional Korea	3

3. **Students are required to complete two courses focusing on the modern era (6 units). One course must be chosen from the following:**

Code	Title	Units
Chinese 342	Modern and Contemporary Chinese Literature	3
Japan 333C	The Modern Voice in Japanese Literature	3
Korean 352	Literature of Modern and Contemporary Korea	3

Phone: 314-935-4448  
Email: ealc@wustl.edu  
Website: <http://ealc.wustl.edu/>

## East Asian Languages and Cultures Major, Korean Specialization

### Program Requirements

- **Total units required:** 27-47 (24 upper-level units, plus 3-23 prerequisite units); 33-53 for students pursuing Senior Honors

### Prerequisites

- First and second levels of Korean (or the equivalent) (0-20 units)
- Students are required to complete one of the following Civilization courses (3 units):

Code	Title	Units
Chinese 227C	Chinese Civilization	3
Japan 226C	Japanese Civilization	3
Korean 223C	Korean Civilization	3

### Requirements

Students must complete eight courses for a minimum of 24 upper-level units (300 level or above), including the following. Five of the eight courses must focus on Korean (15 units).

1. **Students are required to complete one EALC Seminar course (topic varies by semester). The EALC Seminar may also fulfill one of the premodern or modern requirements (3 units).**

Code	Title	Units
EALC 3900	EALC Seminar:	3

2. **Students are required to complete two courses focusing on the premodern era (6 units). One course must be chosen from the following:**

Code	Title	Units
Chinese 341	Early and Imperial Chinese Literature	3
Japan 332C	Japanese Literature: Beginnings to 19th Century	3
Korean 370	When Tigers Smoke: Songs and Stories from Traditional Korea	3

3. **Students are required to complete two courses focusing on the modern era (6 units). One course must be chosen from the following:**

Code	Title	Units
Chinese 342	Modern and Contemporary Chinese Literature	3
Japan 333C	The Modern Voice in Japanese Literature	3
Korean 352	Literature of Modern and Contemporary Korea	3

4. **One approved 400-level Capstone course (prime majors). The Capstone course may also fulfill one of the premodern or modern requirements (3 units).**

- a. The Capstone course is taken during the senior year and must be an EALC home-based course within the student's area of focus. Writing-intensive courses and language courses cannot fulfill the Capstone requirement. Majors are required to present on their Capstone course at the EALC Senior Symposium, which is held in the spring.

5. **The remaining four (prime majors) or five (second majors) upper-level courses are electives and chosen in consultation with the advisor (12-15 units).**

6. **Latin Honors:** Students wishing to pursue senior honors may complete a senior honors thesis. This option, which also entitles the student to Latin Honors, requires a minimum of a 3.65 grade point average. The thesis is researched and written over two semesters, for a total of 6 units; this requirement is in addition to the 24 upper-level units required for the major. Students should enroll in EALC 486 Independent Work for Senior Honors (3 units) during the fall of their senior year and in EALC 487 Independent Work for Senior Honors (3 units) during the spring of their senior year. Majors are required to present their Senior Honors thesis at the EALC Senior Symposium, which is held in the spring.

### Additional Information

- Language placement is required for this program. Please see the Overview page (p. 480) for details.
- Language courses require a grade of B- or better to continue to the next level. Students must also maintain a B- average in all required courses for the major. Those who do not meet this requirement may either repeat the course(s) in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).



- With advisor approval, students may include two courses in a related area offered outside of the department among the 24 upper-level units. (For example, a student may take one course in Film and Media Studies or Art History that focuses on East Asia.)
- Courses for the major may not be taken credit/no credit.
- Study abroad credit: Up to 6 units of credit may be applied toward the major from one semester abroad, and up to 12 units of credit may be applied from two semesters abroad.
- Transfer credit: Students who wish to transfer credits from other institutions (non-study abroad units) for use toward the major must have approval from the director of undergraduate studies. With approval, students may transfer a total of 9 units from other U.S. institutions. University policy specifies that at least half of the units for the major must be completed in residence at Washington University. Therefore, no more than 12 units in total can be applied to the major whether the credits are earned via study abroad or transfer credit.
- Students are strongly encouraged to participate in a study abroad program. Please refer to the EALC website for more information about study abroad programs.
- No more than 3 units of independent study may be counted toward the required 24 upper-level units.

## Departmental Honors

EALC awards Departmental Honors to majors as an acknowledgment of exemplary work in the major.

- Prime and second majors are eligible.
- Students seeking “High Distinction in EALC” or “Highest Distinction in EALC” must complete the requirements of the department’s Latin Honors program.
- For all EALC Honors, students must participate actively in department-run or recommended events, such as special lectures, conferences/symposia, workshops, or films.

## Highest Distinction in EALC

- Students must have a within-major GPA of  $\geq 3.86$  at the time of graduation, and they must have participated in the department’s Latin Honors program.

## High Distinction in EALC

- Students must have a within-major GPA of 3.65 to 3.85 at the time of graduation, and they must have participated in the department’s Latin Honors program.

## Distinction in EALC

- Students must have a within-major GPA of  $\geq 3.65$  at the time of graduation, and they must not have participated in the department’s Latin Honors program.

Phone: 314-935-4448  
Email: ealc@wustl.edu  
Website: <http://ealc.wustl.edu/>

# East Asian Languages and Cultures Minor

## Program Requirements

**Total units required:** 18 units

## Required Courses

- Two semesters of one of the chosen languages: Chinese, Japanese, or Korean
- At least 9 units must be from 300-level courses or above

### 1. Students are required to complete one of the following Civilization courses (3 units):

Code	Title	Units
Chinese 227C	Chinese Civilization	3
Japan 226C	Japanese Civilization	3
Korean 223C	Korean Civilization	3

### 2. Students are required to complete one of the following courses focusing on the premodern era (3 units):

Code	Title	Units
Chinese 341	Early and Imperial Chinese Literature	3
Japan 332C	Japanese Literature: Beginnings to 19th Century	3
Korean 370	When Tigers Smoke: Songs and Stories from Traditional Korea	3

### 3. Students are required to complete one of the following courses focusing on the modern era (3 units):

Code	Title	Units
Chinese 342	Modern and Contemporary Chinese Literature	3
Japan 333C	The Modern Voice in Japanese Literature	3
Korean 352	Literature of Modern and Contemporary Korea	3

### 4. One upper-level (300/400 level) elective course: course must be non-language and homebased in EALC (L04, L05, L51, L81) (3 units)

## Additional Information

- Language placement is required for this program. Please see the Overview page (p. 480) for details.
- Students must earn at least a B- or better in language courses to continue to the next level. They must also maintain at least a B- average in all courses taken to fulfill the minor requirements. Students who do not meet this requirement may either repeat the course(s) in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).

- Basic Chinese and Basic Korean: students must take both semesters of Basic and one semester of regular language to fulfill the two-semester language requirement. Two semesters of Basic language does not fulfill the language requirement.
- Courses for the minor may not be taken credit/no credit.
- No more than 3 units of transfer or study abroad non-language courses may be applied to the minor.
- Students are strongly encouraged to participate in a study abroad program. Please refer to the EALC website for more information about study abroad programs.

Phone: 314-935-4448  
Email: ealc@wustl.edu  
Website: <http://ealc.wustl.edu/>

## Economics

The Economics program explores the problems of a modern economy and introduces the methodological tools that economists use. It emphasizes the development of analytical models and their application to important economic, social and political issues, such as inflation, unemployment, taxation, inequality, poverty, pollution, government decision-making, and regulation. Our faculty, which is made up of leading teacher-scholars, includes specialists in game theory, microeconomics, macroeconomics, industrial organization, monetary economics, financial economics, and public finance.

The study of economics contributes to a broad liberal arts education and helps students develop superior problem-solving skills. It is an excellent course of study to pursue, whether students plan to enter the workforce after graduation or are considering graduate work in law, engineering, or the social sciences. Economics also provides exceptional preparation for careers in business, either immediately after graduation or after completing master's-level graduate work in business (e.g., MBA, MS Finance). For further information, consult the Department of Economics website. Economics students with business interests typically complete at least one internship to obtain practical business experience, and it may be possible to obtain academic credit for that internship. Students should discuss with their advisors the possibility of taking courses, such as accounting, in the Olin Business School.

In addition to the Economics major, there are two interdisciplinary majors: Economics and Computer Science and Mathematics and Economics. In each major, students complete the core courses in the respective fields along with a set of electives that are complementary to both fields. Further information is available in the Majors section (p. 515) of this page. As noted previously, students are strongly encouraged to complete at least one internship and to complement their studies with appropriate course work from the Olin Business School.

Contact: Dorothy Petersen, Academic Coordinator  
Phone: 314-935-5644  
Email: [dottie@wustl.edu](mailto:dottie@wustl.edu)  
Website: <http://economics.wustl.edu>

## Faculty

### Chair

#### George-Levi Gayle

John H. Biggs Distinguished Professorship in Economics  
PhD, University of Pittsburgh  
Econometric theory; contract theory; labor economics; personnel economics; corporate governance

### Associate Chair

#### Francisco (Paco) Buera

Sam B. Cook Professor of Economics  
PhD, University of Chicago  
Macroeconomics; macroeconomic development

### Director of Graduate Studies — Doctoral Program

#### Jonathan Weinstein

Professor  
Director Graduate Studies - Doctoral Program  
PhD, Massachusetts Institute of Technology  
Microeconomic theory, game theory

### Director of Graduate Studies — Master's Program

#### Brian Rogers

Professor  
PhD, California Institute of Technology  
Microeconomic theory; fields of network formation; social learning; applied game theory

### Associate Director of Graduate Studies — Master's Program

#### Grace J. Yan Johnson

Lecturer  
PhD, Oklahoma State University

### Director of Undergraduate Studies

#### John Nachbar

Professor  
PhD, Harvard University  
Economic theory

### Department Faculty

#### Md Nazmul Ahsan

Lecturer  
PhD, University of Southern California

**Gaetano Antinolfi**

Professor  
Weidenbaum Center Research Fellow  
PhD, Cornell University  
Macroeconomics; monetary and international economics

**Gaurab Aryal**

Associate Professor  
PhD, Pennsylvania State University  
Industrial organization; empirical industrial organization

**Costas Azariadis**

Edward Mallinckrodt Distinguished Professor in Arts & Sciences  
Weidenbaum Center Research Fellow  
PhD, Carnegie Mellon University  
Macroeconomic dynamics; economic development; monetary and fiscal policy

**Ana Babus**

Associate Professor  
PhD, Erasmus University Rotterdam  
Microeconomic theory; finance

**Sudeshna Bandyopadhyay**

Teaching Professor  
PhD, University of Maryland

**Marcus Berliant**

Professor  
PhD, University of California, Berkeley  
Public finance; mathematical economics; urban economics

**Michele Boldrin**

Joseph Gibson Hoyt Distinguished Professor in Arts & Sciences  
PhD, University of Rochester  
Economic theory; economic growth; macroeconomics

**Maria Canon**

Senior Lecturer  
PhD, University of Rochester

**Steven Fazzari**

Bert A. and Jeanette L. Lynch Distinguished Professor of Economics  
PhD, Stanford University  
Macroeconomics; Keynesian economics; investment and finance

**Ian Fillmore**

Assistant Professor  
PhD, University of Chicago  
Intersection of industrial organization; labor economics; econometrics;  
economics of education; education markets

**Sanghmitra Gautam**

Assistant Professor  
PhD, University College London  
Development economics; applied microeconometrics; public economics

**Martín García-Vázquez**

Assistant Professor  
PhD, University of Minnesota  
Labor economics; public finance; macroeconomics; econometrics

**Limor Golan**

Laurence H. Meyer Professor of Economics  
PhD, University of Wisconsin–Madison  
Labor economics; applied microeconomics; applied econometrics

**Philipp Grübener**

Assistant Professor  
PhD, European University Institute  
Quantitative macroeconomics; macro labor economics; macro public finance

**Andrew Jordan**

Assistant Professor  
PhD, University of Chicago  
Labor markets; discrimination; criminal justice

**Sukkoo Kim**

Associate Professor  
PhD, University of California, Los Angeles  
Economic history; urban and regional economics; trade and development

**SangMok Lee**

Associate Professor  
PhD, California Institute of Technology  
Microeconomics

**Rodolfo Manuelli**

James S. McDonnell Distinguished University Professor  
Graduate Admissions Officer  
PhD, University of Minnesota  
Economic growth and development economics; macro and monetary economics

**Molly Moore**

Lecturer  
PhD, Harvard University

**Ismael Mourifié**

Professor  
PhD, University of Montréal  
Microeconomics (theory and applications)

**Werner Ploberger**

Thomas H. Eliot Distinguished Professor in Arts & Sciences  
PhD, Vienna University of Technology  
Statistics; econometric methodology; time-series econometrics

**Robert Pollak**

Hernreich Distinguished Professor of Economics  
PhD, Massachusetts Institute of Technology  
Environmental economics; microeconomics/industrial organization;  
business and government; political economy

**Yongseok Shin**

Douglass C. North Distinguished Professor of Economics  
PhD, Stanford University  
Macroeconomics; economic growth

**Ping Wang**

Seigle Family Professor in Arts & Sciences  
NBER Research Associate  
PhD, University of Rochester  
Growth/development; money/macro; economic theory; spatial/health economics

**M. Bumin Yenmez**

Professor  
PhD, Stanford Graduate School of Business  
Microeconomic theory, mechanism and market design, choice theory

## Affiliated Faculty

**Mariagiovanna Baccara**

PhD, Princeton University

**Scott A. Baker**

JD, University of Chicago  
PhD, University of North Carolina at Chapel Hill

**Serdar Birinci**

PhD, University of Minnesota

**James Bullard**

PhD, Indiana University

**Maximiliano Dvorkin**

PhD, Yale University

**Philip H. Dybvig**

PhD, Yale University

**Miguel Faria-e-Castro**

PhD, New York University

**Leonard Green**

PhD, State University of New York

**Barton Hamilton**

PhD, Stanford University

**Julian Kozlowski**

PhD, New York University

**Oksana Leukhina**

PhD, University of Minnesota

**Glenn MacDonald**

PhD, University of Rochester

**Fernando Martin**

PhD, University of Pennsylvania

**Serdar Ozkan**

PhD, University of Pennsylvania

**Camillo Padoa-Schioppa**

PhD, Massachusetts Institute of Technology

**Paulia Restrepo-Echavarria**

PhD, University of California, Los Angeles

**Juan Sanchez**

PhD, University of Rochester

**Guillaume Vandenbroucke**

PhD, University of Rochester

**Michael Zdinak**

PhD, Washington University in St. Louis

## Professors Emeriti

**Lee K. Benham**

PhD, Stanford University

**David Levine**

John H. Biggs Distinguished Professor Emeritus  
PhD, Massachusetts Institute of Technology

**Wilhelm Neufeind**

PhD, Universität Bonn

**Robert Parks**

PhD, Purdue University

**Bruce C. Petersen**

Bert and Jeanette Lynch Distinguished Professor Emeritus  
PhD, Harvard University

## Majors

- Economics and Computer Science Major (p. 521)
- Economics and Computer Science Major, Financial Economics Specialization (p. 523)
- Economics Major (p. 522)
- Economics Major, Financial Economics Specialization (p. 523)
- Mathematics and Economics Major (p. 524)
- Mathematics and Economics Major, Financial Economics Specialization (p. 523)

## Minors

- Applied Microeconomics Minor (p. 525)
- General Economics Minor (p. 526)

## Courses

Visit online course listings to view semester offerings for L11 Econ.

---

**L11 Econ 1011 Introduction to Microeconomics**

Determination of prices; distribution of national income; theory of production. For a thorough introduction to economics, Econ 1021 also should be taken.

Credit 3 units. A&S IQ: SSC, AN Arch: NSM, SSC Art: NSM, SSC EN: S

---

**L11 Econ 1021 Introduction to Macroeconomics**

Business fluctuations: inflation, recession; monetary and fiscal policy; economic development. For a thorough introduction to economics, Econ 1011 should also be taken.

Credit 3 units. A&S IQ: SSC, AN Arch: NSM, SSC Art: NSM, SSC EN: S

---

---

**L11 Econ 105 The Endgame of Entrepreneurship: Leveraging Capitalism for Good**

Historically, profit has been a key driver of human behavior. In this course, students will learn to take advantage of the profit-seeking motive of capitalism while also learning from the mistakes and unintended consequences capitalism has caused throughout history. Students will apply these learnings toward profit-seeking solutions for the United Nations' Sustainable Development Goals, which are global challenges that call us to work together with boldness and urgency. We will explore how skills from entrepreneurship and venture creation can be used to improve water, climate, education and gender equality globally and here in St. Louis. In interdisciplinary teams, students will learn how to define a problem; listen to customers, competitors and collaborators; create value; measure impact; and communicate their vision. Bold entrepreneurial spirit and skills learned in this course will guide students in their further studies at Washington University and beyond. This course does not count for Economics major/minor elective credit. This course is for first-year (non-transfer) students only. Same as I60 BEYOND 105

Credit 3 units. A&S: FYBB A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

**L11 Econ 2391 Economies as Cultural Systems**

Many contemporary approaches to economics downplay or bracket the importance of culture in the workings of economic systems. In this class we will focus on approaches to distribution and exchange in which culture and social institutions figure prominently, if not pre-eminently. We will sample a diverse array of economies, from gift exchange to the ceremonial destruction of wealth, from Melanesia to Wall Street, in order to evaluate some of the assumptions that undergird market capitalism. These assumptions include the perception of market actors exclusively as calculative, maximizing individuals. Topics to be covered include the Industrial Revolution; utilitarianism; economic anthropology; the formal vs. substantivist debates; ethnography of finance, and Marxist sociology.

Same as L48 Anthro 3391

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

---

**L11 Econ 290 Sophomore Research Seminar**

How do you find an economically-relevant research topic? What are the different types of economic papers? How do you write like an economist? This seminar is aimed to help sophomores develop research skills in economics. Work will consist of an original research paper to be completed by the student by the end of the semester under supervision of the instructor. The paper will describe an economic problem, survey the relevant research literature, and outline a contribution to the field.

Credit 3 units. EN: S

---

**L11 Econ 296 Undergraduate TA**

In this course, an advanced undergraduate can assist a faculty member in the teaching of an undergraduate Economics class. Students can enroll after their selection by a supervising faculty member, which occurs after an application (on the department website) is submitted and reviewed, perhaps in conjunction with an interview with the supervising faculty member. Students can enroll in only one section per semester. Students will be expected, at a minimum, to attend lectures and hold office hours. Specific grading duties will be determined by the supervising faculty member, in accord with Arts & Sciences policies. The typical number of units earned is 2, with the possibility of a maximum of 3, per semester. This course can be repeated for P/F credit. Prerequisite: instructor permission. Units: variable - 2 typical; 3 maximum.

Credit variable, maximum 3 units.

---

**L11 Econ 326 American Economic History**

Basic theoretical concepts applied to analyze the changing structure and performance of the American economy from colonial times to the present. Prerequisites: Econ 1011 & 1021.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L11 Econ 328 History of Economic Analysis**

The purpose of this course is to introduce students to some of the theories and doctrines that constitute the main paradigms from which economists and policy makers approach the world. Rather than focusing on the whole history of economic thinking, we will focus on practical issues, including questions such as the following: What determines the wage of labor? Why is monopoly considered a bad thing? At what level does an interest rate become usury? We will consider how these questions have been framed and answered at different points in time and in different cultures. Important components of this course are participation in in-class discussion and essays submitted on the practical issues discussed throughout the semester. Prerequisites: Econ 1011 and Econ 1021.

Credit 3 units. A&S IQ: SSC EN: S

---

**L11 Econ 3311 Financial Markets and Analysis**

This course is a rigorous introduction to financial markets, financial institutions, and their purpose and functions in the economy. In financial markets, trade is essentially "money now" for "money in the future." As such, financial decisions must often take into account future events, whether those be related to individual stocks, portfolios, or the market as a whole. This course explores the topics related to the level and structure of interest rates and of stock prices, portfolio choice, basic investment theory, and arbitrage pricing theory, among others. Prerequisites: Econ 1011 and Econ 1021.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L11 Econ 335 Money and Banking**

Money and the monetary system; money creation by the banking system; central bank functions; monetary theory and economic policy. Prerequisite: Econ 1011 & 1021.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L11 Econ 348 Economic Realities of the American Dream**

Exploration of the realities of economic life in the U.S. and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology, and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: An introductory course in economics or sociology, or consent of the instructors. All students who pre-register will be put on the wait list. Students will receive an email immediately after pre-registration requesting more information.

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC BU: BA EN: S

---

**L11 Econ 352 Health Economics**

Analysis of consumer demand for health care, medical technology, and the role of health insurance. Emphasis placed on behavior of the physician (whether he acts as an agent for the consumer or on his own behalf); on the use of paramedics, preventive care, outpatient care, and the general market organization of the health industry. The major concern will be the rising cost of health care and appropriate public policy responses. Prerequisite: Econ 1011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L11 Econ 354 The Economics of Criminal Justice

In this course, we will use the theoretical and empirical tools of economics to study the criminal justice system. By constructing models of how arrest/prosecution/conviction/sentencing/etc. decisions are made, we will evaluate these decisions for errors and especially for bias. We will also see how economists test hypotheses about the criminal justice system using the same types of "natural experiments" they use to study markets. Prerequisites: Econ 1011 and SDS 2200.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L11 Econ 376 International Economics

Explores consequences of economic integration from various perspectives in international trade: Ricardian, Heckscher-Ohlin, and the New International Trade Theories. Topics include patterns of trade, protectionism, international factor movements, balance of payments, exchange-rate determination, international policy coordination, the international capital market, multinational and international investments, and patterns of international business. Prerequisites: Econ 1011 and Econ 1021, or permission of instructor.

Credit 3 units. A&S IQ: SSC BU: IS

---

### L11 Econ 380 Labor and the Economy

Economic analysis of labor markets. Theory and policy applications of labor supply and labor demand; explanations of wage and income differentials; migration and immigration; discrimination; labor unions; unemployment. Prerequisite: Econ 1011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 382 Socio-Economic Perspectives on Inequality

This course examines the definition and impact of social and economic inequality. Beginning with a review social, economic, and philosophical perspectives of inequality, the course considers the measurement of inequality, international comparisons of inequality, and policies designed to eliminate inequality. Students should be comfortable with methods of quantitative social science. Prerequisite: Econ 1011 is recommended.

Credit 3 units. A&S IQ: SSC

---

### L11 Econ 4011 Intermediate Microeconomic Theory

Analytic theory of consumer and producer behavior under perfect and imperfect competition. Coverage of demand theory (indifference curves and utility functions) and preferences under uncertainty, including expected utility and risk aversion. Development of general equilibrium under pure exchange, including the concepts of competitive equilibrium and Pareto efficiency. Discussion of the role of time as it pertains to interest rates, discounting and net present value. Analysis of standard monopoly and simple oligopoly problems. Development of non-cooperative game theory, including strategic and extensive-form equilibria and Nash and sub-game perfect equilibria. Thorough training in intermediate theory would require both Econ 4011 and Econ 4021. Prerequisites: Econ 1011, Math 132, and concurrent enrollment in, or prior completion of, either Math 233 or Econ 493 ("Mathematical Economics").

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 4021 Intermediate Macroeconomic Theory

National income and labor market measurement. Business cycle facts and consideration of alternative explanations for business cycle phenomena. Development of Solow growth model, along with theories of endogenous growth and an examination of reasons for differences in growth rates across countries. General equilibrium description of firms and consumers in labor and product markets. Implementation of monetary and fiscal policy, and exploration of the impact of policy changes on the macroeconomy. Prerequisites: Econ 1021 and Econ 4011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 404 Behavioral Economics and Experimental Economics

Behavioral economics is an effort to incorporate ideas from psychology into economic models of behavior. We will focus on popular experimental anomalies, including the Allais and Rabin paradoxes, ultimatum bargaining, the centipede and public goods contribution games. We will examine the extent to which these are consistent with standard economic theory and how they may contradict it. The primary focus will be a critical examination of psychological theories of non-standard preferences including loss aversion, probability weighting, reciprocity, fairness and present bias. Theories of incorrect beliefs and systematic biases such as money illusion and procrastination will be covered. The class will include an introduction to experimental methods in economics, including hands-on experience in the MISSEL laboratory. A sound grounding in economic theory is essential to the course. You must have successfully completed Economics 4011, and should be acquainted with basic optimization theory, expected utility theory, risk aversion, discounting and basic game theory including dominance, Nash equilibrium and subgame perfection.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 407 Market Design

The objective of this course is to study how to design mechanisms to allocate scarce resources and how to create successful marketplaces. We will primarily consider two topics: (1) two-sided matching markets, such as the National Resident Matching Program and the Kidney Exchange for transplants, and (2) auctions used by Google, Facebook, etc. Time permitting, a third topic will be the problem of designing and regulating market "platforms," such as the e-commerce markets run by eBay, Amazon, and Craigslist, and applications marketplaces run by Apple, Google, etc., as well as the electronic financial trading platforms run by the NYSE. Prerequisite: Econ 4011. 3 units.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 410 Macroeconomics of Inequality

In this course, we study the driving forces of inequality across countries, across time, and across individuals within a country. We will define and measure inequality using standard measures of economic well-being, such as income, wealth, and consumption of market goods, and we will also consider broader measures such as health outcomes. Historical cross-country data, microdata, and specific case studies will be used to evaluate theories of the sources of inequality. Key variables to be evaluated include physical capital investment, education and human capital investment, technological progress, robotization, international trade, and financial markets, among others. Prerequisites: Econ 4011 and Econ 4021.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 4111 Optimization and Economic Theory

An introduction to mathematical optimization and its applications within economics. The course is designed for, and should be taken by, all undergraduates considering graduate study in economics, but all interested students are welcome. Prerequisites: Econ 4011 and Math 309 or permission of the instructor. Credit 3 units.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 413 Introduction to Econometrics

Econometrics is the development and application of statistical techniques for the measurement of economic phenomena. This course is your initial study of econometric theory and practice. Topics include: translation of economic theory into statistical models, statistical foundations of econometrics, preregression analysis bivariate and

multiple regression techniques, hypothesis testing, multicollinearity, specification error, autocorrelation, errors in variables, identification, and simultaneous estimation. Prerequisites: Econ 1011, Econ 1021, and SDS 2200 (or equivalent).

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L11 Econ 413W Introduction to Econometrics with Writing**

Econometrics is the development and application of statistical techniques for the measurement of economic phenomena. This course is your initial study of econometric theory and practice. Topics include: translation of economic theory into statistical models, statistical foundations of econometrics, preregression analysis bivariate and multiple regression techniques, hypothesis testing, multicollinearity, specification error, autocorrelation, errors in variables, identification, and simultaneous estimation. The 3 writing assignments and the final paper will provide you an opportunity to formulate an economic model, estimate the model with appropriate data, and interpret the results. Prerequisites: Econ 4011 and Math 2200 or equivalent. PLEASE NOTE: Requests for on-line registration will be wait listed, and students will be enrolled according to Economics major/minor status and student level (e.g., priority to Level 8 Econ majors). Students should also select the "A" subsection.

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

---

#### **L11 Econ 4151 Applied Econometrics**

Introduction to econometrics as it is applied in microeconomics. Emphasis is on hands-on implementation of the models covered in the course. Topics related to the analysis of microeconomic data include cross-section and panel data linear models and robust inference; instrumental variables estimation; simultaneous equation models; models for discrete choice; and truncation, censoring and sample selection models. Prerequisite: Econ 4011 and Econ 413 (Math 309 is recommended). Students should co-enroll in the "A" subsection.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L11 Econ 4160 Topics in Econometrics: Microeconometrics**

This is a topics class in econometrics but with a strong focus on microeconometrics. This course has two main objectives: (i) Teach students various advanced theoretical econometric tools to the students and (ii) guide them through the process of writing a research paper that explores an empirical research question in economics using adequate econometrics tools. We will study theory and application of methods of data analysis developed for microdata pertaining to individuals, households and firms. More, precisely, We will study recent development of theory and methods for analyzing selective samples and analyzing discrete choice models. Prerequisites: Econ 4011 and (Econ 413, Econ 413W, or Econ 536). Math 309 recommended. Students should co-enroll in the "A" subsection. 3 units.

Credit 3 units. A&S IQ: SSC

---

#### **L11 Econ 4210 Topics in Financial Economics: Asset Pricing**

The objective of the course is to develop the basic economic models that can be used to study the valuation of different financial assets and to discuss how to confront the theory with the evidence from financial markets. The course will develop the basic model of investment under uncertainty and discuss portfolio choices in static and dynamic settings as well as market equilibria and the impact of news on the forecast-ability of excess returns. The course will describe valuation in incomplete asset markets (e.g. arbitrage pricing theory) and the extension to the valuation of firms and real estate assets. Prerequisites: Econ 4011, Econ 4021 and Econ 413. 3 units.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L11 Econ 4211 Topics in Financial Economics: Investments**

This course surveys recent developments in investments and portfolio management. The course aims to provide students with a structure for thinking about investment decisions from the perspective of a portfolio manager. We start by understanding fundamental concepts for investment theory: modern asset valuation and portfolio selection under uncertainty. We will proceed to investigate various sources of risk which financial institutions are exposed to, such as interest rate risk, credit risk and liquidity risk, and study how financial institutions manage these risks. The course will also introduce student to investment evaluation techniques. We will explore recent innovations in financial markets, as well as various frictions that arise in markets. Students will have the opportunity to apply concepts learned in class on a virtual investment and trading platform, StockTrak. Prerequisites: Econ 4011, Math/SDS 2200 (or Math/SDS 3200, Math/SDS 3211, QBA 120 and QBA 121, ESE 326.) or PolSci 363 with permission from instructor. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L11 Econ 432 Economics of Public Policy**

This course will cover the logic underlying the economics and politics of public policies concerning issues such as international trade, monetary policy, fiscal policy, market reforms, pollution control, economic inequality and the welfare state more generally. The general question we will address, using specific cases, is that of the role of markets and government in an economy. The course relies heavily on the concepts and methods of microeconomics and macroeconomics. There are many theories of how economic policies work and considerable debate as to what can be done and what should be done. We will examine the facts (past and present) and then examine the theories and their explanatory power. We will also organize the class into research groups that will address specific economic policies issues. Prerequisite: Econ 4011.

Credit 3 units. A&S IQ: SSC EN: S

---

#### **L11 Econ 435 Open Economy Macroeconomics**

This course will begin with a review of international trade theory, of the balance of payment accounts and their relationship to international borrowing and lending. We will then study the asset approach to exchange rates determination, exchange rate behavior in the short and in the long run, and the relationship of exchange rates with prices and output. The course will also explore monetary and fiscal policy under both fixed and floating exchange rates, macroeconomic policy coordination and optimum currency areas, international debt problems of developing countries and their relation to stabilization program. Prerequisite: Econ 4021.

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

---

#### **L11 Econ 437 The Economics of Financial Intermediation**

The structure and the role of banks have changed tremendously. The historically-traditional activity of granting loans and collecting deposits has evolved into a much richer and more complex set of financial contracts. The separation between financial asset trading activity and traditional commercial bank activity that was typical of the financial system in the period after the World War II also disappeared. Coincident with the evolution of financial institutions was the development of the asymmetric information model. The role of banks in the economy can be explained with the tools developed in these models of the economics of information, as a microeconomic theory of banking does not exist when information is symmetric and markets are complete. The economics of information literature is also used to explain the evolution of financial institutions and markets, and to understand the consequences of that evolution for economic outcomes (such as economic development and financial crises) and for monetary policy choices (such as central bank interventions, regulations and changes in the payments system). Prerequisite: Econ 4011; Econ 4021 recommended, but not required.

Credit 3 units. A&S IQ: SSC EN: S

---

**L11 Econ 444 Innovation and Intellectual Property: Theory and Practice**

Innovation - that is: figuring out better and cheaper ways of satisfying human desires - is the key to improving our well being. It is not patient saving and accumulation that makes us so much better off than we used to be: capital accumulation is only the conduit through which the innovation juices flow. The question is what drives it? How come some societies are apparently much more innovative than others? How come we have the impression that most useful inventions took place in the last three centuries? Are there policies that help fostering innovation and others that hurt? The course tries to address these questions. Economists have many theories of innovation, and some better than others. We will look at the theories, we will examine the facts (past and present), then we will go back to the theories and reconsider their explanatory power. With this background we approach the debate about Intellectual Property, what it is and what it is not good for, whose interests it serves and whose well being it thwarts. Prerequisite: Econ 4011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L11 Econ 445 Public Finance**

The study of fundamental forms of market failure that provide the economic rationale for government action. The first third of the class examines market failure when an economy contains externalities and public goods and the general nature of public policies that address these issues. The second third addresses particular public policies, with a focus on their intended and unintended consequences and their costs. The final third addresses taxation. Topics include the measurement and evaluation of tax burdens, the federal personal income tax, tax evasion, and proposals for fundamental tax reform. Prerequisite: Econ 4011.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

**L11 Econ 448 Money & Monetary Policy**

We will explore several classic questions in the theory of money. What is money? What forms does money take? Why is money necessary-why is there a demand for money? What determines the supply of money? What is the debate on central versus free banking? Should banking be regulated, and, if so, why and how? What determines inflation? Should nations enter into fixed exchange rate regimes, or should they let the value of their monies be market-determined? What are the tensions that arise in fixed exchange rate regimes and common currency areas? How should policymakers view cryptocurrencies? Is a central bank digital currency desirable? These, and other questions, are explored within the context of theories that model the microfoundations of monetary exchange explicitly. PREREQUISITES: Econ 4011 and Econ 4021. 3 units.

Credit 3 units. A&S IQ: SSC EN: S

---

**L11 Econ 448W Current Macroeconomic Issues**

Review and extension of macroeconomic models from Econ 4021 from a comparative perspective and use of these models to analyze current macroeconomic and policy issues. Topics include recession and recovery, long-term growth, saving and social security, investment, and monetary policy. Multiple writing assignments that emphasize critical analysis of theoretical perspectives and readings applied to current macroeconomic topics. Writing will be revised to improve logical structure, clarity, and style. Enrollment limited to 15 students with priority given to senior economics majors. Prerequisite: Econ 4021. All students who pre-register will be put on the wait list. Students will receive an email immediately after pre-registration requesting more information.

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

---

**L11 Econ 451 Environmental Policy**

Course will examine the relationship between environmental economics and environmental policy. The course will focus on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course will examine critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; (2) use of market incentives (e.g., prices, taxes, or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L11 Econ 452 Industrial Organization**

Theoretical and empirical analysis of the presence and value of competitive forces in the United States economy. Theories of industrial organization and development of criteria for performance of noncompetitive industries. Prerequisite: Econ 4011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L11 Econ 4567 Auction Theory and Practice**

This course will use the theoretical and empirical tools of economics to study auctions, which are one way of buying and selling goods (or services). The course begins with a consideration of optimal bidding in different types of auctions. We will explore how to design auction rules that maximize the seller's revenue, or minimize the buyer's cost (such as in the case of government procurement). We will also study how to design auction rules that improve efficiency by reducing collusion by bidders. The course will conclude by using econometrics to analyze "real-world" auction data to estimate preferences and cost distributions; to determine optimal reserve prices; and to answer some questions related to auction design. Familiarity with computer programming/estimation, such as with MATLAB, R, or Julia, will be helpful. Prerequisites: Econ 4011 and Econ 413 or Econ 413W.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC

---

**L11 Econ 460 Urban Economics**

Economic function of the city and the role of the city in a national economy. Local decision making; financing of local government expenditures. An analysis of selected urban problems, such as causes and effects of housing market segregation; decay and abandonment, landlord-tenant relations, crime, and urban transport systems. Prerequisite: Econ 4011.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L11 Econ 467 Game Theory**

This course covers advanced applications of Game Theory in economics. Topics include expected utility, strategic-form and extensive-form games with perfect information, Bayesian games, infinitely repeated games, dominance, Nash equilibrium and its refinements. We apply these tools to study strategic situations in industrial organization, auctions, bargaining, voting, and signaling games. Prerequisites: Econ 4011 and SDS 2200.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L11 Econ 471 Development Economics**

This course investigates issues related to the development of the economics of third-world countries. Topics include economic growth, poverty, corruption, and human capital accumulation, with an emphasis on education and health-related policies. The course provides an in-depth understanding of the role of the state and the impact of specific public policies designed to encourage development. Empirical examples are drawn from Asia, Latin America, and the African subcontinent. Prerequisites: Econ 4011 and Econ 413 or Econ 413W.



Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 472 Topics in Growth and Development

This course highlights important empirical facts concerning growth and development in various countries at different development stages. Fundamental growth theory is then provided for explaining these facts systematically and for evaluating the consequences of commonly adopted development policies. Topics vary, but may include population, human capital and labor market development, R&D and innovation, finance and growth, modernization and industrial transformation, world income disparities and poverty problems, institutions and political economy issues, environmental and social factors, and international trade and economic integration. Prerequisites: Econ 4011 and Econ 4021. Credit: 3 units.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 4721 Advanced Topics in Modern Economic Growth

This course studies economic theories that explain the observed patterns of economic development across time and space. What explains the growth of the world economy since the Industrial Revolution? Why are the level and the growth rate of per-capita income so different across countries? What explains the decline of manufacturing, and its growth in the early stages of development? What are the determinants of inequality and risk faced by individuals in different countries? Theories featuring the role of investment in physical and human capital, technology, coordination, financial markets, and environmental variables will be presented. Theories will be evaluated using historical data and detailed case studies. This course is designed to complement Econ 472. Prerequisites: Econ 4011.

Credit 3 units. A&S IQ: SSC EN: S

---

### L11 Econ 480 Labor Economics

Economic analysis of labor markets. Theory and evidence on supply of and demand for labor, explanation of wage and income differentials; impact of education on human skills and productivity. Prerequisite: Econ 401 and Econ 413.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 483 Economics of Education

The "economics of education" involves analysis of the economic and social determinants and consequences of education. Because each person's education is an investment in human capital which allows the individual to contribute to society in a productive way, education becomes a crucial determinant of an economy's ability to achieve high growth with high wages, low unemployment and strong social cohesion. This course will address three essential topics from the wide-ranging field of the economics of education. The first is demand-side oriented and includes: (i) the measurement of the returns to education in the labor market (human capital theory; the central idea of education as human capital investment); and (ii) a characterization of the education production function, which relates the various inputs affecting a student's learning (schools, families, peers, neighborhoods, etc.) to measure outputs including labor market success, graduation rates and standardized test scores. The second important topic involves political economy and the supply side: the financing and provision of education. The third part of the course is devoted to the links between education and economic development, including cross-country differences in schooling, returns to schooling and per-capita income. Prerequisites: Econ 4011, Econ 4021, and Econ 413.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 484 Computational Macroeconomics

This course provides a more in depth look into quantitative methods used in contemporary macroeconomic analysis. We will cover numerical methods used in dynamic optimization. In practice, we will apply these methods to solve two major models used in macroeconomic analysis, using both Excel and Matlab. The Neoclassical Growth Model and its variants are used to study aggregate trends and aggregate effects of government policy. The lifecycle model is used to examine questions involving decision-making over the lifecycle. We will learn how to use empirical observations for the purpose of calibrating model parameters and how to conduct policy evaluation in the context of calibrated models. Our policy evaluation will focus on fiscal policy (taxes) and social security issues. Prerequisites: Econ 4011 and Econ 4021.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 490 Independent Work

Prerequisites: senior standing and permission of the supervising faculty member. See Academic Coordinator for further details. Note: This course does not count toward the major or minor in Economics. Credit to be determined; maximum 6 units.

Credit variable, maximum 6 units.

---

### L11 Econ 493 Mathematical Economics

The objective of this course is to develop the mathematical tools necessary for the study of intermediate micro- and macro-economic theory and the advanced electives in economics. The principal focus will be the calculus of multivariate functions (including total and partial differentiation), unconstrained and constrained optimization of multivariate functions, and implicit and inverse function rules. Time permitting, additional topics will be introduced. Economics majors and minors must take this course (or Math 233) prior to, or concurrently with, Econ 4011. Students who have taken, or are taking, Math 233 are encouraged to take this course as well. Prerequisites: Econ 1011 and Econ 1021, and Math 132.

Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L11 Econ 494 Introduction to Stata

This short course introduces students to the data analysis and statistical software tools used in upper-level econometrics and applied economics courses. The course is designed to serve as a bridge between introductory econometrics and practical work with real-world databases. The course will be held in the computer classroom so that students can obtain hands-on experience with data preparation, workflow, and modeling using the Stata statistical software package. Emphasis throughout the course is placed on examples of applications in economics. PLEASE NOTE: 1. This course must be taken for a letter grade; the P/F and audit grade options are not available. 2. Students cannot use WebStac to add or drop this course after the first session -- contact [dottie@wustl.edu](mailto:dottie@wustl.edu) for scheduling issues. 3. The final exam will occur on the last day of class, per the course syllabus. Prerequisites: prior completion of, or concurrent enrollment in, Econ 413.

Credit 1.5 units.

---

### L11 Econ 4941 Economic Analysis with Excel

This mini course offers students the opportunity to master the advanced functionality of Microsoft Excel, and to apply those skills to common economic, statistical, and financial problems. Even those familiar with the basic functioning of Excel may be surprised to learn how little of its full capability most users access. Though basic functions will be covered, our focus will be on leveraging Excel's more advanced functions, analytical tools, reporting templates, and linking features to manage multiple workbooks, manipulate data across files, automate tasks, and produce publication quality charts, tables, and graphs. In addition to providing hands-on experience using Excel's advanced capabilities, the course is designed to serve as a bridge between

introductory econometrics and practical work with real-world datasets. The course will be held in the computer classroom so that students can obtain practical experience preparing data, managing workflow, and presenting results. Added emphasis throughout the course will be placed on examples with applications in economics. Prerequisites: prior completion of, or concurrent enrollment in, Econ 413 (or equivalent). Credit 1.5 units.

#### L11 Econ 497 Research in Economics

Opportunity to work as part of a research project under faculty supervision. Note: this course does not count toward the major or minor in Economics. May be repeated for credit. Credit variable, maximum 3 units. A&S IQ: SSC Art: SSC EN: S

#### L11 Econ 498 Honors Seminar

Advanced application of economic theory to policy problems. This is the first part of the two-course sequence for seniors writing an honors thesis, and it is taken in the fall semester of the senior year. This course may not be used to satisfy major requirements. Prerequisite: invitation into the "Honors in Economics with Thesis" track of the department's Honors Program. Credit 3 units. A&S IQ: SSC EN: S

#### L11 Econ 499 Study for Honors

Independent reading and research under faculty direction leading to a Senior Honors Thesis. This is the second part of the two-course sequence for seniors writing an honors thesis, and it is taken in the spring semester of the senior year. This course may not be used to satisfy major requirements. Prerequisite: invitation into the "Honors in Economics with Thesis" track of the department's Honors Program. Credit 3 units.

## Economics and Computer Science Major Program Requirements

- **Total units required:** 54

The College of Arts & Sciences and the McKelvey School of Engineering have developed a major that allows students interested in both economics and computer science to combine these two complementary disciplines efficiently, without having to pursue them as two separate majors.

Engineering students who declare this major must fulfill the distribution requirements and all other requirements for the BS in Applied Science degree (p. 1304) in the McKelvey School of Engineering. Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for an AB degree (p. 1112) in addition to the specific requirements listed below. It is possible to earn the Financial Economics Specialization (p. 523) in conjunction with this major (prime or second), and interested students should consult with the Academic Coordinator (dottie@wustl.edu) in the Department of Economics.

## Required Courses

Code	Title	Units
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 4011	Intermediate Microeconomic Theory	3
Econ 413	Introduction to Econometrics	3
or Econ 413W	Introduction to Econometrics with Writing	
Math 131	Calculus I (AP credit may satisfy this requirement)	3
Math 132	Calculus II (AP credit may satisfy this requirement)	3
Math 233	Calculus III	3
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3
or SDS 3211	Statistics for Data Science I	
or ESE 326	Probability and Statistics for Engineering	
CSE 131	Introduction to Computer Science	3
CSE 240	Logic and Discrete Mathematics	3
or Math 310	Foundations for Higher Mathematics	
or Math 310W	Foundations For Higher Mathematics With Writing	
CSE 247	Data Structures and Algorithms	3
CSE 347	Analysis of Algorithms	3

\* Of these options, SDS 3200 is the preferred course.

## Elective Courses

1. Three 3-unit economics electives drawn from any Econ 4011 prerequisite course, including Econ 4021
  - a. Economics electives of particular relevance include (but are not limited to) Econ 407 Market Design, Econ 4151 Applied Econometrics, Econ 4160 Topics in Econometrics: Microeconometrics, Econ 452 Industrial Organization, Econ 4567 Auction Theory and Practice, Econ 467 Game Theory, and Econ 484 Computational Macroeconomics.
2. Three 3-unit computer science electives drawn from the list below:

Code	Title	Units
CSE 217A	Introduction to Data Science	3
CSE 311A	Introduction to Intelligent Agents Using Science Fiction	3
CSE 314A	Data Manipulation and Management	3
CSE 330S	Rapid Prototype Development and Creative Programming	3
CSE 332S	Object-Oriented Software Development Laboratory	3
CSE 341T	Parallel and Sequential Algorithms	3

CSE 400E	Independent Study	varies; max. 3
CSE 411A	AI and Society	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Data Science for Complex Networks	3
CSE 417T or ESE 417	Introduction to Machine Learning Introduction to Machine Learning and Pattern Classification	3
CSE 419A	Introduction to AI for Health	3
CSE 425S	Programming Systems and Languages	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 435S	Database Management Systems	3
CSE 457A	Introduction to Visualization	3
CSE 514A	Data Mining	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 557A	Advanced Visualization	3

\* Students planning to complete CSE 517A Machine Learning should try to complete CSE 417T Introduction to Machine Learning as the prerequisite course. Non-engineering students may substitute SDS 3200 Elementary to Intermediate Statistics and Data Analysis or SDS 3211 Statistics for Data Science I for the ESE 326 Probability and Statistics for Engineering prerequisite for ESE 417 Introduction to Machine Learning and Pattern Classification.

Contact: Dorothy Petersen, Academic Coordinator  
Phone: 314-935-5644  
Email: [dottie@wustl.edu](mailto:dottie@wustl.edu)  
Website: <http://economics.wustl.edu>

## Economics Major Program Requirements

- **Total units required:** 37-39

### Required Courses

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Econ 493 or Math 233	Mathematical Economics Calculus III	1-3
SDS 2200 or SDS 3200 or SDS 3211	Elementary Probability and Statistics Elementary to Intermediate Statistics and Data Analysis Statistics for Data Science I	3

or ESE 326 or DAT 120 & DAT 121	Probability and Statistics for Engineering Managerial Statistics I and Managerial Statistics II	
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 4011	Intermediate Microeconomic Theory	3
Econ 4021	Intermediate Macroeconomic Theory	3
Econ 413 or Econ 413W	Introduction to Econometrics Introduction to Econometrics with Writing	3

### Elective Courses

Four upper-level (3-unit) economics electives (12 units), at least two of which must have an Econ 4011 or Econ 4021 prerequisite.

### Additional Information

- All courses in the major (including Mathematics and SDS courses) must be completed with the letter grade option, and a grade of at least C- must be earned in each.
- Majors selecting an approved study abroad program (for one semester) may receive transfer credit for Econ 413. Note: many study abroad programs in Europe do not offer the equivalent of Econ 413 in the spring semester. A grade of C (or higher) is required in study abroad coursework. Preapproval from the department's study abroad advisor is required.
- Majors selecting an approved study abroad program (for one semester) may also receive transfer credit for two economics electives, which count in the major as 300-level electives (regardless of the abroad course prerequisite). A grade of C (or higher) is required in study abroad coursework. Preapproval from the department's study abroad advisor is required.
- Majors selecting an approved study abroad program for a full year of study will be handled on a case-by-case basis in terms of meeting degree requirements. All majors must complete at least 4, 400-level courses from the WU Department of Economics.
- No credit is awarded in the Economics major from the AP Microeconomics or the AP Macroeconomics exam(s). AP credit for [Math 131](#), Math 132, and/or [SDS 2200](#) is accepted in the Economics major.
- Majors may receive a maximum of 3 units of transfer credit from other colleges/universities to replace Econ 1011, Econ 1021, or a 300-level economics elective. A minimum grade of C- must be earned. This policy is distinct from studying in an approved study abroad/study away program, but, in total, no more than 9 units of transfer credit will be accepted for a major matriculating to WU as a freshman.
- Transfer credit for mathematics or for probability/statistics courses is approved by the respective departments and is accepted by the Department of Economics for major credit.
- For further details on policies and procedures, please refer to the Undergraduate Guide and the Department's website, or schedule a meeting with the department's Academic Coordinator.

Contact: Dorothy Petersen, Academic Coordinator  
Phone: 314-935-5644  
Email: [dottie@wustl.edu](mailto:dottie@wustl.edu)  
Website: <http://economics.wustl.edu>

## Financial Economics Specialization for Economics Majors

By completing a specialized set of electives, majors (prime or second, including dual majors) can earn the Financial Economics Specialization.

Students should notify the department of their intent to earn the Financial Economics Specialization by completing the form on the department's website at least one semester prior to graduation.

### Program Requirements

- Declared major in Economics (p. 522), Math+Economics (p. 524), or Econ+CSE (p. 521)
- Completion of extra elective(s) and an integrated set of electives (These details are described below and are specific to each major.)

### Major in Economics

**Total units required:** 37 to 39 (for the major) + 3 = 40 to 42 total units

Students with a prime or second major in economics must do the following, in addition to completing the major requirements:

- Complete one additional economics elective at the 300 or 400 level, or complete FIN 340.
- A minimum of three courses must be drawn from the approved "List of Financial Economics Electives" below or be approved substitutes from a study abroad program.
- All courses must be completed with the letter grade option, and a grade of at least C- must be earned in each. (A grade of at least C is required in study abroad course work.)

### List of Financial Economics Electives

Code	Title	Units
Econ 3311	Financial Markets and Analysis	3
Econ 335	Money and Banking	3
Econ 4210	Topics in Financial Economics: Asset Pricing	3
Econ 4211	Topics in Financial Economics: Investments	3
Econ 437	The Economics of Financial Intermediation	3
Econ 448	Money & Monetary Policy	3
FIN 340	Capital Markets and Financial Management (approved if the student is NOT in Finance major/minor)	3

### Major in Economics + Computer Science

- **Total units required:** 54 (for the major) + 3 = 57 total units

Students pursuing this dual major through the McKelvey School of Engineering or Arts & Sciences must do the following, in addition to the major requirements:

- Complete one additional economics elective at the 300 or 400 level, or complete FIN 340.
- A minimum of three of the four courses must be drawn from the approved "List of Financial Economics Electives" above or be approved substitutes from a study abroad program.
- All courses must be completed with the letter grade option, and a grade of at least C- must be earned in each. (A grade of at least C is required in study abroad course work.)

### Major in Mathematics + Economics

- **Total units required:** 57 (for the major) + 3 = 60 total units

Students with a major in Math+Econ have two options through which the Financial Economics Specialization may be earned. Regardless of option, all courses must be completed with the letter grade option, and a grade of at least C- must be earned in each. (A grade of at least C is required in study abroad course work.)

#### Option 1 (when completing the major with three Economics electives and four Math electives)

- Complete one additional economics elective at the 300 or 400 level, or complete FIN 340. Therefore, completion of the major plus the specialization requires four economics electives (or three economics electives and FIN 340) and four math electives, subject to the constraints below:
  - The four math electives must come from the approved list for the major, or a student may complete three math electives from the approved list and one SDS elective from the preapproved electives list.
  - A minimum of three of the four total economics electives must be drawn from the approved "List of Financial Economics Electives" above or be approved substitutes from a study abroad program.
  - A minimum of three of the four total economics electives must come from the approved list for the major.

#### Option 2 (when completing the major with four Economics electives and three Math electives)

Students must complete the following:

- Four economics electives, where both of the following criteria must be satisfied:
  - At least two of the four electives must be drawn from the "List of Financial Economics Electives" above.
  - At least three of the four economics electives must be drawn from the approved list for the major.
- The three math electives must be drawn from the approved list for the major.
- In addition, for the specialization, students must complete Math 456.

Contact: Dorothy Petersen, Academic Coordinator  
 Phone: 314-935-5644  
 Email: [dottie@wustl.edu](mailto:dottie@wustl.edu)  
 Website: <http://economics.wustl.edu/majors-and-minors-economics>

## Mathematics and Economics Major Program Requirements

- **Total units required:** 57

### Required Courses

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 4011	Intermediate Microeconomic Theory	3
Econ 4021	Intermediate Macroeconomic Theory	3
Econ 413	Introduction to Econometrics	3
or Econ 413W	Introduction to Econometrics with Writing	
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
Math 310	Foundations for Higher Mathematics	3
or Math 310W	Foundations For Higher Mathematics With Writing	
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3
or SDS 3211	Statistics for Data Science I	
or Math 493C	Probability	
<b>Total Units</b>		<b>36</b>

### Elective Courses

Majors must complete seven electives drawn from the lists below. Three electives must be drawn from the Economics list and three electives must be drawn from the Mathematics list. The remaining elective may come from either department or from the preapproved elective list below.

#### Economics

One of the three Economics electives can be any Economics course with Econ 4011 or Econ 4021 as a prerequisite, including from an approved study abroad program. The other two economics electives must come from the following list:

Code	Title	Units
Econ 404	Behavioral Economics and Experimental Economics	3
Econ 407	Market Design	3
Econ 410	Macroeconomics of Inequality	3
Econ 4111	Optimization and Economic Theory	3
Econ 4151	Applied Econometrics	3
Econ 4160	Topics in Econometrics: Microeconometrics	3
Econ 4210	Topics in Financial Economics: Asset Pricing	3
Econ 4211	Topics in Financial Economics: Investments	3
Econ 435	Open Economy Macroeconomics	3
Econ 437	The Economics of Financial Intermediation	3
Econ 445	Public Finance	3
Econ 452	Industrial Organization	3
Econ 4567	Auction Theory and Practice	3
Econ 460	Urban Economics	3
Econ 467	Game Theory	3
Econ 471	Development Economics	3
Econ 480	Labor Economics	3
Econ 484	Computational Macroeconomics	3

#### Mathematics

The three Mathematics electives must come from the following list:

Code	Title	Units
Math 312	Differential Equations and Dynamical Systems	3
Math 318	Introduction to Calculus of Several Variables	3
Math 371	Graph Theory	3
Math 410	Introduction to Fourier Series and Integrals	3
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3

Math 415	Partial Differential Equations	3
Math 416	Complex Variables	3
Math 429	Linear Algebra	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 493C	Probability	3
Math 495C	Stochastic Processes	3

\* Students choosing both Math 312 and Math 318 must complete four L24 Mathematics electives from the list above. Math 493C can be taken for elective credit in the major if SDS 3200 (or SDS 3211) is completed to satisfy the core requirements.

## Preapproved Electives

One elective in the major can come from the following list:

Code	Title	Units
SDS 420	Experimental Design	3
SDS 439	Linear Statistical Models	3
SDS 4392	Advanced Linear Statistical Models	3
SDS 459	Bayesian Statistics	3
SDS 460	Multivariate Statistical Analysis	3
SDS 461	Time Series Analysis	3
SDS 462	Mathematical Foundations of Big Data	3
SDS 475	Statistical Computation	3
SDS 494	Mathematical Statistics	3

## Additional Information

- Students may declare a prime or a second major in Mathematics and Economics via L24 (Math) or L11 (Econ), and that will determine their major advisor.
- Students cannot declare more than one major or minor in the Department of Economics. This restriction includes dual majors, such as Mathematics and Economics (and Economics and Computer Science). Dual majors are considered "in the department" even if they are declared in another department.
- All courses in the major must be completed with the letter grade option, and a grade of at least C- must be earned in each.
- It is possible to earn the Financial Economics Specialization (p. 523) in conjunction with this major (prime or second).
- It is recommended that students completing Math 203 and Math 204 should bypass Math 309 and Math 310. However, they must complete one upper-level Mathematics elective from the list above (with the exception of Math 318) in lieu of Math 309 and Math 310.
- With instructor permission, students may use any of the following for Economics elective credit: Econ 501, Econ 502, Econ 503, Econ 504, Econ 511, or Econ 513.

- Transfer credit, including study abroad approval, for mathematics courses, for probability/statistics courses, or for CSE 131 is approved by the respective departments and is accepted by the Department of Economics for major credit.
- Majors may receive a maximum of 6 units of transfer credit from other colleges/universities to replace Econ 1011 and Econ 1021 (3 units of transfer credit per course). A minimum grade of C- must be earned. Preapproval by the Academic Coordinator (dottie@wustl.edu) in the Department of Economics is required.
- Majors selecting an approved study abroad program (for one semester) may receive transfer credit for Econ 413. **Note:** Many study abroad programs in Europe do not offer the equivalent of Econ 413 in the spring semester. A grade of C (or higher) is required in study abroad course work. Preapproval from the Department of Economics' study abroad advisor is required.
- Majors selecting an approved study abroad program (for one semester) may also receive transfer credit for up to two economics electives. (Majors completing two economics electives abroad are required to complete four economics electives in the major.) A grade of C (or higher) is required in study abroad course work. Preapproval from the department's study abroad advisor is required.
- Majors selecting an approved study abroad program for a full year of study will be handled on a case-by-case basis in terms of meeting degree requirements.
- AP credit for Econ 1011, Econ 1021, Math 131, and/or Math 132 is accepted in the major. Consult with the Department of Mathematics and the Department of Economics for International Baccalaureate and British A-level policies.
- For further details on policies and procedures, please refer to the Undergraduate Guide and the Department of Economics' website, or schedule a meeting with the department's Academic Coordinator (dottie@wustl.edu).

Contact: Dorothy Petersen, Academic Coordinator  
 Phone: 314-935-5644  
 Email: dottie@wustl.edu  
 Website: <http://economics.wustl.edu>

## Applied Microeconomics Minor

### Program Requirements

- **Total units required:** 22-24

## Required Courses

Code	Title	Units
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 4011	Intermediate Microeconomic Theory	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Econ 493	Mathematical Economics	1-3
or Math 233	Calculus III	
<b>Total Units</b>		<b>16-18</b>

## Elective Courses

- One (3-unit) Economics elective having at least Econ 1011 and/or Econ 1021 as a prerequisite course
- One (3-unit) Economics elective having Econ 4011 as a prerequisite course

## Prerequisites

The prerequisite courses for Econ 4011 are Econ 1011 and Math 132. In addition, Econ 493 or Math 233 must be taken prior to or concurrently with enrollment in Econ 4011.

## Additional Information

- All courses in the minor (including Mathematics) must be completed with the letter grade option, and a grade of at least C- must be earned in each course.
- Minors in an approved study abroad program may receive transfer credit for one economics elective at the 300 level. Preapproval from the department's study abroad advisor is required.
- For further details on policies and procedures, please refer to the Undergraduate Guide and the department's website, or schedule a meeting with the department's Academic Coordinator.

Contact: Dorothy Petersen, Academic Coordinator  
Phone: 314-935-5644  
Email: [dottie@wustl.edu](mailto:dottie@wustl.edu)  
Website: <http://economics.wustl.edu>

# General Economics Minor

## Program Requirements

- **Total units required:** 22-24

## Required Courses

Code	Title	Units
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 4011	Intermediate Microeconomic Theory	3
Econ 4021	Intermediate Macroeconomic Theory	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Econ 493	Mathematical Economics	1-3
or Math 233	Calculus III	
<b>Total Units</b>		<b>19-21</b>

## Elective Course

Students must complete one (3-unit) Economics elective that has at least Econ 1011 and/or Econ 1021 as a prerequisite.

## Prerequisites

The prerequisite courses for Econ 4011 are Econ 1011 and Math 132. In addition, Econ 493 or Math 233 must be taken prior to or concurrently with enrollment in Econ 4011. The prerequisite courses for Econ 4021 are Econ 1021 and Econ 4011.

## Additional Information

- All courses in the minor (including Mathematics) must be completed with the letter grade option, and a grade of at least C- must be earned in each.
- Minors in an approved study abroad program may receive transfer credit for one economics elective at the 300 level. Preapproval from the department's study abroad advisor is required.
- For further details on policies and procedures, please refer to the Undergraduate Guide and the department's website, or schedule a meeting with the department's Academic Coordinator.

Contact: Dorothy Petersen, Academic Coordinator  
Phone: 314-935-5644  
Email: [dottie@wustl.edu](mailto:dottie@wustl.edu)  
Website: <http://economics.wustl.edu>

# Education

The Department of Education at Washington University in St. Louis is an interdisciplinary community that bridges the theoretical and research foundations of education, traditional academic disciplines (e.g., sociology, psychology, history), and the professional practice of education. Our academic programs span a variety of disciplinary perspectives, methodological approaches (e.g., quantitative, qualitative), and levels of analysis ranging from the individual to complex systems. Each of us works from a disciplinary perspective, but we embrace and utilize other perspectives because such disciplinary synergies are critical to understanding and impacting the complex

world of education. Individually and as a community, we are working to change education and other systems that perpetuate inequity and inequality. Our departmental theme of “**Equalizing Educational Opportunity: Equity, Inclusion, and Success in Classrooms, Schools, and Communities**” encapsulates this work.

Whether a student's goal is to teach young minds, discover how humans learn, or better understand educational institutions and policies, the Department of Education offers students a chance to explore their interests, develop their skills, and begin their journey to a rewarding career through undergraduate programs in Educational Studies and Teacher Education. Our academic programming views the learning pathway as part of a broader transdisciplinary framework of development and well-being. Conditions associated with education and youth development represent a problem space where persistent engagement and planning across political boundaries, health care providers, youth-serving organizations, and educational institutions are critical. We offer a vibrant student-centered community in which faculty and staff are invested in the mentoring and success of students. Many of our classes are smaller and thus allow for meaningful interactions with the education community.

The Department of Education offers an undergraduate major and minor in Educational Studies for persons interested in the study of educational processes and institutions. Students in the Educational Studies program apply the perspectives and methods of a number of disciplines to questions about educational institutions, educational processes, and the social and cultural factors that affect them.

The Department of Education also offers undergraduate majors in Teacher Education with elementary, middle school, and secondary specializations in addition to a 4/1 Accelerated AB/MAT Degree Program for undergraduates at Washington University in St. Louis. The elementary, middle school, and secondary teacher education programs are designed to produce teachers who take an inquiry-oriented approach to education. Based upon the belief that teaching is a complex normative and changing activity, teacher education is viewed as an on-going, problem-solving process as opposed to a search for the "one right" answer or "one best" way.

Contact: Alyssa McDonald  
Phone: 314-935-6791  
Email: [alyssa.mcdonald@wustl.edu](mailto:alyssa.mcdonald@wustl.edu)  
Website: <http://education.wustl.edu>

## Faculty

### Chair

#### **Rowhea Elmesky**

Associate Professor  
PhD, Florida State University

### Director of Graduate Studies

#### **Christopher Rozek**

Assistant Professor  
PhD, University of Wisconsin, Madison

### Director of Undergraduate Studies

#### **Lisa Gilbert**

Lecturer  
PhD, Saint Louis University

### Department Faculty

#### **Andrew Butler**

Associate Professor  
PhD, Washington University in St. Louis

#### **Kerri Fair**

Lecturer  
EdD, Webster University

#### **Nadirah Farah Foley**

Assistant Professor  
PhD, Harvard University

#### **Aurora Kamimura**

Lecturer  
PhD, University of Michigan, Ann Arbor

#### **Bronwyn Nichols Lodato**

Assistant Professor  
PhD, University of Chicago

#### **Michelle Purdy**

Associate Professor  
PhD, Emory University

#### **Carol Camp Yeakey**

Marshall S. Snow Professor of Arts & Sciences  
PhD, Northwestern University

### Department Staff

#### **Michele Augustin**

Director, Teacher Education and Academic Services  
EdD, EdS, Missouri Baptist University

#### **Jessica Bockskopf**

Field Placement Specialist  
EdD, Maryville University

#### **Mark Hogrebe**

Educational Research, Statistician  
PhD, University of Georgia

#### **Judith H. Joerding**

Kappa Delta Pi Advisor  
EdD, Saint Louis University

#### **Alyssa McDonald**

Student Services Coordinator  
MEd, Middle Tennessee State University

#### **Mel Nicolas**

Administrative Coordinator, Faculty Support  
BS, Missouri Southern State University



## Majors

- Educational Studies Major (p. 538)
- Elementary Teacher Education Major (p. 541)
- K-12 Teacher Education Major (p. 542)
- Middle School Teacher Education Major (Grades 5-9) (p. 544)
- Secondary Teacher Education Major (Grades 9-12) (p. 546)

## Minors

- Educational Studies Minor (p. 548)

## Courses

Visit online course listings to view semester offerings for L12 Educ.

---

### L12 Educ 102 First-Year Seminar: Strengths, Weaknesses, Opportunities, and Threats for 21st-Century Education

This first-year seminar will highlight various aspects of critical topics in K-12 education to consider the current strengths, weaknesses, opportunities, and threats in contemporary K-12 education. This will be primarily a discussion-based course covering topics such as (but not limited to) trauma-informed care and school-based mental health, advancing technology, restorative practices, design schools, and equity in education. The course will provide students with an opportunity to observe a classroom at the P-12 grade level(s) with varied and diverse student populations for the purpose of introduction to and analysis of the culture of schooling and classrooms. Enrollment limited to first-year students.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L12 Educ 102A First-Year Seminar: Metacognating Mario -- Learning and Video Games

Although we often associate education with school-based activity, human beings learn in multiple environments beyond the formal classroom. Video games, while often dismissed as frivolous entertainment, provide one such example of a significant experiential learning context: individual players develop skills in the pursuit of goals, collaborate with each other to advance their theorizing about the game's mechanics, and display deep engagement and persistence in the face of frustration despite a lack of extrinsic rewards. Among the questions encountered in this course will be the following: What kind of understanding is built through game play? How might games teach us about ourselves as learners? In what ways might the skills involved in learning to play a game transfer to learning in other contexts? What pedagogical lessons might teachers take from game designers? Throughout the course, readings and activities will promote the rigorous critical analysis of both games and theories of learning.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L12 Educ 102B First-Year Seminar: Improving Student Success Through Psychological Interventions

One of the most exciting transformations in the social sciences in recent years is the finding that brief psychological exercises can improve important student outcomes for months and years, such as raising school achievement and reducing inequality. These interventions help individuals flourish and help our society live up to its ideals. They address critical psychological questions that people have, like the following: Do people like me belong in this school? Can I learn math? When will I ever use what I am learning in class? In this seminar, we will learn about psychological interventions in education; how they work;

how they can cause lasting benefits; their intellectual lineage; how they can be used, adapted, and scaled to address contemporary problems; and challenges and mistakes that can arise in doing so. In addition to learning from classic and contemporary research, students will design their very own intervention and workshop others' efforts. When students have completed this seminar, they will more fully understand the psychological aspect of educational problems and how this can be addressed through rigorous research.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L12 Educ 102C First-Year Seminar: Black Lives Matter and Educational Justice for Black Youth

In the wake of the global uprising against racial injustice, this introductory course examines how schools in the United States can create opportunities for Black youth to thrive. We will examine the schooling experiences of Black children and youth amid pervasive anti-blackness, analyze the relevance of educational models for racial justice, and imagine radical ways that P-16 schools might dismantle white supremacy.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L12 Educ 203A Introduction to Education: Contradictions and Controversies in School Choice

Drawing from social scientific perspectives, this course surveys educational research and policy in contemporary U.S. society. It considers the relationship among controversial policy issues (e.g., school choice, public school closure, urban redevelopment) and education. Finally, it examines the implications of recent changes in education for social inequality, mobility, and group relations.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L12 Educ 203B Introduction to Education: Disability Law, Policy, and Institutional Implications

This seminar is designed to provide students with a working knowledge of the laws and policies governing disabilities and how they impact governmental, social, economic, political, and educational institutions. This introduction to disabilities is provided from a legal perspective and will appeal to self-motivated students interested in learning more about how disability awareness might impact their everyday lives. Topics for discussion include IDEA, ADA, and Section 504 accommodations and how these laws apply to K-12 schools, higher education, immigration, housing, substance abuse, courts, employment, and access to public transit and public accommodations.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L12 Educ 203C Introduction to Education: Social Inequality, Development, & Early Childhood Education

Education begins long before children are introduced to formal schooling, and factors both internal and external to schools influence children's education. An understanding of the social, political, and economic contexts of families and schools is essential to understanding how social factors impact individuals. Race, class, health, and place exert influence on individual achievement and opportunity throughout the life course. This course will examine such factors as they relate to early developmental outcomes, school readiness skills, later academic achievement, and success in schooling. Course readings and activities will examine the influence of families, neighborhoods, the built environment and health on early childhood development and education and will offer corresponding implications for education policy. This course will examine the complex ecosystem of neighborhoods and schooling and will offer students a broad overview of these themes as we critically examine inequality and education in the United States.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L12 Educ 203D Introduction to Education: Immigrants, Refugees, and English Learners in U.S. Schools**

What is the distinction between immigrant, refugee, migrant, and newcomer students in schools? How are their needs similar, and how are they different? Although U.S. schools have historically served multilingual children, many have seen an increase in the racial, ethnic, and language backgrounds of the students they designate as English learners (ELs). As such, educators are still coming to understand how to best support this highly diverse group. In addition to clarifying distinctions between EL and student background classifications, this course will examine: federal, state, and local policies impacting immigrant and refugee student integration into schools, how school practices for several kinds of multilingual students vary, and how existing educational structures can better support designated EL students and their families.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L12 Educ 203E Introduction to Education: Myths and Mysteries of Memory**

In this course, we will learn about the science of memory and how it relates to education, broadly construed, by taking a tour through the many ways in which memory influences everyday life. We will cover topics like how to learn effectively, individual differences in memory ability, the effect of trauma on memory, why people are susceptible to misinformation, and how collective memories shape the way we remember history. In the process of learning about these topics and others, we will critically evaluate widely believed myths about memory, try to explain mysteries of memory, and explore the implications for education in formal and informal contexts. By gaining a better understanding of memory and how it works, you will acquire skills and knowledge that you can apply to your education and life more generally.

Credit 3 units. Arch: SSC Art: SSC BU: BA EN: S

---

**L12 Educ 203G Introduction to Education: Uncovering and Understanding Teachers and Teaching**

What makes someone a teacher; both in their profession and personal identity? In this course, many of the issues that challenge, shape and define the practice and identity of classroom teachers are explored. Goals of the course include demystifying teaching and exploring it as an intellectual act; one that requires the bridging of research and theory to practice, careful planning and attention to detail, comprehensive knowledge of diverse students, responsiveness to/creation of the learning environment, and authentic representation of one's teacher identity. Students will embrace the art of pedagogical exploration and curation to design a personalized teaching brand; one that authentically represents their teaching style, abilities, and identity, yet is flexible enough to evolve over time. Throughout the course, students will build new understandings and capabilities based on critical and engaging discourse, design-based practice, reflection, and engaging classroom activities.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L12 Educ 234 Introduction to Speech, Language, and Hearing Sciences**

This course provides an introduction to the fields of speech-language pathology, audiology, the education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes as well as communication disorders are discussed. Selected research topics in speech and hearing sciences will also be presented.

Credit 3 units. BU: BA, SCI EN: S

---

**L12 Educ 299 Internship in Education**

Students may receive up to 3 units of credit for an approved, faculty-sponsored internship that relates to the study and application of educational research. Credit is determined by the number of hours worked per the College of Arts & Sciences recommendations. Specific requirements -- which include but are not limited to completion of hours, an essay about the student's experience, and/or informational meetings with other faculty about the student's internship experience -- are set by the faculty supervisor in consultation with the supervisor in the organization where the internship work is completed. Students should complete a learning agreement provided by the department. Open to undergraduate majors and minors in the Department of Education only; register for the section assigned to the faculty supervisor. Prerequisites: completion of the Learning Agreement provided by the department and approval of faculty supervisor.

Credit variable, maximum 3 units.

---

**L12 Educ 301C The American School**

In this course we analyze the development of American schooling within the context of American social history. Our focus is on three general themes: the differing conceptions of schooling held by some American political, social, and cultural thinkers; the changing relationships among schools and other educational institutions such as the church and the family; and the policy issues and arguments that have shaped the development of schooling in America. We spend considerable time studying the history of schooling in relation to the enduring challenges and dilemmas of marginalized groups including but not limited to systemic racial inequalities, access to schooling and inequitable schooling experiences. Undergraduate students must enroll in Educ. 301C, while graduate students must enroll in Educ. 5001.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

**L12 Educ 303 Gender and Education**

An examination of educational experiences, practices, and institutions across multiple levels (PK-university) using gender as a critical lens. Key topics include common beliefs, practices, and expectations related to gender in educational spaces, as well as the intersections between gender and other identities that may influence educational experiences and outcomes. Readings are drawn from multiple disciplines, including sociology, history, psychology, and philosophy. Students should be prepared to analyze their own gendered educational experiences in the context of the scholarship explored in the course, while also listening respectfully and reflecting on the experiences shared by classmates. Enrollment Note: Undergraduate students must enroll in Educ. 303, and graduate students must enroll in Educ. 5003.

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L12 Educ 3030 Topics in JIMES: Education in Divided Societies- the Israeli Case**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L75 JIMES 390

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

---

**L12 Educ 304 Educational Psychology**

This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement

can be measured. Offered fall and spring semesters. Enrollment Note: Undergraduate students must enroll in Educ. 304. Graduate students must obtain approval of instructor and their advisor before enrolling in Educ. 5004.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L12 Educ 3100 Guided Research in Composition: Theory and Pedagogy of One-to-One Writing Instruction.**

This course teaches theoretical and practical approaches to the tutoring of writing, specifically focusing on tutoring writing within the context of undergraduate courses. Students will learn collaborative methods of tutoring writing, explore different approaches to writing comments on student work in various content areas, and examine the connections between writing and thinking. Students in this course will analyze their own writing processes and learn how to help others through the writing and revision process. Readings and discussions will focus on writing theory and pedagogy, and students will practice one-to-one methods in mock conferences and with sample essays. Assignments: two short essays, a longer research paper and presentation, and a journal.

Same as L13 Writing 310

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L12 Educ 313B Education, Childhood, Adolescence, and Society**

This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical, sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the "safety nets" that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process. Undergraduates must enroll in Educ. 313B, while graduate students must enroll in 513B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L12 Educ 314 Sociolinguistics, Literacies, Schools, and Communities**

Literacy learning and development within a thriving community require attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English language learners and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and that acknowledges the influences of social institutions and conditions. We will incorporate strategies for individual student needs based on students' backgrounds and prior experiences to deliver differentiated instruction and to teach students to set learning goals. Offered in fall semester only. Undergraduate students must enroll in Educ. 314, while graduate students must enroll in Educ. 5114.

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

---

**L12 Educ 325 Psychology of Adolescence**

This course concentrates on brain, cognitive, and social development during adolescence. This period of development is marked by transition and change. Special topics will include the vulnerability of the adolescent brain and the development of sexual orientation. Prerequisite: Psych 100B.

Same as L33 Psych 325

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L12 Educ 3885 The Mental Health Crisis in Higher Education**

During the last decade, college campuses have seen unprecedented increases in the proportion of students suffering from mental health problems. Many institutions have responded by increasing the number of mental health counselors available in student health centers, making the accommodations at disability resource centers more robust, and providing safe spaces for students to process incidents and events that have triggered them. Are such interventions improving the well-being of today's students, or might they actually be further encumbering students' psychological health? This discussion-based course will explore arguments made on all sides of this provocative debate and examine research on the nature of today's college students and what resources and services most contribute to their psychological health and well-being. Enrollment is limited to 15 students. Prerequisite: at least 6 units of advanced home-based psychology courses.

Same as L33 Psych 3885

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L12 Educ 4000 Curriculum and Instruction for Secondary Teachers**

This course provides an in-depth look at secondary curricula and instructional practices in order to equip teacher candidates across a spectrum of disciplines with the knowledge and skill needed to implement meaningful teaching and learning in their future classrooms. By drawing from educational research in curriculum studies and related fields, students will examine the foundations of their discipline's curriculum, consider avenues for the implementation of culturally responsive pedagogy, and gain strategies for engaging contemporary issues facing secondary teachers (e.g. controversy, burnout). A strong emphasis will be placed on connecting with colleagues in different disciplines and exploring the possibilities for interdisciplinary instruction. Enrollment note: must be taken concurrently with content-specific lab [L12 400A/6001, 400D/600D, 400E/600E, 400L/600L, 400M/6006, 400S/600S, or 40SS/60SS] unless approved by Director of Teacher Education. Undergraduate students must enroll in Educ. 4000, while graduate students must enroll in Educ. 6000

Credit 2 units. A&S IQ: HUM EN: H

---

**L12 Educ 400A Curriculum and Instruction in Art K-12**

This course provides hands-on practice for K-12 teacher candidates in art curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 and L12 5007 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 400A, while graduate students must enroll in Educ. 6001.

Credit 2 units.

---

**L12 Educ 400D Curriculum and Instruction in Dance K-12**

This course provides hands-on practice for K-12 teacher candidates in dance curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and

facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 400D, while graduate students must enroll in Educ. 600D. Credit 2 units.

---

#### **L12 Educ 400E Curriculum and Instruction in Secondary English**

This course provides hands-on practice for secondary teacher candidates in English curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 and L12 4451/6451 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 400E, while graduate students must enroll in Educ. 600E. Credit 2 units.

---

#### **L12 Educ 400L Curriculum and Instruction in World Languages K-12**

This course provides hands-on practice for K-12 teacher candidates in world language curriculum, including French, German, Japanese, Latin, Mandarin Chinese, Russian, and/or Spanish, regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400L, and graduate students must enroll in Educ. 600L. Credit 2 units.

---

#### **L12 Educ 400M Curriculum and Instruction in Secondary Mathematics**

This course provides hands-on practice for secondary teacher candidates in mathematics curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400M, while graduate students must enroll in Educ. 600E. Credit 2 units.

---

#### **L12 Educ 400S Curriculum and Instruction in Secondary Science**

This course provides hands-on practice for secondary teacher candidates in science curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment Note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400S, and graduate students must enroll in Educ. 600S. Credit 2 units.

---

#### **L12 Educ 4014 Urban Education in Multiracial Societies**

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The

course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: Junior standing or permission of instructor. Same as L18 URST 400

Credit 3 units. A&S IQ: SSC, WI EN: S

---

#### **L12 Educ 4015 American Democracy and the Policy-Making Process**

This course is part of the Semester in DC Program  
Same as L32 Pol Sci 4001

Credit 3 units. EN: S

---

#### **L12 Educ 4022 Higher Education Administration for Social Justice & Equity: Achievable or Only Dreamable?**

Higher education has long been the subject of much general public interest and discourse. Understanding the complexity of the system, its history, practices, and expertise will help define whether and how campuses can work toward social justice and equity. In this course, students will study the history, policies, and organizational decisions that underly the current state of higher education in America. These perspectives and theories will be studied with an eye toward social justice and understanding possible changes that may lead toward equity on American college campuses. Through engaged discussions around readings and case studies, students will tackle complex social questions, including: how our college campuses became so complex? Why pervasive social issues, such as system racism, sexism, and classism, continue to exist on our campuses? How and when technology and the SAT/ACT began to rule our lives in college? Perhaps even deeper, students will grapple with finding alternate, more socially just, and equitable alternatives to create more equity on our campuses. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4022, and graduate students must enroll in Educ. 5222.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

#### **L12 Educ 4023 Second Language Acquisition & Technology**

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors. Same as L92 APL 4023

Credit 3 units. A&S IQ: SSC EN: S

---

#### **L12 Educ 403 Foundations of Educational Research**

Educational researchers in today's world use an interdisciplinary toolbox of approaches to examine the complex issues facing today's students, teachers, educating institutions, and communities. Providing an introduction to the basic concepts, philosophies, and kinds of methodologies used in educational research, this course will examine research designs such as experiments, surveys, mixed methods, ethnography, and action research. Students will be required to analyze

the strengths, weaknesses, and limitations of each. Furthermore, the course is devoted to understanding the importance of identifying a research problem, the literature review, research questions, and the alignment with appropriate methodologies (quantitative, qualitative, or mixed methods) in responding to the research inquiry. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Undergraduate students should register for Educ. 403, while graduate students should register for Educ. 503

Credit 3 units. A&S IQ: SSC EN: S

---

### **L12 Educ 4033 Video Microanalysis: Methods and Tools**

The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing social cultural theoretical lens, this type of analysis will reveal fleeting actions, subtle movements, peripheral events, and non-verbal communication that are not easily identified in real time viewing. Specifically we may look at facial expressions, direction of gaze, hand movements, body position, and use of material resources as micro techniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC EN: S

---

### **L12 Educ 4036 Children of Immigrants: Identity and Acculturation**

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants. Attendance on the first day of class is mandatory to reserve class enrollment.

Same as L97 GS 4036

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

### **L12 Educ 404 Study for Honors**

A research program arranged by the student and a faculty member. Prerequisite: recommendation for Honors study.

Credit 3 units. EN: S

---

### **L12 Educ 4052 Educational Psychology: A Focus on Teaching and Learning**

How should research in educational psychology inform teaching in contemporary schools - and how might the lived experience of professional educators in turn inform research in educational psychology? This class uses the reciprocal relationship between educational theory and practice to examine key issues in teaching and learning in contemporary school settings. Throughout, students will gain greater familiarity with topics influencing the pedagogical decision-making of teachers, from everyday topics (e.g. differentiation, classroom management, developmental appropriateness, etc.) to topics gaining ground in contemporary education (e.g. culturally responsive pedagogy, trauma-informed pedagogy, poverty-informed pedagogy, etc.). By engaging with substantive texts representing diverse perspectives, students will become more comfortable navigating scholarly research on teaching and learning in school settings, including distinguishing between multiple forms of scholarship (e.g. qualitative and quantitative studies, action research, self-study, portraiture, etc.) and other forms of writing about education (e.g.

memoirs, advice based on personal experience, op-eds by thought leaders, etc.). Students will also theorize about reasons for gaps between educational research and practice by drawing on their knowledge of the sociocultural, political, and historical contexts of schooling. Ultimately, students will become more able to articulate their reasoned perspectives as emerging professionals regarding best practices for meaningful teaching and learning in school settings. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Teacher Education majors, prospective Teacher Education majors, and majors/minors in Educational Studies. Undergraduate students must enroll in Educ. 4052, and graduate students must enroll in Educ. 6052

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### **L12 Educ 4053 Early Field Experience**

This course offers students an informed look at schooling in America and is designed for current teachers, prospective teachers (those considering a Teacher Education major), and for those simply interested in furthering their understanding of classroom interaction and the fundamental principles of teaching and learning. Students will be able to plan lessons and activities that address student's prior experiences, multiple intelligences, strengths, and needs to positively impact learning. This course provides direct and indirect experiences with contemporary K-12 educational practice in schools through 30 clock hours of field observation to be completed during the semester. Students will observe the daily life of teachers and their interactions with children and adolescents, with the dual goal of understanding the professional nature of the setting (i.e. pedagogical decision-making processes, expectations and requirements for teachers, institutional functioning, etc.) and being an active participant in a K12 classroom setting. Assignments will include, but are not limited to, observation notes, discussions with class members, and evaluation and design of instructional strategies and learning activities. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Teacher Education majors, prospective Teacher Education majors, and majors/minors in Educational Studies. Students must complete their 30 clock hours outside of class in school settings assigned by the WUSTL Department of Education Field Placement Specialist. Undergraduate students must enroll in Educ. 4053 and graduate students must enroll in Educ. 6053

Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### **L12 Educ 4055 Central Topics in Psychological Research on Teaching and Learning**

This course will focus on how theory and research in psychological science and other related disciplines can inform teaching and learning in a variety of educative contexts. Each week, we will delve into research on a new set of issues that all revolve around a particular theme, such as pedagogical methods, motivation, student characteristics, assessment of learning, evaluation of teaching effectiveness, and educational technology. In addition to analyzing theory and research, we will discuss implications for educational practice and policy with an emphasis on designing interventions and fostering innovation. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Undergraduate students must enroll in Educ. 4055 and graduate students must enroll in Educ. 5555

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

### **L12 Educ 408 Education and Psychology of Exceptional Children**

Learning, psychological, cognitive and social characteristics of exceptional children and youth from gifted to those with disabilities. Study child and adolescent developmental stages and the application to educational settings through data-based decision making using assessment and student data in a critical thinking, problem

solving team approach. Current practices of educational strategies, interventions, and modifications to differentiate instruction for individual learning needs are emphasized. Plan lessons and activities that address student's prior experiences, multiple intelligences, strengths, and needs to positively impact learning. Learn specific strategies for classroom management, consultation and collaboration with families, colleagues, and administrators to meet individual needs within a culturally and demographically diverse classroom. Influences of legislation, criteria used to identify children, and awareness of supportive services are explored. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Teacher/Deaf Education majors, prospective Teacher Education majors, and majors/minors in Educational Studies. Undergraduate students must enroll in Educ. 408 and graduate students must enroll in Educ. 6008.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L12 Educ 4080 Slavery and Public History

Public history, or applied history, encompasses the many and diverse ways in which history is put to work in the world and applied to real-world issues. This course teaches public history practice with particular emphasis on engaging in the public history of slavery through research and interpretation on the regional histories of enslavement within St. Louis and at Washington University. Students will learn by engaging critical scholarship on public history, debates about how public history is practiced, and learning core tenets of public history interpretation, museum best practices, oral history, preservation, and material culture and their particular application to public history interpreting slavery. This includes grappling with the politics of memory and heritage that shape, limit, and empower public history practice on slavery, and how white supremacy has shaped what histories we absorb in the public. Same as L90 AFAS 4008

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

### L12 Educ 40SS Curriculum and Instruction in Secondary Social Science

This course provides hands-on practice for secondary teacher candidates in social science curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 40SS, while graduate students must enroll in Educ. 60SS.

Credit 2 units.

---

### L12 Educ 4111 Linguistics and Language Learning

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, etc. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in

Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prereq: Ling 170 is recommended but not required.

Same as L92 APL 4111

Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

---

### L12 Educ 4280 History of Urban Schooling in the United States

More than ever, schooling in urban areas is researched, and it is at the center of debates for improving U.S. schooling. This course, which is framed by contemporary issues, focuses on the history of urban schooling and policy to deepen our understanding of the contemporary landscape. We will focus on particular cities and their school districts; these may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, and Atlanta. In this course, students will develop a strong contextual understanding of the conditions of urban schooling; the history of urban school reform; and the debates over the purposes of urban schools, past and present. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L12 Educ 4288 History of Higher Education in American Culture

This course will examine the historical and philosophical development of higher education from colonial to contemporary periods including the histories of minoritized individuals and campus types. Throughout the semester, we will learn how history continues to impact the way we run and organize our campuses today. This course concludes with an exploration of current social, political, and economic challenges in higher education and current public debates regarding contentious topics in higher education. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Enrollment limited to juniors, seniors, and graduate students. Undergraduate students must enroll in Educ. 4288 and graduate students must enroll in Educ. 5288

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

### L12 Educ 4289 Neighborhoods, Schools, and Social Inequality

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 4289 and graduate students must enroll in Educ. 5289

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

### L12 Educ 4302 Cognitive Psychology Applied to Education

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning, and comprehension with special focus on areas, theory, and research that have potential application to education. Thus, the course will provide selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes will be explicitly developed and evaluated through the primary research literature using educationally oriented experimental

paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. PREREQ: Junior/Senior status, 9 units in Psychology and Psych 100B OR Junior/Senior status, 9 units in Education and Psych 100B.  
Same as L33 Psych 4302  
Credit 3 units. A&S IQ: SSC EN: S

---

### L12 Educ 4310 Sociology of Higher Education

What we call "higher education" in the United States is a complex web of institutions - nearly 3,000 4-year colleges, 1,500 2-year colleges, and still more postsecondary institutions that grant a variety of credentials. It is a system through which tens of millions of students pass each year; over the last few decades, the importance of earning a postsecondary credential has increased markedly. As such, higher education is deserving of rigorous scrutiny and careful interrogation. But in studying "higher education," we are in fact attending to a multitude of things - among other things, varied institutional types with different resources and different imperatives, experiences of accessing and navigating higher education that are widely divergent along axes of inequality, and institutional processes that play out on campus but have resonance beyond the university gates. In this course, which will be conducted as a discussion-based seminar, we will engage with texts examining the enterprise of higher education from varied vantage points, but always through a sociological lens. We'll discuss why and how higher education came to be so important and loom so large in contemporary life, the stark differences between different sectors of the higher education landscape, and how stratification occurs between and within institutions. We'll talk at length about how higher education is a microcosm of many of the inequalities we see in the broader society, looking at issues of race, class, gender, and politics on campus. By taking a sociological lens to studying higher education, we'll learn a language and facility for rooting discussion of issues in higher education in theoretical grounding and empirical evidence. In so doing, students will develop the capacity to more critically assess research and public discourses on higher education, as well as their own work and experiences in the sector. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4310, and graduate students must enroll in Educ. 5310.

Credit 3 units. A&S IQ: SSC, SC EN: S

---

### L12 Educ 433 Complex Learning in Education

This course will focus on psychological research and theory pertaining to higher-order learning. Each week, we will delve into a different topic, such as memory, transfer of learning, analogical reasoning, conceptual change, metacognition, and problem solving. Prerequisite: Junior standing or L12 304.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

### L12 Educ 433W Complex Learning in Education

This course will focus on psychological research and theory pertaining to higher order learning. Each week, we will delve into a different topic such as memory, transfer of learning, analogical reasoning, conceptual change, metacognition, and problem-solving. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: SSC, WI BU: BA EN: S

---

### L12 Educ 4451 Teaching Writing in School Contexts

Writing teachers often know how to write well but less about the teaching of writing. To provide effective instruction in writing, teachers need, first of all, experiences with writing instruction and theoretical knowledge to guide classroom practices. The goals of this course are as follows: to provide opportunities for all teachers of English and

language arts, to develop theoretical knowledge and skill as teachers of writing, to connect the practices of research and teaching, to encourage teachers to give their students multiple and varied experiences with writing, to assist teachers in learning to respond to students' writing and assess their progress as writers. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 4451, while graduate students must enroll in Educ. 6451.

Credit 3 units. A&S IQ: SSC EN: S

---

### L12 Educ 4511 Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education

This course examines educational institutions as spaces where children are asked to comply to the norms, expectations, and values of the culture of power. We will study how forces -- such as de facto segregation, the disproportionate hyper-disciplining of students, punitive school climates, and the devaluing of certain forms of cultural and social capital -- can contribute to cycles of social reproduction among the marginalized. To address such challenges, this course introduces sociocultural theories and critical qualitative inquiry methods as mechanisms by which urban educational institutions can be positively transformed. Specifically, restorative practices, cogenerative dialogues, and participatory/co-researcher models are explored as methods that honor the voices of marginalized stakeholders and lead to catalytic, transformational impact. Leaving this course, students will have an understanding of the inequitable terrain of urban education institutions as well as a repertoire of theories and methods to assist with the conducting of critically grounded, culturally responsive, humane, and transformative research. In addition to lectures, readings, discussions, films, and actual classroom footage, students will conduct a school experience project to practice using the theories and methods introduced in this course. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Enrollment is limited to juniors, seniors, and graduate students. All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 4511, and graduate students must enroll in Educ. 5511.

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

---

### L12 Educ 453B Sociology of Education

There are few institutions that nearly all Americans pass through, and schools are one of them; around fifty million students are enrolled in preK-12 schooling in the United States. As such, schools are an institution deserving of rigorous scrutiny and careful interrogation. But in studying K-12 schools, we are in fact attending to a multitude of things - competing visions of and purposes for schools, and disparate experiences of accessing and navigating education that are widely divergent along axes of inequality. In this course, which will be conducted as a discussion-based seminar, we will engage with texts examining the enterprise of education from varied vantage points, but always through a sociological lens. We'll discuss the varied purposes theorists and practitioners envision for schools, and the extent to which schools live up to those ideals. We'll talk at length about how schools are a microcosm of many of the inequalities we see in the broader society, looking at issues of race, class, gender, and place. By taking a sociological lens to studying education, we'll learn a language and facility for rooting discussion of issues in education in theoretical grounding and empirical evidence. In so doing, students will develop the capacity to more critically assess scholarly research and public discourses on education, as well as their own experiences. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 453B and graduate students must enroll in Educ. 5530

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

---

### **L12 Educ 459F Philosophies of Education**

An analysis of perennial themes in the philosophy of education, with particular attention to implications arising from the uneven distribution of power in an inequitable society. Significant questions to be examined include: What constitutes a truly democratic form of education? How might our answers change when we approach this question in light of the history of race in the American experience? How should teachers dedicated to a liberatory practice approach both their content and their students? Which theories of knowledge might help us envision new possibilities for teaching and learning? Readings will address both K-12 and higher education spaces while drawing on a diverse range of historical and contemporary thinkers. Seminar format. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 459F and graduate students must enroll in Educ. 5590

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### **L12 Educ 4607 Education of Black Children and Youth**

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

### **L12 Educ 4608 The Education of Black Children and Youth in the United States**

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education -- as essential aspects of American and African-American culture and life -- will be placed in the foreground of course inquiries. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM EN: H

---

### **L12 Educ 461B Construction and Experience of Black Adolescence**

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology, and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality, and education.

Same as L90 AFAS 461B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC

---

### **L12 Educ 462 Politics of Education**

In this course, politics is interpreted broadly to include both formal policy-making processes and any situation in which people have to solve a problem or come to a decision. The purpose of this course is to explore the following processes: (1) how ideologies and power dynamics influence educational policies and decisions; (2) how educational policies and decisions translate into specific school

programs and practices; (3) how specific programs and practices influence pedagogies, especially in the relationships among students, teachers, and knowledge pedagogies; (4) how these pedagogies impact student opportunities and outcomes; and (5) how student outcomes and opportunities reinforce ideologies and power dynamics. This course considers politics across time, space, and individuals, noting how historical, geographical, cultural, social, psychological, political, and economic contexts can shape the politics of education. In addition, as this course considers the relationship between politics and power, we explore how politics can manifest itself in ways that promote exclusion and subjugation or work toward the common good. Finally, after carefully examining the research on inequalities and inefficiencies resulting from the current politics of education, we will transition from problem identification (i.e., "What went wrong?") to problem solution (i.e., "Where do we go from here?"). Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 462, and graduate students must enroll in Educ. 5620.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC EN: S

---

### **L12 Educ 4621 The Political Economy of Urban Education**

Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course will be on the dynamic interrelationships among the political economy, urban education, and social stratification. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Undergraduate students must enroll in Educ. 4621, while graduate students must enroll in Educ. 5622

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

### **L12 Educ 466 Mathematics for Elementary School Teachers**

A review of mathematics for grades K-8, at a level beyond its usual presentation in the schools. The purpose of this course is to ensure that teachers have the necessary foundation to teach mathematical concepts and problem solving at the elementary level. Applications of all essential mathematical concepts are presented in abundance, along with methods and strategies for instruction at the elementary level. Restricted to elementary education students, except with approval of the Director of Teacher Education. Prerequisite: two years of high-school mathematics and admission to the Teacher Education program or permission of instructor. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 466, while graduate students must enroll in Educ. 6660

Credit 3 units. A&S IQ: NSM

---

### **L12 Educ 4681 Teaching Reading in the Elementary School**

This course, emphasizing emergent literacy and children's literature, is the first in a sequence of three courses on teaching reading and writing. The purposes of this course are to survey children's acquisition of oral and written language from an emergent literacy perspective, to focus on methods of teaching beginning reading, to develop uses of children's literature in a reading program. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 4681, while graduate students must enroll in Educ. 6681.

Credit 3 units. A&S IQ: HUM EN: H



---

**L12 Educ 4692 Reading Across Languages and Cultures: Theory, Research, and Practice**

The United Nations has declared that literacy is a fundamental human right. This course, which is taught in English, connects to the mission of UNESCO and examines the wide range of theoretical and research issues -- both historical and current -- related to reading and writing across languages and cultures. Literacy acquisition among second-language learners involves a number of variables, including both cognitive and social factors. Topics to be discussed include universal cognitive operations, individual learner differences, text types and literary forms, literacy and social power, and the extent to which reading and writing are interrelated. Students will discuss how to bridge scientific research in the laboratory to practice, and they will be involved in St. Louis community outreach projects with refugees and immigrants at the International Institute, where they will create and implement reading and writing activities driven by theory and empirical investigations. Students will take the theory and research they learn, and they will help meet the local reading and writing needs of a changing population with a variety of backgrounds, values, and educational preparations. The course is required for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors, such as Global Studies and Educational Studies.

Same as L92 APL 4692

Credit 3 units. A&S IQ: SSC EN: S

---

**L12 Educ 470 Language, Learning, and Instruction**

This course, which emphasizes children's writing and literacy issues, is the second of three courses in a sequence on teaching reading and writing. The course reviews and elaborates on work from previous courses on children's acquisition of written language; examines approaches to teaching writing; and focuses on work from sociological, feminist, and philosophical perspectives to affirm and criticize aspects of these approaches. Prerequisite: Educ 4681. Enrollment Note: Undergraduate students must enroll in Educ. 470, and graduate students must enroll in Educ. 670.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L12 Educ 4700 History Education In & Beyond the Classroom**

Far from requiring students to merely memorize names and dates, the work of history education rests on a robust theoretical foundation that urges complex cognitive skills. This course is intended to help students form a strong grasp of major issues in history education, including its underlying conceptualization of knowledge and related disciplinary habits of mind, instructional methods aimed at handling controversy with sensitivity toward students' contemporary identities, and sociocultural forces that exert pressure on professional communities and curricula alike. While this course is of special interest to students with an interest in teaching history (whether in higher education, at the K-12 level, or at a museum or historic site), admission to the teacher education program is not a prerequisite for entry. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Undergraduate students must enroll in Educ. 4700, while graduate students must enroll in Educ. 6700

Credit 3 units. A&S IQ: HUM EN: H

---

**L12 Educ 4731 Elementary School Mathematics**

This course introduces fundamental concepts, properties, operations, and applications of mathematics related to the systems of whole numbers, integers, rational numbers, and real numbers. Also included are measurement, simple geometry, probability, and logical reasoning. The course is designed to help students develop effective teaching strategies and approaches to curriculum development in mathematics. It addresses components of effective curriculum that are aligned with

learning experiences and outcomes using the academic language of mathematics. It incorporates strategies for individual student needs based on diverse backgrounds, prior experiences, and language to deliver differentiated instruction, and it teaches students to set learning goals. Students will develop strategies to engage their students in methods of inquiry and research, with interdisciplinary approaches where appropriate. They will learn research-based models of critical thinking and problem-solving, including various instructional strategies and technologies to support student engagement in higher-level thinking skills. Students will use formal and informal assessments to design instruction and improve learning activities, and these will be followed by assessment analysis to determine the effect of class instruction on individual and whole-class learning. They will understand strategies to communicate confidential student data and progress in accordance with ethical and legal protocols. Prerequisite: EDUC 466 and admission to the teacher education program or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4731, and graduate students must enroll in Educ. 6731.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L12 Educ 4741 Elementary Science: Content, Curriculum, and Instruction**

This course focuses on key concepts appropriate for elementary school science and health instruction. A repertoire of effective teaching strategies and approaches to curriculum development are presented. Prerequisite: Admission to the teacher education program or permission of instructor. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4741, and graduate students must enroll in Educ. 6741.

Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L12 Educ 4751 Elementary Social Studies: Content, Curriculum, and Instruction**

Introduction to key concepts in social studies, including economics and geography. Repertoire of effective teaching strategies and approaches to curriculum development in all areas of social studies. Prerequisite: admission to teacher education program or permission of instructor. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4751, and graduate students must enroll in Educ. 6751.

Credit 2 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L12 Educ 4771 Arts and Aesthetics: A Means of Communication**

Methods and materials for integrating the arts and aesthetics into the elementary classroom are discussed. Emphasis is on art, music, and oral communication as well as curricula in movement. Prerequisite: Admission to teacher education program or permission of instructor. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4771, and graduate students must enroll in Educ. 6771.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM EN: H

---

**L12 Educ 481W History of Education in the United States**

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students will be enrolled onto the waitlist. Because this is a

writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given to students who are majoring/minoring in Educational Studies, Teacher Education, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment. Undergraduate students must enroll in Educ. 481W, and graduate students must enroll in Educ. 5810.  
Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: BA, HUM EN: H

---

**L12 Educ 4821 The Teaching-Learning Process in the Secondary School**

Secondary teacher education majors are required to take this teacher-learning course during the spring semester in which student teaching is completed. The course focuses on the study, practice, and analysis of generic teaching strategies and skills needed to meet the needs of all students. Topics include classroom management, lesson planning, instructional and ethical decision making, and strategies for presenting clear explanations, asking effective questions, conducting productive discussions, reaching students with different learning styles/abilities/cultural backgrounds, and using cooperative learning groups. Prerequisite: Admission to the teacher education program. Corequisites: Educ 492 or Educ 494; and Educ 5681. Enrollment Note: Undergraduate students must enroll in Educ. 4821, and graduate students must enroll in Educ. 6821.  
Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

---

**L12 Educ 4831 The Teaching-Learning Process in the Elementary School**

This course focuses on four broad areas: (1) self-awareness and human relations; (2) instructional and behavioral management strategies; (3) the development of curriculum and the analysis of instruction; and (4) social, political, and legal issues affecting the classroom. Topics include teacher-pupil relationships, assessment of pupil progress, curriculum development, instructional technology, and school organization. Course discussion and study further develop knowledge in a variety of areas that are experienced during student teaching, such as the refinement of pedagogy strategies and skills; the Missouri Educator Evaluation System (MEES) for certification; understanding diverse cultural perspectives of English language learners and how to select appropriate strategies for addressing individual needs in meeting curriculum objectives; incorporating strategies for individual student needs based on diverse backgrounds and prior experiences to deliver differentiated instruction; creating a positive learning environment through effective classroom management using strategies based on research and pedagogically sound techniques; developing reflective practices to improve teaching while understanding the importance of utilizing professional learning opportunities in school districts and professional organizations; understanding the importance of communication, professional relationships, and collaboration with teachers, administrators, families, and the community; and understanding the nature of professional, ethical behavior and the need to adhere to district policies and school procedures. Prerequisite: Admission to the teacher education program. Corequisites: Educ 470 and Educ 4911. Enrollment note: Undergraduate students must enroll in Educ. 4831, while graduate students must enroll in Educ. 6831.  
Credit 3 units. A&S IQ: SSC, WI EN: S

---

**L12 Educ 4833 Leadership in Student Affairs**

This course provides an overview of the field of student affairs; its related functional areas; role in higher education in the United States; and current issues faced by practitioners. In the context of this course student affairs is defined as those programs, services, and activities designed to recruit, retain, support, and develop students in college. This course concentrates on the leadership roles within student affairs in higher education institutions across the United States. Leaders in student affairs are regularly challenged to respond to the current and

emerging needs of students, as well as to expectations from various stakeholders: faculty, boards of trustees, alumni, community members, and the government, as to the priorities for the student experience in higher education. Successful student affairs leadership requires the ability to understand the context of student affairs work including how and why student affairs emerged as an organizational entity within higher education; the critical issues faced by student affairs practitioners; and the various administrative functional areas that typically exist within the portfolio defined as student affairs on a college campus. This course is designed to provide students with an overview of student affairs as an entity from both an historical and contemporary lens; introduce students to the literature in the field and examine various theoretical frameworks related to the student experience in higher education; strengthen understanding of the standards that guide student affairs practice; and explore leadership theories and practices to apply to the review of the critical student affairs issues and strengthen student understanding of their own leadership styles in preparation for possible careers in higher education. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4833, and graduate students must enroll in Educ. 5833.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC

---

**L12 Educ 4841 Elementary Methods Field Experience**

This course involves the application and analysis of specific content area methods and strategies in an elementary school classroom. Prerequisite: Admission to the teacher education program. Elementary teacher education majors are required to take this course during the spring semester before the year in which student teaching is completed. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4841, and graduate students must enroll in Educ. 6841.

Credit 2 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L12 Educ 4843 Field Experience Seminar**

This course guides students through a field experience in a middle or secondary public school. Fifty hours of observation are required for each student; these hours involve observing and documenting classroom environment characteristics, professional teacher behaviors, and student behaviors; working with students individually and/or in small groups; preparing and teaching a lesson; and learning classroom technologies such as SMART Board and digital video recording and editing. Course topics, observation, and discussion include understanding diverse cultural perspectives of English language learners and how to select appropriate strategies for addressing individual needs in meeting curriculum objectives; incorporating strategies for individual student needs based on diverse backgrounds and prior experiences to deliver differentiated instruction; creating a positive learning environment through effective classroom management using strategies based on research and pedagogically sound techniques; developing reflective practices to improve teaching while understanding the importance of utilizing professional learning opportunities in school districts and professional organizations; and understanding the importance of communication, professional relationships, and collaboration with teachers, administrators, families, and the community as well as the nature of professional, ethical, and legal behavior and the need to adhere to district policies and school procedures. Prerequisite: Admission to the teacher education program. Corequisites: Educ. 4000/6000 + 400A/6001, 400D/600D, 400E/600E, 400L/600L, 400M/6006, 400S/600S, or 40SS/60SS unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 4843, while graduate students must enroll in Educ. 6843  
Credit 3 units. A&S IQ: SSC EN: S

---

**L12 Educ 489 Education and Public Policy in the United States**

This course takes a triangulated approach to the field of public policy as it relates to education and social problems. First, the course emphasizes theories of public policy that frame the field of policy studies. Second, the course emphasizes the skills related to the exercise of policy analysis. Third, this course simulates the policymaking context through students' participation in mock congressional testimonies. Educational opportunity, achievement inequality, and social change will be the primary interests that link these course features. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Credit 3 units. A&S IQ: SSC Art: SSC EN: S UColl: ACS

---

**L12 Educ 4911 Student Teaching in the Elementary School**

This course encompasses a supervised teaching experience as well as group meetings and individual conferences. Emphasis is on the integration of theory/practice and reflections on teaching. Prerequisite: Admission to the teacher education program. Graduate students must register for satisfactory/unsatisfactory grading; undergraduates must register for pass/fail grading. Offered fall semester. Enrollment note: Undergraduate students must enroll in Educ. 4911, while graduate students must enroll in Educ. 6911. Credit 8 units. A&S IQ: SSC EN: S

---

**L12 Educ 492 Student Teaching in the Secondary School**

Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/ practice and reflection on teaching through videotape analysis. Prerequisite: admission to teacher education program. Enrollment Notes: Graduate students must register for Satisfactory/Unsatisfactory and Undergraduates must register for Pass/Fail. Secondary teacher education students enroll for 8 credits during the Spring semester. Undergraduate students must enroll in Educ. 492, and graduate students must enroll in Educ. 692. Credit 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L12 Educ 4922 Student Teaching in Middle Schools**

Supervised teaching experience. Group meetings and individual conferences. Prerequisite: admission to teacher education program. Enrollment Notes: Graduate students must register for Satisfactory/Unsatisfactory and Undergraduates must register for Pass/Fail. Middle school teacher education students enroll for 8 credits. Offered Spring semester. Undergraduate students must enroll in Educ. 4922, and graduate students must enroll in Educ. 6922. Credit 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L12 Educ 494 Student Teaching in Grades K-12**

This course encompasses a supervised teaching experience as well as group meetings and individual conferences. Prerequisite: Admission to the teacher education program. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 494, and graduate students must enroll in Educ. 694. Credit 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L12 Educ 4951 Middle School Philosophy and Organization**

This course examines the history, goals, organization and philosophy of middle schools as institutions. Students will explore how the characteristics and needs of early adolescents guide the mission, structure and operation of middle schools. Prerequisite: admission to teacher education program. Enrollment note: undergraduate students must enroll in Educ. 4951, and graduate students must enroll in Educ. 6951. Credit 2 units. A&S IQ: SSC EN: S

---

**L12 Educ 4952 Middle School Curriculum and Instruction**

By building on knowledge of the middle-level child and the ways in which middle schools are organized to meet the needs of middle-level children (covered in Educ 4951), this course explores the learning styles and attributes of middle-school students and examines instructional theory, methods, and materials appropriate to grades 5 through 9. In addition, portions of this course will be devoted to specific content field methodology and subdivided into English/language arts and social studies or science and math. The English/social studies and science/math sessions will be held concurrently, and students will attend the session appropriate to their content majors or minors. Interdisciplinary team teaching will be modeled and featured in these sessions. This course features a required practicum experience. Prerequisite: Admission to the teacher education program. Enrollment note: Undergraduate students must enroll in Educ. 4952, and graduate students must enroll in Educ. 6952. Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

**L12 Educ 4999 Capstone Seminar in Educational Studies**

All majors not writing an Education senior honors thesis are required to enroll in the senior seminar, a reading colloquium. Students read with faculty and write papers based on the readings and the courses taken to complete the major requirements in the program. All honors students are required to attend at least one session of the seminar to present their work and all graduating Educational Studies majors, including those completing honors work in Educational Studies, are required to attend the final session of the seminar. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

## Educational Studies Major

### Program Requirements

- **Total units required:** 24

The Educational Studies program examines and applies the historical, social, cultural, psychological, and public policy aspects of educational institutions and educational processes as well as the social and cultural factors that affect them. The program provides an entry point into the study of the multidimensional field of education, analysis, the individual, and the collective. By becoming familiar with educational research and writing, students in Educational Studies are expected to develop basic inquiry skills as well as a critical understanding of how educational institutions function, how individuals grow and change, and how social groups are shaped by educational processes. These tools should help students develop the ability to integrate and apply systematic knowledge in order to guide personal action and professional development and to understand and possibly transform social and institutional policy.

The Educational Studies program is appropriate for students who want to enhance their understanding of educational policy and of the educational issues that they may encounter in their careers or face as students, citizens, and adults. Many educational studies majors pursue graduate or professional study; however, this major also prepares students to work in educational, nonprofit, and government agencies. Students are strongly encouraged to complete a second major; however, a second major is not required.

## Required Courses

**Note:** The frequencies of the course offerings are designated by the following symbols:

- <sup>(+)</sup> Offered every semester in recent years
- <sup>(\*)</sup> Offered at least once a year or once every other year in recent years
- <sup>(-)</sup> Offered less frequently in recent years

## Discipline-Based Study

Students are required to take three Discipline-Based Study courses (9 units):

Code	Title	Units
Educ 304	Educational Psychology <sup>(+)</sup>	3
Educ 453B	Sociology of Education <sup>(+)</sup>	3
Educ 459F	Philosophies of Education <sup>(*)</sup>	3
Educ 462	Politics of Education <sup>(*)</sup>	3
Educ 4621	The Political Economy of Urban Education <sup>(*)</sup>	3
Educ 481W	History of Education in the United States <sup>(*)</sup>	3

Students must take three courses (total of 9 units) from the Individual Processes of Education and Social Context of Education categories below. Students can choose to take one Individual Processes of Education course and two Social Context of Education courses or two Individual Processes of Education courses and one Social Context of Education course.

## Individual Processes of Education

Students are required to take one or two Individual Processes of Education courses (3-6 units):

Code	Title	Units
Educ 4023	Second Language Acquisition & Technology <sup>(-)</sup>	3
Educ 4052	Educational Psychology: A Focus on Teaching and Learning <sup>(+)</sup>	3
Educ 4055	Central Topics in Psychological Research on Teaching and Learning <sup>(*)</sup>	3
Educ 408	Education and Psychology of Exceptional Children <sup>(+)</sup>	3
Educ 433W	Complex Learning in Education <sup>(*)</sup>	3
Educ 461B	Construction and Experience of Black Adolescence <sup>(-)</sup>	3
Educ 4692	Reading Across Languages and Cultures: Theory, Reserach, and Practice <sup>(-)</sup>	3

## Social Context of Education

Students are required to take one or two Social Context of Education courses (3-6 units):

Code	Title	Units
Educ 301C	The American School <sup>(+)</sup>	3
Educ 303	Gender and Education <sup>(*)</sup>	3
Educ 313B	Education, Childhood, Adolescence, and Society <sup>(+)</sup>	3
Educ 314	Sociolinguistics, Literacies, Schools, and Communities <sup>(*)</sup>	3
Educ 4033	Video Microanalysis: Methods and Tools <sup>(-)</sup>	3
Educ 4111	Linguistics and Language Learning <sup>(*)</sup>	3
Educ 4280	History of Urban Schooling in the United States <sup>(-)</sup>	3
Educ 4288	History of Higher Education in American Culture <sup>(*)</sup>	3
Educ 4289	Neighborhoods, Schools, and Social Inequality <sup>(*)</sup>	3
Educ 4511	Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education <sup>(*)</sup>	3
Educ 4608	The Education of Black Children and Youth in the United States <sup>(*)</sup>	3
Educ 489	Education and Public Policy in the United States <sup>(-)</sup>	3

## Elective Courses

In addition to the six courses (18 credits) completed from the areas of Discipline-Based Study, Individual Processes of Education, and Social Context of Education, students must complete one elective course (3 credits) which may be satisfied by the following:

- Any course listed in the tables above
- Educ 299 Internship in Education
- Students can consult with the Director of Educational Studies regarding additional courses offered by or crosslisted in the Department of Education and courses offered outside of the Department of Education that address educational topics and issues.

## Educ 4999 Capstone Seminar in Educational Studies

All majors not writing an educational senior honors thesis are required to enroll in this senior seminar (3 credits). Students read and write papers based on readings and the courses taken to complete the major requirements in the program. They also complete a research project.

## Additional Requirements

- All courses for the Educational Studies major must be taken for a letter grade (with the exception of Educ 299 Internship in Education, which must be taken P/F). Per Arts & Sciences requirements, students must earn at least a C- in order for course work to count toward the major.

- All students must complete a 100-, 200-, or 300-level Education course before enrolling in a 400-level course. Exceptions may be granted through permission of the 400-level course instructor.
- By the end of the fall of senior year, all majors need to have taken at least six of the seven required courses before taking Capstone in the spring of senior year; if unable to fulfill this requirement, majors must meet with the Director of Undergraduate Studies for Educational Studies.
- If planning to graduate early (i.e., at the end of the fall of senior year), majors are required to meet with their advisor in fall of their junior year prior to course registration for the spring semester.

## Additional Information

### Honors Program

Honors in the Department of Education involves both the demonstration of acquired knowledge and a report on an original research project. Students in either major in the department — Educational Studies or Teacher Education — may pursue honors. The appropriateness of honors work in education for a given student is determined by reference to both GPA and faculty recommendation. Students may be eligible for either the College of Arts & Sciences' Latin Honors Program or departmental honors from the Department of Education. Students interested in Latin Honors work should speak with either the Director of Educational Studies or Director of Teacher Education about eligibility and requirements as early as sophomore year or, ideally, during the junior year.

### Transfer Credit

- All courses for the major in Educational Studies or the majors in Teacher Education should be taken after the student has declared the major as a student at Washington University. Exceptions, up to 6 transfer credits, may be granted on an individual basis.

## Study Abroad

### Educational Studies Majors and Minors

- Courses taken abroad for the Educational Studies major or minor must be equivalent to 300-level or 400-level courses at Washington University.
- Students may transfer up to 6 credits earned abroad with the approval of the Department of Education Study Abroad Advisor.
- Courses taken abroad do not necessarily serve as substitutes for specific Educational Studies courses. Rather, courses are reviewed holistically to determine if they address the Individual Processes of Education and/or Social Context of Education (two areas of study for the Educational Studies major and minor). Any study abroad course determined to address the Individual Processes of Education and/or Social Context of Education can also count for an elective.
- Study Abroad courses cannot count for a discipline-based requirement.

## Teacher Education Majors

- Teacher Education students have found studying abroad to be very helpful to their educational experiences and may do so during their sophomore or junior year. To ensure that students are in residence at Washington University during their professional year (senior fall and spring for secondary candidates and junior spring and senior fall for elementary candidates) when they must take coursework required by the Department of Elementary and Secondary Education, it is very important to plan the study abroad semester in consultation with the Director of Teacher Education. As a result, many Teacher Education students consider taking courses for their other major or minor during study abroad so that certification coursework is completed while on campus.
- Teacher Education students who are interested in studying abroad may transfer up to 6 credits of education foundations coursework from one of the preapproved sites listed below.

## Preapproved Study Abroad Sites

There are six preapproved sites for semester-long study abroad in Educational Studies and Teacher Education:

1. Danish Institute for Study Abroad (DIS) Copenhagen — Child Development and Diversity Program in Copenhagen, Denmark
2. IES Abroad Amsterdam Semester Program in Amsterdam, Netherlands
3. Trinity College Dublin with IES Abroad in Dublin, Ireland
4. University of Auckland with IES Abroad in Auckland, New Zealand
5. WU in Chile at Pontificia Universidad Catolica de Chile (PUC) (**Note:** This program has a Spanish language prerequisite.)
6. University of Sydney in Sydney, Australia

There are also two pre-approved sites for summer study abroad in Educational Studies and Teacher Education:

1. Summer in Scandinavia Danish Institute for Study Abroad (DIS) Program in Copenhagen, Denmark, or Stockholm, Sweden
2. The School for International Training (SIT) Study Abroad Africa: Education and Social Change in Durban, South Africa

## Title II

Section 207 of Title II of the Higher Education Act mandates that Washington University's Teacher Education programs (or the Department of Education) make public specific Teacher Education performance data on the Department of Education website.

Contact: Alyssa McDonald  
Phone: 314-935-6791  
Email: [alyssa.mcdonald@wustl.edu](mailto:alyssa.mcdonald@wustl.edu)  
Website: <http://education.wustl.edu>

# Elementary Teacher Education Major

## Program Requirements

- **Total units required:** 48

### Required Courses

This major prepares students to teach grades 1 through 6 and may be completed within a four-year undergraduate degree. In addition to the Teacher Education major, students must declare a major or minor in a closely related field of study.

- Students are required to complete the following education courses prior to the professional year:

Code	Title	Units
Educ 313B	Education, Childhood, Adolescence, and Society	3
Educ 314	Sociolinguistics, Literacies, Schools, and Communities	3
Educ 4052	Educational Psychology: A Focus on Teaching and Learning	3
Educ 4053	Early Field Experience	1
Educ 408	Education and Psychology of Exceptional Children	3
Educ 466	Mathematics for Elementary School Teachers	3
Educ 4681	Teaching Reading in the Elementary School	3
<b>Total Units</b>		<b>19</b>

- Students must enroll in the methods block during the spring of their junior year:

Code	Title	Units
Educ 4731	Elementary School Mathematics	3
Educ 4741	Elementary Science: Content, Curriculum, and Instruction	2
Educ 470	Language, Learning, and Instruction	3
Educ 4751	Elementary Social Studies: Content, Curriculum, and Instruction	2
Educ 4771	Arts and Aesthetics: A Means of Communication	3
Educ 4841	Elementary Methods Field Experience	2
<b>Total Units</b>		<b>15</b>

- Students must enroll in the elementary school teaching block during the fall of their senior year:

Code	Title	Units
Educ 4831	The Teaching-Learning Process in the Elementary School	3
Educ 4911	Student Teaching in the Elementary School	8
Educ 525	Diagnosis and Correction of Reading Disabilities	3

### Additional Requirements for Teacher Education Majors

- Students interested in a major in Elementary, Middle School, or Secondary Teacher Education should seek admission to the teacher preparation program early in their sophomore year by contacting the Director of Teacher Education. To be eligible for admission students must:
  - Achieve a passing score on an entrance exam mandated by the State of Missouri OR prove adequate content knowledge through ACT or SAT scores
  - Hold a minimum grade point average of 3.0 in the content area
- Upon completion of the program, a satisfactory records check, and the recommendation of the Washington University Department of Education, the Missouri Department of Elementary and Secondary Education will issue a teaching certificate if the student has met the following criteria:
  - Achieved a passing score on the required Missouri certification exam(s)
  - Maintained a minimum content area GPA of 3.0
  - Earned a grade of B or higher in required fieldwork or Education course work

### Additional Information

#### Honors Program

Honors in the Department of Education involves both the demonstration of acquired knowledge and a report on an original research project. Students in either major in the department — Educational Studies or Teacher Education — may pursue honors. The appropriateness of honors work in education for a given student is determined by reference to both GPA and faculty recommendation. Students may be eligible for either the College of Arts & Sciences' Latin Honors Program or departmental honors from the Department of Education. Students interested in Latin Honors work should speak with either the Director of Educational Studies or Director of Teacher Education about eligibility and requirements as early as sophomore year or, ideally, during the junior year.

#### Transfer Credit

- All courses for the major in Educational Studies or the majors in Teacher Education should be taken after the student has declared the major as a student at Washington University. Exceptions, up to 6 transfer credits, may be granted on an individual basis.

## Study Abroad

### Educational Studies Majors and Minors

- Courses taken abroad for the Educational Studies major or minor must be equivalent to 300-level or 400-level courses at Washington University.
- Students may transfer up to 6 credits earned abroad with the approval of the Department of Education Study Abroad Advisor.
- Courses taken abroad do not necessarily serve as substitutes for specific Educational Studies courses. Rather, courses are reviewed holistically to determine if they address the Individual Processes of Education and/or Social Context of Education (two areas of study for the Educational Studies major and minor). Any study abroad course determined to address the Individual Processes of Education and/or Social Context of Education can also count for an elective.
- Study Abroad courses cannot count for a discipline-based requirement.

### Teacher Education Majors

- Teacher Education students have found studying abroad to be very helpful to their educational experiences and may do so during their sophomore or junior year. To ensure that students are in residence at Washington University during their professional year (senior fall and spring for secondary candidates and junior spring and senior fall for elementary candidates) when they must take coursework required by the Department of Elementary and Secondary Education, it is very important to plan the study abroad semester in consultation with the Director of Teacher Education. As a result, many Teacher Education students consider taking courses for their other major or minor during study abroad so that certification coursework is completed while on campus.
- Teacher Education students who are interested in studying abroad may transfer up to 6 credits of education foundations coursework from one of the preapproved sites listed below.

### Preapproved Study Abroad Sites

There are six preapproved sites for semester-long study abroad in Educational Studies and Teacher Education:

1. Danish Institute for Study Abroad (DIS) Copenhagen — Child Development and Diversity Program in Copenhagen, Denmark
2. IES Abroad Amsterdam Semester Program in Amsterdam, Netherlands
3. Trinity College Dublin with IES Abroad in Dublin, Ireland
4. University of Auckland with IES Abroad in Auckland, New Zealand
5. WU in Chile at Pontificia Universidad Catolica de Chile (PUC) (**Note:** This program has a Spanish language prerequisite.)
6. University of Sydney in Sydney, Australia

There are also two pre-approved sites for summer study abroad in Educational Studies and Teacher Education:

1. Summer in Scandinavia Danish Institute for Study Abroad (DIS) Program in Copenhagen, Denmark, or Stockholm, Sweden
2. The School for International Training (SIT) Study Abroad Africa: Education and Social Change in Durban, South Africa

## Title II

Section 207 of Title II of the Higher Education Act mandates that Washington University's Teacher Education programs (or the Department of Education) make public specific Teacher Education performance data on the Department of Education website.

Contact: Alyssa McDonald  
Phone: 314-935-6791  
Email: alyssa.mcdonald@wustl.edu  
Website: <http://education.wustl.edu>

## K-12 Teacher Education Major

### Program Requirements

- **Total units required:** 34-37
- Students must achieve a grade of B or higher in required fieldwork and education course work.

### Required Courses

This major prepares students to teach in grades K-12 in the areas of art, dance, or world languages, including Latin. Students must complete a major in their content area and maintain a 3.0 GPA in that major. In addition, students are required to complete the following education courses:

- 3 credits of educational foundations:

Code	Title	Units
Educ 301C	The American School	3
or Educ 453B	Sociology of Education	
or Educ 459F	Philosophies of Education	
or Educ 481W	History of Education in the United States	

- All of the following courses prior to the professional year:

Code	Title	Units
Educ 313B	Education, Childhood, Adolescence, and Society	3
Educ 4052	Educational Psychology: A Focus on Teaching and Learning	3
Educ 4053	Early Field Experience	1
Educ 408	Education and Psychology of Exceptional Children	3
Educ 4843	Field Experience Seminar	3

- In addition, teacher certification students intending to teach in grades K-12 must enroll in Educ 4000 as well as the course(s) associated with their chosen content area in the fall of their senior year as indicated below:

Code	Title	Units
<b>For ALL content areas</b>		
Educ 4000	Curriculum and Instruction for Secondary Teachers (Grades K-12, all content areas)	2
<b>For World Language content area, grades K-12</b>		
Educ 400L	Curriculum and Instruction in World Languages K-12 (Grades K-12, content area: Foreign Language)	2
<b>For Art content area, grades K-12</b>		
Educ 400A	Curriculum and Instruction in Art K-12 (Grades K-12, content area: Art)	2
Educ 5007	Instructional Techniques for Art K-12 (Grades K-12, content area: Art)	3
<b>For Dance content area, grades K-12</b>		
Educ 400D	Curriculum and Instruction in Dance K-12 (Grades K-12, content area: Dance)	2

- Along with the Curriculum and Instruction courses, students must also enroll in Educ 5681 Reading in the Content Areas in the fall of their senior year.
- Students must enroll in the secondary school teaching block during the spring of their senior year:

Code	Title	Units
Educ 4821	The Teaching-Learning Process in the Secondary School	3
Educ 494	Student Teaching in Grades K-12	8

## Additional Requirements for Teacher Education Majors

- Students interested in a major in Elementary, Middle School, or Secondary Teacher Education should seek admission to the teacher preparation program early in their sophomore year by contacting the Director of Teacher Education. To be eligible for admission students must:
  - Achieve a passing score on an entrance exam mandated by the State of Missouri OR prove adequate content knowledge through ACT or SAT scores
  - Hold a minimum grade point average of 3.0 in the content area
- Upon completion of the program, a satisfactory records check, and the recommendation of the Washington University Department of Education, the Missouri Department of Elementary and Secondary Education will issue a teaching certificate if the student has met the following criteria:

- Achieved a passing score on the required Missouri certification exam(s)
- Maintained a minimum content area GPA of 3.0
- Earned a grade of B or higher in required fieldwork or Education course work

## Additional Information

### Honors Program

Honors in the Department of Education involves both the demonstration of acquired knowledge and a report on an original research project. Students in either major in the department — Educational Studies or Teacher Education — may pursue honors. The appropriateness of honors work in education for a given student is determined by reference to both GPA and faculty recommendation. Students may be eligible for either the College of Arts & Sciences' Latin Honors Program or departmental honors from the Department of Education. Students interested in Latin Honors work should speak with either the Director of Educational Studies or Director of Teacher Education about eligibility and requirements as early as sophomore year or, ideally, during the junior year.

### Transfer Credit

- All courses for the major in Educational Studies or the majors in Teacher Education should be taken after the student has declared the major as a student at Washington University. Exceptions, up to 6 transfer credits, may be granted on an individual basis.

### Study Abroad

#### Educational Studies Majors and Minors

- Courses taken abroad for the Educational Studies major or minor must be equivalent to 300-level or 400-level courses at Washington University.
- Students may transfer up to 6 credits earned abroad with the approval of the Department of Education Study Abroad Advisor.
- Courses taken abroad do not necessarily serve as substitutes for specific Educational Studies courses. Rather, courses are reviewed holistically to determine if they address the Individual Processes of Education and/or Social Context of Education (two areas of study for the Educational Studies major and minor). Any study abroad course determined to address the Individual Processes of Education and/or Social Context of Education can also count for an elective.
- Study Abroad courses cannot count for a discipline-based requirement.

### Teacher Education Majors

- Teacher Education students have found studying abroad to be very helpful to their educational experiences and may do so during their sophomore or junior year. To ensure that students are in residence at Washington University during their professional year (senior fall and spring for secondary candidates and junior



spring and senior fall for elementary candidates) when they must take coursework required by the Department of Elementary and Secondary Education, it is very important to plan the study abroad semester in consultation with the Director of Teacher Education. As a result, many Teacher Education students consider taking courses for their other major or minor during study abroad so that certification coursework is completed while on campus.

- Teacher Education students who are interested in studying abroad may transfer up to 6 credits of education foundations coursework from one of the preapproved sites listed below.

## Preapproved Study Abroad Sites

There are six preapproved sites for semester-long study abroad in Educational Studies and Teacher Education:

1. Danish Institute for Study Abroad (DIS) Copenhagen — Child Development and Diversity Program in Copenhagen, Denmark
2. IES Abroad Amsterdam Semester Program in Amsterdam, Netherlands
3. Trinity College Dublin with IES Abroad in Dublin, Ireland
4. University of Auckland with IES Abroad in Auckland, New Zealand
5. WU in Chile at Pontificia Universidad Catolica de Chile (PUC) (**Note:** This program has a Spanish language prerequisite.)
6. University of Sydney in Sydney, Australia

There are also two pre-approved sites for summer study abroad in Educational Studies and Teacher Education:

1. Summer in Scandinavia Danish Institute for Study Abroad (DIS) Program in Copenhagen, Denmark, or Stockholm, Sweden
2. The School for International Training (SIT) Study Abroad Africa: Education and Social Change in Durban, South Africa

## Title II

Section 207 of Title II of the Higher Education Act mandates that Washington University's Teacher Education programs (or the Department of Education) make public specific Teacher Education performance data on the Department of Education website.

Contact: Alyssa McDonald  
Phone: 314-935-6791  
Email: alyssa.mcdonald@wustl.edu  
Website: <http://education.wustl.edu>

# Middle School Teacher Education Major (Grades 5-9)

## Program Requirements

- **Total units required:** 42-45
- Students must achieve a grade of B or higher in required fieldwork and education course work.

## Required Courses

This option prepares students to teach in middle school grades 5 through 9. Students must major in a subject field taught at the middle school level (language arts, science, mathematics, or social science) or complete courses in two or more content areas while maintaining a 3.0 GPA in those subjects. In addition, students are required to complete the following education courses:

- 3 credits in educational foundations:

Code	Title	Units
Educ 301C	The American School	3
or Educ 453B	Sociology of Education	
or Educ 459F	Philosophies of Education	
or Educ 481W	History of Education in the United States	

- All of the following courses prior to the professional year:

Code	Title	Units
Educ 313B	Education, Childhood, Adolescence, and Society	3
Educ 4052	Educational Psychology: A Focus on Teaching and Learning	3
Educ 4053	Early Field Experience	1
Educ 408	Education and Psychology of Exceptional Children	3
Educ 4843	Field Experience Seminar	3
Educ 4951	Middle School Philosophy and Organization	2
Educ 4952	Middle School Curriculum and Instruction	3
Educ 5253	Instructional Interventions in Reading for Adolescents and English Language Learners	3

- In addition, middle school teacher certification students must enroll in Educ 4000 as well as the course(s) associated with their chosen content area in the fall of their senior year as indicated below:

Code	Title	Units
<b>For ALL content areas</b>		
Educ 4000	Curriculum and Instruction for Secondary Teachers (Grades 5-9, all content areas)	2
<b>For Language Arts content area, grades 5-9</b>		
Educ 400E	Curriculum and Instruction in Secondary English (Grades 5-9, content area: Language Arts)	2
Educ 4451	Teaching Writing in School Contexts (Grades 5-9, content area: Language Arts)	3
<b>For Science content area, grades 5-9</b>		
Educ 400S	Curriculum and Instruction in Secondary Science (Grades 5-9, content area: Science)	2

For Mathematics content area, grades 5-9		
Educ 400M	Curriculum and Instruction in Secondary Mathematics (Grades 5-9, content area: Mathematics)	2
For Social Science content area, grades 5-9		
Educ 40SS	Curriculum and Instruction in Secondary Social Science (Grade 5-9, content area: Social Science)	2

- Along with the Curriculum and Instruction courses, students must also enroll in Educ 5681 Reading in the Content Areas in the fall of their senior year.
- Students must enroll in the middle school teaching block during the spring of their senior year:

Code	Title	Units
Educ 4821	The Teaching-Learning Process in the Secondary School	3
Educ 4922	Student Teaching in Middle Schools	8

The middle school teacher education option may be completed in conjunction with the secondary major; all requirements for both must be met, including student teaching at both levels. Students who choose middle school certification will student teach during the spring of their senior year while concurrently taking additional education course work, depending on the option selected.

## Additional Requirements for Teacher Education Majors

- Students interested in a major in Elementary, Middle School, or Secondary Teacher Education should seek admission to the teacher preparation program early in their sophomore year by contacting the Director of Teacher Education. To be eligible for admission students must:
  - Achieve a passing score on an entrance exam mandated by the State of Missouri OR prove adequate content knowledge through ACT or SAT scores
  - Hold a minimum grade point average of 3.0 in the content area
- Upon completion of the program, a satisfactory records check, and the recommendation of the Washington University Department of Education, the Missouri Department of Elementary and Secondary Education will issue a teaching certificate if the student has met the following criteria:
  - Achieved a passing score on the required Missouri certification exam(s)
  - Maintained a minimum content area GPA of 3.0
  - Earned a grade of B or higher in required fieldwork or Education course work

## Additional Information

### Honors Program

Honors in the Department of Education involves both the demonstration of acquired knowledge and a report on an original research project. Students in either major in the department — Educational Studies or Teacher Education — may pursue honors. The appropriateness of honors work in education for a given student is determined by reference to both GPA and faculty recommendation. Students may be eligible for either the College of Arts & Sciences' Latin Honors Program or departmental honors from the Department of Education. Students interested in Latin Honors work should speak with either the Director of Educational Studies or Director of Teacher Education about eligibility and requirements as early as sophomore year or, ideally, during the junior year.

### Transfer Credit

- All courses for the major in Educational Studies or the majors in Teacher Education should be taken after the student has declared the major as a student at Washington University. Exceptions, up to 6 transfer credits, may be granted on an individual basis.

### Study Abroad

#### Educational Studies Majors and Minors

- Courses taken abroad for the Educational Studies major or minor must be equivalent to 300-level or 400-level courses at Washington University.
- Students may transfer up to 6 credits earned abroad with the approval of the Department of Education Study Abroad Advisor.
- Courses taken abroad do not necessarily serve as substitutes for specific Educational Studies courses. Rather, courses are reviewed holistically to determine if they address the Individual Processes of Education and/or Social Context of Education (two areas of study for the Educational Studies major and minor). Any study abroad course determined to address the Individual Processes of Education and/or Social Context of Education can also count for an elective.
- Study Abroad courses cannot count for a discipline-based requirement.

### Teacher Education Majors

- Teacher Education students have found studying abroad to be very helpful to their educational experiences and may do so during their sophomore or junior year. To ensure that students are in residence at Washington University during their professional year (senior fall and spring for secondary candidates and junior spring and senior fall for elementary candidates) when they must take coursework required by the Department of Elementary and Secondary Education, it is very important to plan the study abroad

semester in consultation with the Director of Teacher Education. As a result, many Teacher Education students consider taking courses for their other major or minor during study abroad so that certification coursework is completed while on campus.

- Teacher Education students who are interested in studying abroad may transfer up to 6 credits of education foundations coursework from one of the preapproved sites listed below.

## Preapproved Study Abroad Sites

There are six preapproved sites for semester-long study abroad in Educational Studies and Teacher Education:

1. Danish Institute for Study Abroad (DIS) Copenhagen — Child Development and Diversity Program in Copenhagen, Denmark
2. IES Abroad Amsterdam Semester Program in Amsterdam, Netherlands
3. Trinity College Dublin with IES Abroad in Dublin, Ireland
4. University of Auckland with IES Abroad in Auckland, New Zealand
5. WU in Chile at Pontificia Universidad Catolica de Chile (PUC) (**Note:** This program has a Spanish language prerequisite.)
6. University of Sydney in Sydney, Australia

There are also two pre-approved sites for summer study abroad in Educational Studies and Teacher Education:

1. Summer in Scandinavia Danish Institute for Study Abroad (DIS) Program in Copenhagen, Denmark, or Stockholm, Sweden
2. The School for International Training (SIT) Study Abroad Africa: Education and Social Change in Durban, South Africa

## Title II

Section 207 of Title II of the Higher Education Act mandates that Washington University's Teacher Education programs (or the Department of Education) make public specific Teacher Education performance data on the Department of Education website.

Contact: Alyssa McDonald  
Phone: 314-935-6791  
Email: alyssa.mcdonald@wustl.edu  
Website: <http://education.wustl.edu>

# Secondary Teacher Education Major (Grades 9-12)

## Program Requirements

- **Total units required:** 37-40
- Students must achieve a grade of B or higher in required fieldwork and education course work.

## Required Courses

This major prepares students to teach in senior high school grades 9 through 12. Students are required to complete a major in a content area and to maintain a 3.0 GPA in that major. In addition, students are required to complete the following education courses:

- 3 credits of educational foundations:

Code	Title	Units
Educ 301C	The American School	3
or Educ 453B	Sociology of Education	
or Educ 459F	Philosophies of Education	
or Educ 481W	History of Education in the United States	

- All of the following courses prior to the professional year:

Code	Title	Units
Educ 313B	Education, Childhood, Adolescence, and Society	3
Educ 4052	Educational Psychology: A Focus on Teaching and Learning	3
Educ 4053	Early Field Experience	1
Educ 408	Education and Psychology of Exceptional Children	3
Educ 4843	Field Experience Seminar	3
Educ 5253	Instructional Interventions in Reading for Adolescents and English Language Learners	3

- In addition, secondary teacher certification students must enroll in Educ 4000 as well as the course(s) associated with their chosen content area in the fall of their senior year as indicated below:

Code	Title	Units
<b>For ALL content areas</b>		
Educ 4000	Curriculum and Instruction for Secondary Teachers (Grades 9-12, all content areas)	2
<b>For English content area, grades 9-12</b>		
Educ 400E	Curriculum and Instruction in Secondary English (Grades 9-12, content area: English)	2
Educ 4451	Teaching Writing in School Contexts (Grades 9-12, content area: English)	3
<b>For Science content area, grades 9-12</b>		
Educ 400S	Curriculum and Instruction in Secondary Science (Grades 9-12, content areas: Biology, Chemistry, Earth Science, and Physics)	2
<b>For Mathematics content area, grades 9-12</b>		
Educ 400M	Curriculum and Instruction in Secondary Mathematics (Grades 9-12, content area: Mathematics)	2

For Social Science content area, grades 9-12		
Educ 40SS	Curriculum and Instruction in Secondary Social Science (Grades 9-12, content area: Social Science)	2

- Along with the Curriculum and Instruction courses, students must also enroll in Educ 5681 Reading in the Content Areas in the fall of their senior year.
- Students must enroll in the secondary school teaching block in the spring of their senior year:

Code	Title	Units
Educ 4821	The Teaching-Learning Process in the Secondary School	3
Educ 492	Student Teaching in the Secondary School	8

## Additional Requirements for Teacher Education Majors

- Students interested in a major in Elementary, Middle School, or Secondary Teacher Education should seek admission to the teacher preparation program early in their sophomore year by contacting the Director of Teacher Education. To be eligible for admission students must:
  - Achieve a passing score on an entrance exam mandated by the State of Missouri OR prove adequate content knowledge through ACT or SAT scores
  - Hold a minimum grade point average of 3.0 in the content area
- Upon completion of the program, a satisfactory records check, and the recommendation of the Washington University Department of Education, the Missouri Department of Elementary and Secondary Education will issue a teaching certificate if the student has met the following criteria:
  - Achieved a passing score on the required Missouri certification exam(s)
  - Maintained a minimum content area GPA of 3.0
  - Earned a grade of B or higher in required fieldwork or Education course work

## Additional Information

### Honors Program

Honors in the Department of Education involves both the demonstration of acquired knowledge and a report on an original research project. Students in either major in the department — Educational Studies or Teacher Education — may pursue honors. The appropriateness of honors work in education for a given student is determined by reference to both GPA and faculty recommendation. Students may be eligible for either the College of Arts & Sciences' Latin Honors Program or departmental honors from the Department of

Education. Students interested in Latin Honors work should speak with either the Director of Educational Studies or Director of Teacher Education about eligibility and requirements as early as sophomore year or, ideally, during the junior year.

### Transfer Credit

- All courses for the major in Educational Studies or the majors in Teacher Education should be taken after the student has declared the major as a student at Washington University. Exceptions, up to 6 transfer credits, may be granted on an individual basis.

### Study Abroad

#### Educational Studies Majors and Minors

- Courses taken abroad for the Educational Studies major or minor must be equivalent to 300-level or 400-level courses at Washington University.
- Students may transfer up to 6 credits earned abroad with the approval of the Department of Education Study Abroad Advisor.
- Courses taken abroad do not necessarily serve as substitutes for specific Educational Studies courses. Rather, courses are reviewed holistically to determine if they address the Individual Processes of Education and/or Social Context of Education (two areas of study for the Educational Studies major and minor). Any study abroad course determined to address the Individual Processes of Education and/or Social Context of Education can also count for an elective.
- Study Abroad courses cannot count for a discipline-based requirement.

#### Teacher Education Majors

- Teacher Education students have found studying abroad to be very helpful to their educational experiences and may do so during their sophomore or junior year. To ensure that students are in residence at Washington University during their professional year (senior fall and spring for secondary candidates and junior spring and senior fall for elementary candidates) when they must take coursework required by the Department of Elementary and Secondary Education, it is very important to plan the study abroad semester in consultation with the Director of Teacher Education. As a result, many Teacher Education students consider taking courses for their other major or minor during study abroad so that certification coursework is completed while on campus.
- Teacher Education students who are interested in studying abroad may transfer up to 6 credits of education foundations coursework from one of the preapproved sites listed below.

#### Preapproved Study Abroad Sites

There are six preapproved sites for semester-long study abroad in Educational Studies and Teacher Education:

1. Danish Institute for Study Abroad (DIS) Copenhagen — Child Development and Diversity Program in Copenhagen, Denmark
2. IES Abroad Amsterdam Semester Program in Amsterdam, Netherlands

3. Trinity College Dublin with IES Abroad in Dublin, Ireland
4. University of Auckland with IES Abroad in Auckland, New Zealand
5. WU in Chile at Pontificia Universidad Catolica de Chile (PUC) (**Note:** This program has a Spanish language prerequisite.)
6. University of Sydney in Sydney, Australia

There are also two pre-approved sites for summer study abroad in Educational Studies and Teacher Education:

1. Summer in Scandinavia Danish Institute for Study Abroad (DIS) Program in Copenhagen, Denmark, or Stockholm, Sweden
2. The School for International Training (SIT) Study Abroad Africa: Education and Social Change in Durban, South Africa

## Title II

Section 207 of Title II of the Higher Education Act mandates that Washington University's Teacher Education programs (or the Department of Education) make public specific Teacher Education performance data on the Department of Education website.

Contact: Alyssa McDonald  
Phone: 314-935-6791  
Email: alyssa.mcdonald@wustl.edu  
Website: <http://education.wustl.edu>

## Educational Studies Minor

### Program Requirements

- **Total units required:** 18

### Required Courses

**Note:** The frequencies of the course offerings are designated by the following symbols:

- (<sup>+</sup>) Offered every semester in recent years (pending faculty availability)
- (<sup>\*</sup>) Offered at least once a year or once every other year in recent years
- (<sup>-</sup>) Offered less frequently in recent years

- Discipline-Based Study (two courses required; 6 units):

Code	Title	Units
Educ 304	Educational Psychology ( <sup>+</sup> )	3
Educ 453B	Sociology of Education ( <sup>+</sup> )	3
Educ 459F	Philosophies of Education ( <sup>*</sup> )	3
Educ 462	Politics of Education ( <sup>*</sup> )	3
Educ 4621	The Political Economy of Urban Education ( <sup>*</sup> )	3
Educ 481W	History of Education in the United States ( <sup>*</sup> )	3

- Individual Processes of Education (one course required; 3 units):

Code	Title	Units
Educ 4023	Second Language Acquisition & Technology ( <sup>-</sup> )	3
Educ 4052	Educational Psychology: A Focus on Teaching and Learning ( <sup>+</sup> )	3
Educ 4055	Central Topics in Psychological Research on Teaching and Learning ( <sup>*</sup> )	3
Educ 408	Education and Psychology of Exceptional Children ( <sup>+</sup> )	3
Educ 433W	Complex Learning in Education ( <sup>*</sup> )	3
Educ 461B	Construction and Experience of Black Adolescence ( <sup>-</sup> )	3
Educ 4692	Reading Across Languages and Cultures: Theory, Reserach, and Practice ( <sup>-</sup> )	3

- Social Context of Education (one course required; 3 units):

Code	Title	Units
Educ 301C	The American School ( <sup>+</sup> )	3
Educ 303	Gender and Education ( <sup>*</sup> )	3
Educ 313B	Education, Childhood, Adolescence, and Society ( <sup>+</sup> )	3
Educ 314	Sociolinguistics, Literacies, Schools, and Communities ( <sup>*</sup> )	3
Educ 4033	Video Microanalysis: Methods and Tools ( <sup>-</sup> )	3
Educ 4111	Linguistics and Language Learning ( <sup>*</sup> )	3
Educ 4280	History of Urban Schooling in the United States ( <sup>-</sup> )	3
Educ 4288	History of Higher Education in American Culture ( <sup>*</sup> )	3
Educ 4289	Neighborhoods, Schools, and Social Inequality ( <sup>*</sup> )	3
Educ 4511	Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education ( <sup>*</sup> )	3
Educ 4608	The Education of Black Children and Youth in the United States ( <sup>*</sup> )	3
Educ 489	Education and Public Policy in the United States ( <sup>-</sup> )	3

Contact: Alyssa McDonald  
Phone: 314-935-6791  
Email: alyssa.mcdonald@wustl.edu  
Website: <http://education.wustl.edu>

## English

Undergraduates who major or minor in English explore literature as readers and writers in small classes that focus on the individual student. With exposure to our wide array of course topics and intellectual approaches, alumni of the English department have succeeded in top-notch graduate programs in English and creative writing as well as in law, business, medicine, journalism, and government.

Preparation for the English major begins at the first-year level. In both the fall and spring semesters, first-year seminars of 15 students or fewer are led by distinguished faculty on subjects such as detective fiction, literature and justice, the invention of romantic love, and the cultural history of the American university. Majors go on to acquire a comprehensive understanding of the history and criticism of literature written in English. Our department's commitment to cross-fertilizing creative and critical literacy is genuine and longstanding. Home to a strong and rigorous MFA program that fosters a close-knit community of talented writers in poetry, fiction, and creative nonfiction, the department offers an undergraduate minor in writing as well as a major with a specialization in creative writing. English students frequently enroll in creative writing workshops or classes in advanced rhetoric, and three such courses may count toward the regular English major.

Phone: 314-935-5190  
Email: [english@wustl.edu](mailto:english@wustl.edu)  
Website: <http://english.artsci.wustl.edu>

## Faculty

### Chair

#### **Abram Van Engen**

Stanley Elkin Professor in the Humanities  
PhD, Northwestern University

### Director of Graduate Studies

#### **Melanie Micir**

Associate Professor  
PhD, University of Pennsylvania

### Director of Undergraduate Studies

#### **Edward McPherson**

Associate Professor  
MFA, University of Minnesota–Twin Cities

### Director of the Creative Writing Program

#### **David Schuman**

Teaching Professor  
MFA, Washington University

## Department Faculty

#### **Ama Bemba Adwetewa-Badu**

Assistant Professor  
PhD, Cornell University

#### **Jennifer Arch**

Teaching Professor  
PhD, Washington University

#### **G'Ra Asim**

Assistant Professor  
MFA, Columbia University

#### **Miriam Bailin**

Associate Professor Emerita  
PhD, University of California, Berkeley

#### **Mary Jo Bang**

Professor  
MFA, Columbia University

#### **Guinn Batten**

Associate Professor  
PhD, Duke University

#### **J. Dillon Brown**

Associate Professor  
PhD, University of Pennsylvania

#### **Bethany Daniels**

Senior Lecturer  
MA, University of Missouri–St. Louis

#### **Kathryn Davis**

Hurst Writer in Residence  
BA, Goddard University

#### **Danielle Dutton**

Associate Professor  
PhD, University of Denver

#### **Gerald L. Early**

Merle Kling Professor of Modern Letters  
PhD, Cornell University

#### **Chris Eng**

Assistant Professor  
PhD, City University of New York

#### **Wayne Fields**

Lynne Cooper Harvey Chair Emeritus in English  
PhD, University of Chicago

#### **Erin Finneran**

Senior Lecturer  
PhD, Washington University

#### **Kathleen Finneran**

Senior Writer in Residence  
BA, Washington University

**Niki Herd**

Visiting Writer in Residence  
PhD, University of Houston

**Gabi Kirilloff**

Assistant Professor  
PhD, University of Nebraska–Lincoln

**Marshall Klimasewski**

Senior Writer in Residence  
MFA, Bowling Green State University

**David Lawton**

Professor Emeritus  
FAAH, PhD, University of York

**Naomi Lebowitz**

Former Hortense and Tobias Lewin Professor in the Humanities,  
Professor Emerita  
PhD, Washington University

**Joseph Loewenstein**

Professor  
PhD, Yale University

**Phil Maciak**

Senior Lecturer  
PhD, University of Pennsylvania

**William J. Maxwell**

Fannie Hurst Professor of American Literature  
PhD, Duke University

**William McKelvy**

Associate Professor  
PhD, University of Virginia

**Heather McPherson**

Senior Lecturer  
MFA, University of Minnesota Twin Cities

**Robert Milder**

PhD, Harvard University

**Michael O'Bryan**

Senior Lecturer  
PhD, Washington University in St. Louis

**Anca Parvulescu**

Liselotte Dieckmann Professor in Comparative Literature  
PhD, University of Minnesota

**Amy Pawl**

Teaching Professor  
PhD, University of California, Berkeley

**Carl Phillips**

Professor  
MA, Boston University

**Stephanie Pippin**

Senior Lecturer  
MFA, Washington University

**Vivian Pollak**

Professor Emerita  
PhD, Brandeis University

**Martin Riker**

Teaching Professor  
PhD, University of Denver

**Jessica Rosenfeld**

Associate Professor  
PhD, University of Pennsylvania

**Richard Ruland**

Professor Emeritus  
PhD, University of Michigan

**Wolfram Schmidgen**

Professor  
PhD, University of Chicago

**Vincent Sherry**

Howard Nemerov Professor in the Humanities  
PhD, University of Toronto

**Matthew Shipe**

Senior Lecturer  
PhD, Washington University in St. Louis

**Victoria Thomas**

Teaching Professor  
PhD, Washington University in St. Louis

**Julia Walker**

Professor  
PhD, Duke University

**Sarah Weston**

Assistant Professor  
PhD, Yale University

**Gary Wihl**

Hortense & Tobias Lewin Distinguished Professor in the Humanities,  
Professor Emeritus  
PhD, Yale University

**Rafia Zafar**

Professor  
PhD, Harvard University

**Steven Zwicker**

Stanley Elkin Professor in the Humanities, Professor Emeritus  
PhD, Brown University

## Majors

- English Literature Major (p. 580)
- English Literature Major, Creative Writing Specialization (p. 580)
- English Literature Major, Publishing Specialization (p. 581)

## Minors

- Children's Studies Minor (p. 582)
- English Minor (p. 583)
- Writing Minor (p. 584)

## Courses

Courses include the following:

- English Literature (p. 551)
- Children's Studies (p. 570)
- Writing (p. 575)

## English Literature

Visit online course listings to view semester offerings for L14 E Lit.

### L14 E Lit 100 First-Year Seminar: The Literary Life

This class approaches literature from many angles: the creative to the scholarly, the personal to the ethical, the edifying to the entertaining. At the heart of our study will be a survey of literary "values" such as invention, emotion, style, subversion, beauty, humor—those fundamental reasons readers come to literature in the first place. Through readings and discussion, we will consider the great variety of ways literature expresses these values, and will explore them ourselves via creative assignments. Along the way, we will learn about literary life today through discussions with nationally renowned writers who will visit the class, and through units on literary scholarship, book reviewing, and magazine and book publishing. In the midst of it all, you will write and workshop your own stories, poems, and non-fiction works. Course enrollment preference is given to first-year students. Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

### L14 E Lit 115A First-Year Seminar

A variety of topics in comparative literature, designed for first-year students—no special background is required—and to be conducive to the investigation and discussion format of a seminar. Previous topics include: Story Telling Through Sound, Banned Books, Immigrants and Exiles, Literature and Democracy, Literature and the Art of Apology, Hell on Earth: Crime, Conscience, and the Arts, Magical thinking: Literature and Theory Engage the Occult. Same as L16 Comp Lit 115. Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

### L14 E Lit 150 First-Year Seminar: Turn & Face the Strange: Alienation & Transformation in Modern Lit & Contmp Music

Credit 3 units. A&S: FYS A&S IQ: HUM BU: ETH EN: H

### L14 E Lit 152 Literature Seminar for Freshmen

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

### L14 E Lit 153 Literature Seminar for Freshman

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing. Credit 3 units. A&S: FYS A&S IQ: HUM

### L14 E Lit 155 First-Year Seminar: Campus Novels and Dark Academia: Stories of College Life

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Course is for first-year, non-transfer students only. Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

### L14 E Lit 156 Literature Seminar for Freshmen

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing. Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

### L14 E Lit 160 First-Year Seminar: Immigrants and Exiles

Literature has traditionally been a welcoming space for people who, by choice or history, do not fit easily in the mainstream of community life. The widespread changes and upheavals of the last century have vastly expanded the ranks of such people, accelerating the processes of immigration and exile while fundamentally altering traditional notions of home and belonging. This course will examine fiction by writers such as Jhumpa Lahiri, Albert Camus, Jean Rhys, Franz Kafka, and Teju Cole, who write from and about the position of "outsider," exploring what such texts have to say about living in an unsettled, diasporic modern world - a world in which real belonging seems an increasingly elusive goal. In reading these texts, we will investigate how their authors have portrayed the journeys, hopes, and hardships of dislocation and alienation, as well as the role literature might play in creating a sense of community for immigrants, refugees, and people living in various forms of exile. Course is for first-year, non-transfer students only. Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

### L14 E Lit 161A Morality and Markets

What does it look like to live a moral life in today's market system? We know all too well what it does not look like. The news is filled with moral failures of leaders and executives at top firms. We like to believe that we would behave differently, but what kinds of pressures inform our moral choices? What pulls us, what pushes us, and what persuades us to act one way rather than another? These are the questions that a course combining business and literature can address in unique ways; the world of fiction helps us to examine the ethical dilemmas of the market we inhabit every day. In this course, we use great books, classics of film and modern television, and the tools of modern psychology and business strategy to think critically about what is entailed in living a moral life in the midst of the modern market. This course is for first-year (non-transfer) students only. Same as I60 BEYOND 161. Credit 3 units. A&S: FYBB A&S IQ: HUM Arch: HUM Art: HUM EN: H



---

**L14 E Lit 201C Classical to Renaissance Literature: Text and Traditions**

Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's Iliad is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin, and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare.

Same as L93 IPH 201C

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

HUM EN: H

---

**L14 E Lit 2151 Literature in English: Early Texts and Contexts**

How did what we now call English literature emerge? How did such literary activity reflect the world, and how did the world shape this writing? How can literature help us understand the history of art, race, religious identity and sectarian conflict, nations and empires, gender, sexuality, and class? We will address these questions by studying the early history of literature in English, from the Middle Ages through the late 18th century, as well as the tools, vocabularies, and critical practices of contemporary literary studies. We will learn about the material forms of English literature (manuscript, print, and performance traditions) as well as major poetry and prose forms (e.g., sonnet, epic, blank verse, romance, letter, slave narrative). In addition to Geoffrey Chaucer, William Shakespeare, John Milton, and Ignatius Sancho or Olaudah Equiano, the syllabus may include authors and texts such as "Beowulf," "Sir Gawain and the Green Knight," Julian of Norwich, Edmund Spenser, Margaret Cavendish, Aphra Behn, Daniel Defoe, and Eliza Haywood. Note: This course satisfies one of the two 200-level requirements for the English major.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 2152 Literature in English: Modern Texts and Contexts**

What is modern English literature, and how do we tell its story? Is it a succession of literary movements from romanticism to realism to modernism and beyond? Is it a canon of classic texts to survey? Is it a sustained critique of that canon's exclusions, a recentering of the marginalized authors whose works reveal previously obscured accounts of modernity? It is, in fact, all of the above. In this course, we will introduce students to the central themes, forms, and forces that have shaped the history of English-language literature from the late 18th century to the present, as well as to the tools, vocabularies, and critical practices of contemporary literary studies. Throughout, we will examine the norms and assumptions of literary history, including those based in race, ethnicity, class, gender, and sexuality. Students will encounter fiction, poetry, drama, and creative nonfiction from Britain and the United States, along with African, Caribbean, or other global literatures in English. Authors studied may include William Wordsworth, Phillis Wheatley, Jane Austen, Charlotte Brontë, Frederick Douglass, Oscar Wilde, T.S. Eliot, Virginia Woolf, Claude McKay, Samuel Beckett, James Baldwin, Wole Soyinka, Toni Morrison, Ngugi wa Thiong'o, and Zadie Smith. Note: This course satisfies one of the two 200-level requirements for the English major.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 224 Publishing: History and Contexts**

This course offers a broad introduction to book publishing, with the goal of establishing an understanding the larger issues facing publishing today, as well as the historical and cultural contexts that informs these issues. We will look at both multiple types of book publishing, with a general emphasis on contemporary Anglophone

trade publishing, and will have frequent class visits (via Zoom) by professionals from different sectors of the publishing community. This course will count for one of the core requirements of the forthcoming Publishing Concentration.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 250 Sophomore Seminar**

Topic will vary by semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 257 The Art of Poetry**

An introduction to the critical vocabulary necessary for the study and evaluation of poetry; provides a basic understanding of prosody, poetic forms and figurative language, and the historical periods in which poetry has been written.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 258 Art of the Novel**

In this course we will read novels drawn from several literary traditions and a number of distinctive narrative modes. Among the questions we will consider are those addressing the nature of narrative form, and the literary and stylistic choices made in order to express such things as character and consciousness, society and history, and the relation between the fictive and the real. There will be two papers, and several short writing assignments.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 299 Research Assistantship**

For students assisting English faculty members with their research.

The student must provide a description of his or her assistantship and secure permission of the Director of Undergraduate Studies. At the end of the semester, the student must submit a four-page essay describing the work done during the assistantship, along with any documents or work produced. In addition, a written evaluation by the faculty member they assisted is required. Up to three units acceptable toward the English Major. Only for declared English Majors. Must be taken pass/fail. Credit variable, maximum 3 units.

---

**L14 E Lit 300 Independent Study**

Credit 3 units.

---

**L14 E Lit 302 The Great American Novel**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 302W Writing Modern War**

The twentieth century, as Graham Greene observed, was a century "in which there would never be a peace." This writing intensive course examines the ways in which modern writers have tried to describe warfare and its impact on both combatants and those on the "home front."

Credit 3 units.

---

**L14 E Lit 303W Strangers and Savages, Aliens and Outcasts**

This writing intensive course will focus on a literary tradition united by its representation of passionate hatred and intolerance.

Credit 3 units.

---

**L14 E Lit 304W Craft of Fiction: Historical Fiction**

This writing intensive course will be a literature/creative writing hybrid course in which a number of contemporary historical fictions (meaning, fictions set in periods prior to the authors' births, and sometimes incorporating real historical events or figures) will be covered.

Credit 3 units. EN: H

---

**L14 E Lit 305 Literature and Consent**

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L14 E Lit 305W Fabricating Lives**

The premise of this writing intensive course is that autobiography is not a straightforward narrative of the past but a conscious shaping of life into a meaningful design.

Credit 3 units.

---

**L14 E Lit 306 Old English Literature: Beowulf**

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L14 E Lit 3065 Voice, Language and Power: Late Medieval Religious Writing**

In the later Middle Ages, there is a flowering throughout Christian Europe of religious writings that offer a new voice in which personal religious experience can be pursued and expressed. Their voices are mainly intended to be communal ones, to be contained within the Church and regulated by it. But in each case the fact that it is a voice may offer a mode of resistance, or of difference. Such writing is often aimed at lay people, sometimes exclusively at women; and sometimes the intended auditors become the authors, and propose a version of religious experience that claims a new and more intimate kind of power for its readers. This course looks at a wide range of such writing in vernacular languages read in translation (English, French and German), including the work of Meister Eckhart, Marguerite Porete, Margery Kempe, Julian of Norwich, Eleanor Hull, the anonymous writer of *The Cloud of Unknowing* and the perhaps pseudonymous William Langland, author of *Piers Plowman*. Whether such writing seeks to be orthodox or conducive to heresy, it presents a challenge to the power of clergy - a challenge that is written in the vernacular language of lay people, rather than clerical Latin, and in doing so offers distinctively new voices for religious experience. The course will also look at ways in which such work might have been influenced, if only oppositionally or at times indirectly, by contact with Muslim and Jewish writing (including Jewish exegesis of the Psalms).

Same as L23 Re St 3065

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

**L14 E Lit 307 The Writing of the Indian Subcontinent**

The Indian Sub-continent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select Sub-continental writers. Covering both fiction and non-fiction by several authors including R. K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Gunsekera, we will discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

---

**L14 E Lit 3071 Caribbean Literature in English**

Rum! Fun! Beaches! Sun! This is the image of the Caribbean in America today. This course will survey literature and culture from these islands, looking both at and beyond this tourists' paradise. It will aim to introduce students to the region's unmistakably vibrant tradition of multicultural mixture, while keeping an eye on the long history of slavery and rebellion out of which the islands' contemporary situation formed. Along the way we will encounter a wide variety of texts, from the earliest writing focused on life in urban slums, to the first novel ever

to have a Rastafarian as its hero, to more contemporary considerations of the region's uncertain place in a U.S.-dominated world. Toward the end of the course, we will also look at important films like *The Harder They Come* as well as discussing the most globally famous cultural product of the contemporary Caribbean: reggae music. The course will involve readings from multiple genres, and will cover authors such as C.L.R. James, Derek Walcott, Jean Rhys, V.S. Naipaul, Jamaica Kincaid, and Caryl Phillips.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3075 The American Radical Novel: Literature Versus Inequality**

Intended to help students reckon knowledgeably, imaginatively, and articulately with our era of escalating social inequality, this course is a writing-intensive study of representative American radical novels stretching from the 19th-century abolitionism of Harriet Beecher Stowe's *Uncle Tom's Cabin* to the 21st-century dystopianism of Gary Shteyngart's *Super Sad True Love Story*. Its main goals are (1) to introduce students to the long history and current significance of efforts to pit American literature against American inequality; and (2) to improve the quality of advanced student writing in the related fields of American Culture Studies and English literature. The first goal is pursued through close analysis of both radical novels and the contemporary political documents that inform them, juxtaposing such texts as Upton Sinclair's *The Jungle* and Karl Marx's *Communist Manifesto*, Alice Walker's *Meridian* and Martin Luther King Jr.'s *Nonviolence and Racial Justice*. The second goal is pursued through the hands-on analysis of successful rhetorical strategies sampled from *The Hodges Harbrace Handbook*, and, more importantly, from the scholarly writings of students themselves.

Same as L98 AMCS 3075

Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: HUM EN: H

---

**L14 E Lit 308 Topics in Asian American Literature: Identity and Self-image**

Topics in Asian American literature which will vary from semester to semester.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM

---

**L14 E Lit 3081 City on a Hill: The Concept and Culture of American Exceptionalism**

This course examines the concept, history, and culture of American exceptionalism—the idea that America has been specially chosen, or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we will re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture—a thesis our class will reassess with the help of modern critics. In the second part of this class, we will broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day, ending with an analysis of Donald Trump and the rise of "America First." In the end, students will gain a firm grasp of the long history and continuing significance—the pervasive impact—of this concept in American culture.

Same as L98 AMCS 3081

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L14 E Lit 311 Topics in English & American**

**Literature: Contemporary Literature of the East West Divide**

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, science and literature, the modern short story). Consult Course Listings for offerings in any given semester.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM EN: H UColl: CD

---

**L14 E Lit 311E Electronic Poetry**

An inquiry into new forms of screen art beginning with traditional printed poetry to varieties of virtual poetry emergent on the computer screen; the stream of programming code as a level of writerly activity.

Credit 3 units. BU: HUM

---

**L14 E Lit 311W Electronic Poetry**

The primary focus in this writing intensive course will be to look at every possible kind of electronic poetry we can come up with in order to evaluate it as poetry.

Credit 3 units. BU: HUM

---

**L14 E Lit 312 Introduction to Digital Humanities**

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 312

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3121 The Medieval Romance**

The romance grows out of the epic: how we get from the fall of Troy to the fall of Troilus. Readings from Vergil's Aeneid to Sir Gawain and the Green Knight.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3122 Topics in Literature: Heroes and Lovers**

We will read Beowulf, Sir Gawain and the Green Knight, Chaucer's Troilus and Criseyde, The Mabinogion, The Tain, Margery Kempe, and Malory's Morte d'Arthur.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 312C Introduction to Digital Humanities**

It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.

Same as L93 IPH 3123

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 312W Topics in English and American Literature: End of the Century: American Culture in the 1990s**

Starting with Allan Bloom's *The Closing of the American Mind*, a book that helped re-ignite the Culture Wars, this course will consider the debates and problems that pervaded American culture during the 1990s. From the end of the Cold War to the sexual scandals that rocked Bill Clinton's presidency, from the emergence of the Internet to the rise of grunge and rap, the 1990s were a time of vast change in American culture. It was a period when we, as a nation, reconsidered the legacy of the 1960s, the Reagan revolution, and the end of the Cold War, a time of economic expansion and cultural tension. In our consideration of this period, we will take a multidisciplinary approach when tackling a variety of materials—ranging from literary fiction (Philip Roth's *The Human Stain*, Jonathan Franzen's *The Corrections*) and popular films (Spike Lee's *Do the Right Thing* and *The Cohen Brothers' The Big Lebowski*) to the music of Nirvana and Public Enemy—in an attempt to come to a better understanding of our recent history. Throughout the semester, we will pursue the vexed cultural, political, and historical questions that Americans faced in the years between the fall of the Berlin Wall and the terrorist attacks of September 11th, 2001, and consider how literary texts imagined this period of American history.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 313 Topics in English and American Literature**

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, over simply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem." It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we will consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We will follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also to be assigned will include Mary Shelley's *Frankenstein* and Byron's *Don Juan*.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 313W Bots, Drones, and Cyborgs: Being Human in the Age of Intelligent Machines**

We live in a world where not only our access to information, but our social interactions, and bodily autonomy are increasingly mediated by—surveilled, analyzed, facilitated, enhanced—by technology. This course will ask what it means to be human in an age of intelligent machines. What happens to our notions of individuality, autonomy, and political subjecthood when domains or categories once thought exclusively to be the preserve of humanity—language, emotion, complex information processing (playing chess, or driving cars, for example)—are increasingly threatened, replicated, and extended by technology? We will cover a range of science fiction texts including Karel Capek's play *Rossum's Universal Robots*, Isaac Asimov's *I, Robot*, Phillip K. Dick's *Do Androids Dream of Electric Sheep*, and William Gibson's *Neuromancer* along with works of speculative fiction such as Aldous Huxley's *Brave New World* and Margaret Atwood's *Oryx and Crake*, and Kazuo Ishiguro's *Klara and the Sun* along with films such as *Blade Runner* and *The Matrix*. We'll juxtapose these cultural representations of artificial intelligence with emerging philosophical and scientific discussions to ask to what extent the fundamental ways AI continues to redefine the boundaries of the "human" as a category.

Credit 3 units. A&S IQ: HUM EN: H

---

---

**L14 E Lit 314 Topics in English & American Literature**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L14 E Lit 315 Topics in American Literature**

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, American autobiographical writing). Consult Course Listings for offerings in any given semester.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3153 The Women of Greek Tragedy**

This course examines the role of women in Athenian drama. Students will read English translations of the works of the three major tragedians -- Aeschylus, Sophocles, and Euripides -- and their near contemporary, the comedian Aristophanes. Direct engagement with ancient texts will encourage students to develop their own interpretations of and written responses to the political, social, and ethical manipulation that these mythological women were compelled to endure and the subtle ways in which they appear to exercise power themselves. Selected scholarly articles and book chapters will help students to contextualize these ancient dramas in their culture of origin. Because such issues continue to preoccupy both sexes today, students will see how Greek tragedy addresses perennial historical and cultural concerns through the examination of adaptations of Greek tragedies ranging from Seneca in ancient Rome to Spike Lee's "Chi-Raq" and Luis Alfaro's "Mojada: A Medea in Los Angeles." The final research paper will encourage students to consider how a specific female character from antiquity is transformed for a "modern" dramatic audience.

Same as L08 Classics 3153

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 315W The Literature of the American Revolution**

While not a historical survey, the course will present several case studies raising questions about later myth and contemporary reportage.

Credit 3 units. BU: HUM

---

**L14 E Lit 316 Topics in American Literature: Travel Writing and Empire**

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3161 Topics in English and American Lit**

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L14 E Lit 3164 Adaptations Literature / Film / TV**

"The book was better than the movie." "The movie wasn't faithful to the book." "The TV series didn't capture the book like the movie did." These have forever been the complaints of readers watching their favorite works of literature adapted to the screen, and, in a media ecosystem increasingly flooded with adaptations and reboots of existing intellectual property, these complaints won't be going away any time soon. Film and literature have been interconnected since the very first films screened at end of the nineteenth century, but the dynamic between literature and media has sometimes been strained: film reviled as the cheap degradation of a vital art form, the novel anxious at the rise of narrative film - and later television - as rival storytelling media. But, viewing literature and visual media in opposition can obscure what becomes visible if we view them together. This is a course about the history, theory, and practice of adaptation from literature to film and television and back again rooted in both canonical and non-canonical case studies. We will study authors whose works have been repeatedly adapted across eras and media; filmmakers whose works are pastiches of various literary and cinematic sources; rigorously, obsessively "faithful" adaptations; radically

transformative "unfaithful" adaptations; and works of literature and media that are themselves about the process and ethics of adaptation. The course will be anchored by a reading of Emily St. John Mandel's 2014 novel Station Eleven and a serial viewing - replicating the unusual original release - of HBO Max's miniseries adaptation.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 316W Topics in American Literature: Girls' Fiction**

Topic varies. Writing intensive.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H  
UColl: ENL

---

**L14 E Lit 317 Topics in American Literature**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 317W Topics in English and American Literature**

Selected Topics. Varies from semester to semester. Writing Intensive  
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

---

**L14 E Lit 318 Topics in American Literature**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3191 Contemporary American Women Poets**

An introduction to the work of contemporary American poets who are women; extensive reading of both poetry and prose. Readings include the work of poets such as Bishop, Rich, Plath, Sexton, Clampitt, Gluck, Moss, Graham, Howe, Dove, Oliver, Forche, Lauterbach.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

---

**L14 E Lit 3192 Interdisciplinary Studies in the Humanities, 20th Century: The European Avant Garde**

The first half of the twentieth century witnessed the emergence of Artistic movements characterized by revolt against tradition, emphasis on radical experimentation, and redefinition of the art work. This course will familiarize students with the avant-garde's main currents: Italian Futurism, English Vorticism, Russian Constructivism, "stateless" Dadaism, and French Surrealism. We will ask ourselves how to define the avant-garde, how it is related to modernity, and whether its aesthetic is necessarily political. Texts include "Futurist Manifestos", Cendrars's "Trans-Siberian Prose," Stein's "Tender Buttons", Breton's "Nadja". We will also examine artworks such as Duchamp's "Large Glass" and films Buñuel's "Un Chien Andalou".

Same as L93 IPH 3191

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 319A Topics in English & American Literature**

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L14 E Lit 321 American Literature to 1865**

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

---

**L14 E Lit 3211 Topics in 19th-Century American Writing**

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

---

**L14 E Lit 322 American Literature 1865 to Mid-20th Century**

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

---

**L14 E Lit 3222 20th-Century American Writers**

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

---

**L14 E Lit 3227 Devising, Adaptation and Docudrama**

This course explores three ways of theatre-making that have revolutionized the contemporary stage: devising (a collaborative process emphasizing physical techniques to realize ideas), adaptation (the transposition of a narrative from one mode to another), and docudrama (the self-conscious staging of history through the assemblage of documentary records). Beginning with a focus on the current "postdramatic theatre" and the pre-histories of these contemporary practices, we will engage current scholarship on each form, learning the "how" and "why" from contemporary practitioners, while considering the rhetorical structure of each form in relation to the social meanings they generate for their audiences. Divided into 3 units, the course will combine the study of each method with hands-on practice, and will conclude with a showcase featuring an original performance created by the student collective. A theme (variable by semester) will unite the three sections of the course, helping students see how a single topic can be illuminated in different ways through these three methods of creating performance.

Same as L15 Drama 3227

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

---

**L14 E Lit 322C Major American Writers II**

Representative works of American writing from 1880 to the present, with particular attention to fiction and poetry; authors include James, Stein, Hemingway, Faulkner, Ellison. Prerequisite: 6 units of sophomore literature, junior standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

---

**L14 E Lit 322E Major American Writers II**

Representative works of American writing from 1880 to the present, with particular attention to fiction and poetry; authors include James, Stein, Hemingway, Faulkner, Ellison. Prerequisite: 6 units of sophomore literature, junior standing, or permission of instructor.

---

**L14 E Lit 322W Major American Writers II**

This writing intensive course is intended as an in-depth introduction to arguably the two most significant American fiction writers of the first half of the twentieth century.

Credit 3 units. BU: HUM

---

**L14 E Lit 323 Selected American Writers**

Intensive study of one or more American writers. Consult Course Listings for offerings in any given semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 323A American Literature III**

Credit 3 units. A&S IQ: HUM EN: H

---

**L14 E Lit 325A African Americans and Children's Literature**

This course explores two distinct themes: how African descended people have been depicted in American and British children's literature and how African Americans have established a tradition in writing for children and young adults. It will also examine two related questions: How has African American childhood been constructed in children's literature and how have African American writers constructed childhood in children's literature? We will look at such classic white writers for children like Helen Bannerman, Annie Fellows Johnston, and Mark Twain as well as efforts by blacks like the Brownies Book, published by the NAACP, and children's works by black writers including Langston Hughes, Ann Petry, Shirley Graham Du Bois, Arna Bontemps, Virginia Hamilton, Walter Dean Myers, Mildred Taylor, Floyd and Patrick McKissack, Julius Lester, Rosa Guy, Sharon Bell Mathis, bell hooks, and others. For AFAS majors, this course counts as Area Requirement 1. Same as L90 AFAS 3254

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 326 Selected American Writers**

Credit 3 units. Art: HUM

---

**L14 E Lit 327 Selected American Writers**

Credit 3 units. Art: HUM

---

**L14 E Lit 328W Selected English and American Writers**

Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

---

**L14 E Lit 329 Selected English and American Writers**

Credit 3 units. Art: HUM

---

**L14 E Lit 330A Topics in AMCS**

This topic varies by semester. See course listings for current offering. Same as L98 AMCS 330

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 331C Tragedy**

Credit 3 units. Art: HUM BU: HUM

---

**L14 E Lit 334 A History of the Golden Age of Children's Literature**

A comprehensive survey of the major works for children written during this period.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3341 The History of Children's Literature from the End of the Golden Age to the Age of Multiculturalism**

A continuation of English 334, this is a comprehensive survey looking at the major works of children's and adolescent literature in both Britain and America.

Credit 3 units. BU: HUM

---

**L14 E Lit 335 Modern Drama 1850-1920**

The emergence of modern drama: emphasis on Ibsen, Strindberg, Chekhov, Shaw.

Credit 3 units. Art: HUM BU: HUM

---

**L14 E Lit 3351 Modern Drama 1880-1945**

Major figures of modern drama: Ibsen, Strindberg, Shaw, Chekhov, Lorca, Synge, Pirandello, Brecht and O'Neill. Close literary study and consideration of these plays as examples of the art of the stage. Reference will also be made to contemporary experiments in the other arts, and to major literary movements in the time period under consideration.

Credit 3 units. Art: HUM BU: HUM

---

**L14 E Lit 3361 Modern Drama, 1945 to the Present**

Course concentrates on the development of modern drama from 1945 to the present. Focus is on both literary and theatrical techniques as well as the examination of trends in the contemporary theatre from Samuel Beckett through Sam Shepard. Perspective is comparative and international in scope, with particular attention given to women and minority playwrights.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 336C Topics in American Culture Studies**

Same as L98 AMCS 336

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L14 E Lit 3370 Contemporary Stages: An Anglo-American History of Performance after 1950**

Credit 3 units.

---

**L14 E Lit 3371 The Theatre of the Absurd**

Credit 3 units. Art: HUM

---

**L14 E Lit 339 Topics in 19th-Century American Writing**

Credit 3 units. A&S IQ: HUM Art: HUM

---

**L14 E Lit 3391 Topics in 19th- and 20th-Century American Writing: American Short Fiction**

This course is directed toward a broad range of majors and non-majors with a serious but not scholarly interest in American Short Fiction.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L14 E Lit 340 Topics in 20th-Century American Writing**

An introduction to major American works and writers from the later 19th century through the mid-20th century. Writers studied include Twain, James, Crane, Fitzgerald, Hemingway, Faulkner, Frost, Eliot and Stevens. The course assumes no previous acquaintance with the material and is directed toward a broad range of majors and non-majors with a serious but not scholarly interest in the subject. Students with little or no background in literature might be advised to take E Lit 213C (Chief American Writers), while English majors looking to do advanced work should consider the 400-level American literature sequence. Students who have taken E Lit 213C should not enroll in this course.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

---

**L14 E Lit 340W The American Novel: Split and Hybrid American Identities**

Examination of the struggle to form an enabling identity for author, characters, and text against the divisive pressures of family and society.

Credit 3 units. A&S IQ: HUM, WI BU: BA, HUM EN: H

---

**L14 E Lit 342W The Romance: Medieval to Modern**

Credit 3 units.

---

**L14 E Lit 343 Two Cultures: Literature and Science**

The relation between biology and literature as it has been examined and expressed in poetry, fiction, and nonfiction of the past two centuries.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 344W Writing About Performance**

In this writing-intensive course, students will develop critical strategies for writing about theatre and other performance events, in the present and in a range of historical periods.

Credit 3 units. BU: HUM

---

**L14 E Lit 3451 Topics in American Literature**

Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we will explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We will explore how and why sexual paranoia and perversion seem to animate this genre and why these movies continue to influence

"neo-noir" filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called "hard-boiled" school of writing. We will read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We will also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films to be screened in complete prints or in excerpts will likely include many of the following: *The Maltese Falcon*, *Double Indemnity*, *Murder My Sweet*, *Phantom Lady*, *Strangers on a Train*, *The Big Sleep*, *The Killers*, *Mildred Pierce*, *The High Wall*, *Sudden Fear*, *The Big Combo*, *Laura*, *The Glass Key*, *The Big Heat*, *Kiss Me Deadly*, *The Crimson Kimono*, *Touch of Evil*, *Alphaville*, *Chinatown*, *Taxi Driver*, *Devil in a Blue Dress*, *The Bad Lieutenant*, and *Memento*. Required Screenings.

Same as L53 Film 345

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L14 E Lit 346 British Enlightenment Culture**

To capture the range and vibrancy of British enlightenment culture, this class invites students to read broadly and imaginatively in the most influential literary, economic, and philosophical texts of the time.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L14 E Lit 347 Masterpieces of Literature I**

Masterpieces of Western literature in English translation: Homer through Dante.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L14 E Lit 348 Masterpieces of Literature II**

Masterpieces of Western literature in English translation: the 17th century through the 20th century.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

---

**L14 E Lit 350W On Time: Clocks, Calendars, Crisis in Modern British Fiction**

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3520 Introduction to Postcolonial Literature**

At its zenith, the British Empire encompassed almost a quarter of the globe, allowing the diminutive island nation unprecedented economic, military, and political influence upon the rest of the world. This course will introduce some of the foundational responses to this dominance, both literary and theoretical, by the colonized and their descendants. We will examine important critiques of colonialism by theorists such as Frantz Fanon, Aimé Césaire, Edward Said, Homi Bhabha, and Gayatri Spivak, as well as literary works that reflect a postcolonial critique by authors such as V.S. Naipaul, George Lamming, Doris Lessing, and N'gugi wa Thiong'o. The course will interrogate how literature could be said to help consolidate Empire as well as ways in which it might function as rebellion against imperial power, with a view toward teasing out the problematics of race, gender, language, nationalism, and identity that postcolonial texts so urgently confront. This course may fulfill the global or minority literatures requirement for students who declare an English major in the fall 2021 semester and beyond.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3522 Topics in Literature**

Topics course which varies by semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

---

**L14 E Lit 3524 Topics in Literature**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3525 Topics in Literature**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

---

**L14 E Lit 3527 Blacks and Jews in America**

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

---

**L14 E Lit 352A Topics in English & American Literature**

The black athlete is a central figure in American entertainment, and has been since Frederick Douglass decried Christmastime slave games in his Narrative. This course will examine literary depictions of black athletes-in novels, memoirs, essays, and poems-in order to better understand the cultural significance of sportsmen and women in the African American struggle for equality, from abolitionism to the "Black Lives Matter" movement. Students will read works by Douglass, Ralph Ellison, Maya Angelou, and John Edgar Wideman, among others, and examine the lives and athletic pursuits of prominent athletes such as Jackie Robinson, Muhammad Ali, Wilma Rudolph, Michael Jordan, and LeBron James. Popular perceptions of gender and sexuality, in addition to race and racism, will factor into readings, especially as students incorporate secondary sources into their own research.

Same as L98 AMCS 352A

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 352D Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature**

Genre is a category, or to use Aristotle's term, a species. It is a category of literature, arts, music, and other forms of composition, to classify works of shared conventions, practices, and aesthetics. A typical example would be poetry. Subgenre is a single division of a given genre. In this example, epic poetry, the sonnet, haiku are subgenres of poetry. But who gets to decide what is genre, subgenre, and how? These would be some of the main questions we will address in this course. Genre theory can teach us a fascinating history of how various cultures imagine their forms of creative expression. The development of genres and subgenres reveal complex histories on who has the power to define and redefine creative expression. For example, the novel, now a dominant and prestigious global literary genre, was once considered an inferior and working-class genre in Europe over a century ago. The novel genre then developed into numerous subgenres, which are today placed under one large umbrella that is "genre-fiction," such as sci-fi, fantasy, horror, gothic, mystery etc.. However, the borders between these subgenres and the larger genre itself are always contested and reformulated. Through the history of genre and subgenre, we get to learn about literary taste and literary criticism, and whose definitions and conventions have changed the course of literature and the arts, and for what reason. The dominance of the historical novel today, for example, is attributed to larger phenomenon such as decolonization, feminism, and anti-racism. The sociopolitical urge to utilize fiction to address larger issues has not only boosted the impact of the historical novel but "elevated" it to become a common form of the genre itself. Within this grand history, Arabic literature has a complex and rich story to tell about genre and subgenre. The most obvious example here, which will be our entry point in this course, is 1001 Nights (also known as The Nights, or The Arabian Nights). This multi-volumed masterpiece has influenced fiction writers across the globe, especially in the past three centuries as the novel began to formulate into a modern genre. It is an exceptional work where we see a cosmology of subgenres of storytelling, narrative, but also of poetry, and in some editions, illustration and drawing, as well as translation. The Nights is often seen as the first hybrid work of literature where subgenres and forms co-exist but also blur and converge. This dynamic, revolutionary, and mobile nature of The Nights expresses the meeting of various cultures, experiences, and traditions of storytelling during the Abbasid empire.

Today, it remains ever more relevant and inspiring in a cosmopolitan world. The question and history of sub/genre, however, will guide us through an exploration of modern and contemporary Arabic literature. We will get to engage with these texts thematically, stylistically, and intellectually. The aesthetic choices made in literature are never isolated from the intellectual, political, and sociohistorical contexts of a given text. Through the assigned texts and artworks, we will also learn about colonization, gender, imperialism, class, migration, ecology, among other pressing topics. No knowledge of Arabic is necessary; all readings in English translation.

Same as L75 JIMES 3520

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L14 E Lit 352I Topics in AMCS: The Real and Fake: Identity, Conflicts, and Race in Asian American Literature**

Topics vary by semester; see semester listing for course description.

Same as L98 AMCS 3520

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3531 Selected English & American Writers**

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

---

**L14 E Lit 3539 Jews, Jersey, and America: Philip Roth Reconsidered**

Beginning with the publication of his debut Goodbye, Columbus in 1959, Philip Roth remained a highly visible, and at times highly controversial presence on the American literary scene. Questions of Jewish American identity; the power struggle between fathers and sons; the irrationality of male sexual desire; the consequences of exercising one's (artistic, sexual, personal) freedom; the tumultuous history of Newark; the nature of the American experiment-these are the central concerns that percolate throughout his thirty-one books. In this course, we will read Roth's major novels and explore how his fiction addressed these questions. Moreover, we will discuss how we can approach Roth's fiction in the wake of such events as the Trump presidency, the Covid-19 pandemic, and the #Me Too Movement. How do we read Roth in the wake of the political and social traumas that have shaped our recent history? How does Roth's fiction speak to the recent rise in anti-Semitism? To help inform these questions, we will also consider how contemporary writers, such as Nicole Krauss and Taffy Brodesser-Akner, have directly reconsidered Roth's legacy in their fiction, rethinking his treatment on such topics as Jewish-American identity, sexual politics, and the status of the novel.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

---

**L14 E Lit 3550 Undoing Empire: Introduction to Postcolonial Writing and Art**

This course introduces students to the histories and politics of postcolonial writing and art. By tracing the genealogies of writing and art produced in the aftermath of colonialism, this course will explore how writers, artists, and scholars working from the context of formerly colonized nations have responded to the legacies of racial, cultural, and economic oppression. Students will look at novels, poems, art, and theater produced by those working from Africa, the Caribbean, and other formerly colonized nations in order to chart the complex networks of political solidarity these works enable. Writers like Franz Fanon, Aimé Césaire, and Gayatri Spivak will be read alongside literary and artistic pieces by writers such as Chinua Achebe, Tsitsi Dangarembga, Jamaica Kincaid, Derek Walcott, Safiya Sinclair, Arundhati Roy and artists such as Zanele Muholi, Santu Mofokeng, Tessa Mars, William Kentridge, and others. Topics such as racial memory, postcolonial identity, radical aesthetics, and Afro-futurism will be explored.

Same as L90 AFAS 3550

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

---

**L14 E Lit 3551 Topics: Literary Criticism and Theory: Ways of Approaching a Literary Text**

Credit 3 units.

---

**L14 E Lit 3552 Introduction to Literary Theory**

This course introduces students to some of the most influential theoretical approaches to interpretation applied to English-language literature; to significant conceptual and historical debates about literary and cultural theory; and to the keywords used in these debates. Students will learn how to write and speak about theoretical texts and how to recognize the theoretical assumptions that underlie acts of literary interpretation. Theoretical approaches to be featured may include formalism; Marxism; psychoanalysis; gender and sexuality studies; structuralism and post-structuralism; postcolonial studies; critical race studies; new historicism and cultural materialism; cultural studies; affect theory; neurocognitive approaches; and disability studies. This course fulfills the literary theory requirement for the English major; no substitutions will be permitted. In order to preserve necessary seats for English majors, the course will be enrolled through the wait list.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H UColl: HUM

---

**L14 E Lit 357 The Art of Poetry**

Techniques of poetry, considered theoretically and practically in relation to problems of form and significance: meter, rhyme, image, metaphor, stanzaic patterns, and others.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3571 20th-Century Poetry**

Credit 3 units. A&S IQ: HUM Arch: HUM BU: HUM EN: H

---

**L14 E Lit 358 Studies in Short Fiction**

Study of the work of four novelists who were also fascinated by shorter forms throughout their careers: D. H. Lawrence, Joseph Conrad, Henry James and William Faulkner. The course will be concerned with the variety of forms their work takes as it is shaped by the very individual visions of each.

Credit 3 units. Art: HUM BU: HUM

---

**L14 E Lit 3581 Historical and Comparative Linguistics**

Historical linguistics focuses on how languages change over time. Comparative linguistics focuses on their similarities and differences. In this course we will trace some of the differences and changes in sound (phonetics and phonology) word formation (morphology), sentence structure (syntax), and meaning (semantics). Topics include linguistic universals, the structural and genetic classification of languages, the techniques of reconstructing proto-languages, and the causes of language change. Examples from Indo-European languages (for example, Greek, English, and Spanish) and from Native American languages (for example, Quechua and Mayan) will be emphasized. Prerequisite: Ling 170D.

Same as L44 Ling 320

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM EN: S

---

**L14 E Lit 3582 Black Literature: Race, Class, and Writing in the United States and the Caribbean, 1900-1950**

Study of the differences in literary tradition arising from the divergent social, racial, and educational milieux of the United States and the West Indies.

Credit 3 units. BU: BA, HUM

---

**L14 E Lit 359 Scribbling Women: 19th-Century American Women Writers**

In 1855, Nathaniel Hawthorne wrote to his publisher, William Tichnor, that "America is now wholly given over to a damned mob of scribbling women and I should have no chance of success while the public taste is occupied with their trash." In this class, we examine works of those scribbling women of the nineteenth century. We read one of the best selling novels of the century, one that created a scandal and ruined the author's literary reputation, along with others that have garnered more attention in our time than their own. In addition to focusing on these women writers, we also explore questions about the canon and American literature: What makes literature "good"? What constitutes American literature? How does an author get in the canon and stay there? Finally, in this writing intensive course, there are frequent writing assignments and a strong emphasis on the essential writing process of drafting and revising.

Same as L77 WGSS 358

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 359H Hot Takes: Cultural Criticism in the Digital Age**

The twenty-first century has seen a new and exciting wave of cultural criticism, and along with it a new wave of public intellectuals. Ta-Nehisi Coates, Roxane Gay, Jia Tolentino, Anne Helen Petersen, Jo Livingstone, Hanif Abdurraqib-at their best, writers like these aspire to the sort of indispensability on political, social, and artistic matters that their forebears like Susan Sontag, Norman Mailer, and James Baldwin had at midcentury. But these voices are unique because they emerged through and alongside a specifically online critical sphere, a space betwixt and between the comments section and the little magazine. This is the space of viral tweets and threads, "hot takes" and "think-pieces." It's a space of potentially greater democratization and diversity even as it is an opportunity for bigots and trolls. These writers are beholden to their networks, but those networks are far wider, more idiosyncratic and inclusive and incendiary-more unstable-than anything buttressing the vaunted public intellectuals of the past. This course examines the cultural critics of the contemporary moment in context of the critical space they opened and now occupy. We'll begin with a quick history of the "public intellectual" from the eighteenth century to the present before we log on. The rise and fall of Gawker, Grantland, and The Awl; The New Republic's controversial digital pivot; the feminist communities of The Hairpin and The Toast; the conservative "intellectual dark web"; the message boards of the early 2000s; the emergence of semi-academic sites like the Los Angeles Review of Books; the blogs and tumblrs and livejournals that nurtured the talents and provocateurs that we now find indispensable or unavoidable. We will dissect their style, understand their theory and practice, engage with their subjects, and investigate the way their writing has intersected with and propelled social media movements like Black Lives Matter, #MeToo, and #OscarsSoWhite. And we will consider the way these critics have influenced the way scholars and students approach the texts and topics we always have.

Same as L98 AMCS 359H

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 360 The Writings of Philip Roth**

Fiction by Philip Roth in chronological order from his earliest to his last major effort.

Credit 3 units.

---

**L14 E Lit 362 The 18th Century: A Study of Major Texts**

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---



---

**L14 E Lit 363C Theatre Culture Studies III**

The third in the department's three-course history sequence, TCS III surveys the dramatic literature and cultural history of the modern theater. Beginning with Romanticism's self-conscious break with the past, we'll study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular effects. We'll consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented verisimilitude, and how playwrights responded to those technologies by calling for the theatre to become either a "total work of art"--plunging its spectators into a mythical realm--or a petri dish--analyzing the struggles of the modern individual within his or her modern milieu. Exploring a range of aesthetic modes--including Realism, Naturalism, Symbolism, Expressionism, the Epic Theatre, and the Theatre of the Absurd--we will read classic plays by modern playwrights to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of the modern world. Same as L15 Drama 365C

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L14 E Lit 365 The Bible as Literature**

The Bible is one book among many; the Bible is a book like no other; the Bible is not one book but many. The course will debate such positions and the different histories and practices of reading they involve. We shall read extensively in English translations of the Bible, both Jewish and Christian, with emphasis on literary form and ideas. We shall look at the Bible's material forms, and the history of its interpretation and translation. The aim is not to adjudicate its meaning but to explore what over time it has been taken to mean, attempting to locate within the book the potential for different interpretations. The course requires, and should foster, attentive reading, vigorous yet courteous argument, and respect for the readings of others.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L14 E Lit 367 Religious Themes in Contemporary Literature**

The use by selected 20th-century writers of religious themes and symbols. Close analysis of the literary techniques by which religious concepts and images are developed and differing insights of writers representing a broad spectrum of contemporary attitudes toward religious issues.

Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

---

**L14 E Lit 368 The Development of American Romantic Thought: Enlightenment Confidence to Postmodern Questioning**

We'll examine the revolutionary shift in human sensibility commonly known as "Romanticism" by tracing its development in America from the "Fireside Poets" (Bryant, Longfellow) and Transcendentalism (Emerson, Whitman) to anticipations of Modernism and Postmodernism (Henry Adams, Louis Sullivan, Charles Ives). Fulfills the 19c and Am lit requirements for the English major.

Credit 3 units.

---

**L14 E Lit 369 Reading Sex in Premodern England**

This course introduces students to the literary representation of gender and sexuality in England from the medieval period to the eighteenth century. To understand a tradition that addressed the intractable problem of human sexuality in terms very different from ours, we will ask: how does pre-modern culture imagine gendered identities, sexual difference, and erotic desire? How do various contexts--medical, religious, social, private, public--inform the literary representation of gender and sexuality? What are the anatomies and economies of the body, the circuits of physical pleasure, and the disciplines of the self that characterize human sexuality? Students will have the opportunity to study romances, saints' lives, mystical writings, diaries, plays, sex

guides, novels, and scientific treatises. By learning how to "read sex" in pre-modern literature, students will acquire a broad cultural and historical understanding of English sexualities before the descent of modern sensibilities.

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

---

**L14 E Lit 370 The Age of Victoria**

Works of fiction, poetry, journalism, children's literature, political cartoons, book illustrations, genre paintings, and photographs. The course aims to give a sense of the age in all its diversity and peculiarity, as well as to concentrate on a few central issues and developments in 19th century British society: e.g. industrialism, materialism, feminism, liberalism, the rise of the social sciences. Readings will include works by Tennyson, Matthew Arnold, Lewis Carroll, Dickens, George Eliot, John Stuart Mill, Trollope, Oscar Wilde, and Edmund Gosse.

Credit 3 units. Art: HUM BU: HUM

---

**L14 E Lit 371 The Age of Chaucer**

Study of the ways in which literature and history interplay between 1340 and 1400. Literary texts include writings by Chaucer, Langland, the Pearl Poet, and anonymous composers of songs, dream visions, romances, satires, debates, and low stories; attempts to move from these to theoretical and over into historical texts, alienating where necessary and translating where possible.

Credit 3 units. Art: HUM BU: HUM

---

**L14 E Lit 372 The Renaissance**

Major texts of the European Renaissance examined to set English literary achievement in a continental context. Among authors to be studied: Petrarch, Castiglione, Erasmus, More, Luther, Wyatt, Rabelais, Montaigne, Shakespeare, Spenser, Jonson, Milton. Prerequisite: 6 units of literature, junior standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H UColl: ENE

---

**L14 E Lit 3725 Topics in Renaissance Literature**

Topics course in Renaissance Literature

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 3731 Writing and the Representation of Pain**

Writing intensive course on the representation of pain at every level, from private suffering to public policy. Course reader consists of examples of or extracts from a diversity of materials: the "Bible" and "Ovid," medieval religious lyric, saints' lives, visions of hell and damnation, descriptions of visionary illness, Freud's "Anna O," Kafka's "In the Penal Colony," Wilde's "The Nightingale and the Rose," Woolf's "On Being Ill," Artaud and the theater of cruelty; autobiographical and other writings by Susan Sontag and Inga Clendinnen; theory by Bataille, Deleuze, Dollimore, and Elizabeth Grosz; work on pain by Leder, Morris, Rey and others; poetry by Anne Sexton, Sylvia Plath, Gwen Harwood, Alan Jenkins and others. We will also read Elaine Scarry's "The Body in Pain" and two recent novels: Andrew Miller's "Ingenious Pain" and Manil Suri's "The Death of Vishnu."

Credit 3 units. BU: HUM

---

**L14 E Lit 374W Epistolary Literature in the 18th Century: Other Peoples' Letters**

In this writing intensive course, we will examine the attraction the letter held for authors and readers alike, taking into consideration the advantages and the disadvantages of the form, its role in the development of the early novel, and current theories of epistolary writing.

Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

---

---

**L14 E Lit 375 The Romantic Period**

Credit 3 units. Art: HUM

---

**L14 E Lit 3752 Modern British Novel**

Credit variable, maximum 6 units.

---

**L14 E Lit 375A American Culture Studies: Methods & Visions**

Required course for AMCS Majors. See semester listing for current topics. As a Writing Intensive course, 375A serves as an occasion for AMCS students to think about matters of argument and presentation, and to develop ideas and models for future research. This course is intended for students at the Junior Level or Higher; it fulfills the "multidisciplinary" (MD) requirement for AMCS Minors and the "Methods Seminar" requirements for AMCS Majors.

Same as L98 AMCS 375A

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

---

**L14 E Lit 375C Topics in Comparative Literature: Representation and Memory in St. Louis Museums**

Same as L16 Comp Lit 375

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

---

**L14 E Lit 376 The Victorian Period**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 376A Reading Across the Disciplines: Introduction to the Theoretical Humanities**

What does theory look like in an age like ours so sharply marked by interdisciplinarity and in which most humanities scholarship crosses disciplines-- for instance, combining literature or history with philosophy or critical race studies? In this way all (or almost all) humanities scholars are comparatists in practice if not always in name. The course is designed to introduce this complex and exciting state of affairs to Complit and English majors, yet any students in a humanities program, or with an interest in the humanities, will fit right in. Our main text is *Futures of Comparative Literature*, ed. Heise (2017), which contains short essays on topics like *Queer Reading*; *Human Rights*; *Fundamentalism*; *Untranslatability*; *Big Data*; *Environmental Humanities*. We will supplement this material with relevant short texts from a variety of fields, including some that cross over into the social sciences.

Same as L16 Comp Lit 376

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 381 Banned Books**

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's "Essays"; today, schoolboards in the United States regularly call for the removal of "Huckleberry Finn" and "The Catcher in the Rye" from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, socio-political or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.

Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

---

**L14 E Lit 3831 Topics in African-American Poetry**

Beginning with the year in which Gwendolyn Brooks became the first African American to win the Pulitzer Prize, we will examine the tradition of African American poetry and the ways in which that tradition is constantly revising itself and being revised from the outside. We will focus in particular on the pressures of expectation -- in terms of such identity markers as race, gender, and sexuality -- and how those pressures uniquely and increasingly affect African American poetry today.

Same as L90 AFAS 3838

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

---

**L14 E Lit 3838 Topics in African-American Poetry**

Same as L90 AFAS 3838

Credit 3 units. Art: HUM

---

**L14 E Lit 385W Comedy, Ancient and Modern**

In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy.

Same as L08 Classics 385W

Credit 3 units. A&S IQ: HUM, LCD, WI Art: CPSC BU: HUM EN: H

---

**L14 E Lit 386A Topics in African-American Literature: Rebels, Heroes and Race Men**

In this seminar-for we are fortunate to be an elite group this term-- we will focus on the first century of African American prose writers. In genre terms that means we will largely, but not exclusively, read autobiographies and novels. Phillis Wheatley, Frederick Douglass, and Harriet Jacobs are now familiar names in U.S. literature surveys, but others are not yet household names, and in fact may never be. We will survey a core group of texts, available at the WUSTL bookstore, but also supplement our readings with materials placed on BlackBoard, via online databases (e.g., materials accessible digitally from the Schomburg Division of the New York Public Library). For AFAS majors, this course counts as Area Requirement 1.

Same as L90 AFAS 386A

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 387 African-American Literature: Early Writers to the Harlem Renaissance**

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM

---

**L14 E Lit 388 African-American Literature: African-American Writers Since the Harlem Renaissance**

African-American literature in the 20th and 21st centuries grows from the Harlem Renaissance into a world-shaping institution. Guggenheim, Pulitzer, and Nobel prize winners; card-carrying Communists, rock-ribbed Republicans, and Black Power nationalists; Broadway playwrights, Book-of-the-Month Club novelists, and even a U.S. President are among the many whose fictions and memoirs we will study, with special attention given to the intimate links between Black writing and Black music. The syllabus will thus feature authors ranging from poet Alice Dunbar Nelson (born 1875) to satirist Colson Whitehead (born 1969), with more than a dozen stops in between.

Written assignments may include two papers and two exams. No prerequisites, but related courses such as E Lit 215 and/or AFAS 208 are suggested. Satisfies the American literature requirement in English and/or one 300-level elective requirement in AFAS.

Credit 3 units. A&S IQ: HUM, SC, SD BU: HUM EN: H

---

#### L14 E Lit 3881 Black Women Writers

When someone says, black woman writer, you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we will survey the range of Anglophone African American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler, and Rita Dove, among others. Be prepared to read, explore, discuss, and debate the specific impact of race and gender on American literature. Same as L90 AFAS 3651

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

#### L14 E Lit 388C African American Literature: African American Writers Since the Harlem Renaissance

African American literature in the 20th and 21st centuries grew from a renaissance in Harlem into a world-shaping institution. Public enemies and Nobel prize winners; card-carrying Communists, rock-ribbed Republicans, and Black Power nationalists; Broadway playwrights, Book-of-the-Month Club novelists, and a duly elected U.S. president are among the authors we will study with special attention to the intimate link between black writing and black music. Aiming at chronological and stylistic breadth, the syllabus will begin with poet Alice Dunbar Nelson (born 1875) and end with novelist Colson Whitehead (born 1969), with an array of better-known names--W. E. B. Du Bois, Langston Hughes, Claude McKay, Nella Larsen, Zora Neale Hurston, Richard Wright, Ann Petry, Ralph Ellison, James Baldwin, Gwendolyn Brooks, Amiri Baraka, Alice Walker, and Toni Morrison--coming in between. Assignments will consist of two papers, one presentation, and one exam. Prereqs: none, but related classes such as E Lit 2151 and E Lit 2152 and/or AFAS 255 are suggested. Satisfies the Twentieth Century requirement in English, and/or one 300-level elective requirement in AFAS.

Same as L90 AFAS 388C

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### L14 E Lit 391 Literature and Medicine

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

#### L14 E Lit 391W Literature and Medicine

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

#### L14 E Lit 392W The Rise of the American Short Story

The course will focus on several short stories by 6 different authors in this order: Hawthorne-- My Kinsman, Major Molineux; The Birthmark; Young Goodman Brown; Artist of the Beautiful. Poe: The Black Cat; The Facts in the Case of M. Valdemar; The Tell Tale Heart; The Fall of the House of Usher. James: The Jolly Corner; The Figure in the Carpet; The Real Thing. Crane: The Upturned Face; The Open Boat; The Blue Hotel. Anderson: WINESBURG, OHIO. Hemingway: Indian Camp; A Clean Well-Lighted Place; In Another Country; Now I Lay Me. Faulkner: A Rose for Emily; The Evening Sun; Pantaloon in Black. There will be 2 brief papers 2-3 pages; 2 Introductory Paragraphs; 2 4-6 page papers; and 1 paper covering an entire author. There will be 1 rewrite in each category.

Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

---

#### L14 E Lit 394 African Literature in English

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

---

#### L14 E Lit 394W Writing For and About the Theater

In this course, students will learn to write for and about the theater, exploring different forms of dramaturgical and scholarly research as well as journalistic and academic writing. To build skills in both critical analysis and synthesis, students will learn how the key elements of the playwright's text (e.g., language, character, plot, setting) work to create meaning within the work of dramatic literature and how theatre-makers use the various "languages" of the stage (e.g., costume/scenic/lighting design, music, acting) to give expression to an overarching interpretation of the play. Because research is essential to this course, students will learn how to access a variety of library resources by working closely with our subject librarians. By the end of the semester, students will have assembled a portfolio consisting of both journalistic and academic performance reviews, a dossier of dramaturgical research, and a research-based scholarly paper.

Same as L15 Drama 394W

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

#### L14 E Lit 395 Shakespeare

Credit 3 units.

---

#### L14 E Lit 3951 Shakespeare's Sonnets: Framing the Sequence

We will begin by exploring ways of reading a small number of individual sonnets, proceeding thereafter to think about patterns of meaning in language and image across broader groupings and the sequence as a whole. We will investigate the influence of earlier sonnet tradition, especially Petrarch's sonnets, and the relationship of the poems to modes of sexuality and selfhood. Finally, we will ask how some of Shakespeare's most creative readers--including Wilde, Booth, and Vendler--have responded to the challenges of the Sonnets. Students will work on writing their own commentary on a group of poems.

Same as L93 IPH 3951

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

#### L14 E Lit 3952 Shakespeare in Performance

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

#### L14 E Lit 3975 Wolves of Wall Street: American Business and Popular Culture

America's perceptions about Big Business and the Free Enterprise system have evolved and changed over time from the 1920s to the present. During the 1980s, for example, Oliver Stone's 'Wall Street' seemed to endorse the notion that "greed is good." Today, however, the topic of rising income inequality has been connected with the collapse of prestigious Wall Street firms, the "housing bubble," a declining middle class, and widespread fear about the future of "The American Dream." This new course examines a variety of artistic, ethical and historical perceptions about American Business as depicted in popular culture and the arts over the past hundred years. How have America's foremost artists (among them F. Scott Fitzgerald, Eugene O'Neill, Arthur Miller, Martin Scorsese), dealt with questions of conspicuous consumption, the acquisition of capital for its own sake, and the disparity between rich and poor? We survey several artistic genres and artistic forms, including American tragic works like 'The Great Gatsby' and 'Death of a Salesman,' to popular musicals such as 'How to Succeed in Business' without Really Trying and 'The Producers.'

Same as L98 AMCS 3975

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L14 E Lit 399 Senior Research Seminar**

This course is tailored to the needs of students who are pursuing honors in English in their senior year. It will develop students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It will guide them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments will include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We will workshop many of these assignments in the classroom and practice peer review. The seminar will stretch over two semesters, ending before spring break, when honors work is due in the college. It is required for students who pursue honors by coursework and by thesis.  
Credit 3 units.

---

**L14 E Lit 3991 Senior Research Seminar I**

This course is tailored to the needs of students who are pursuing honors in English in their senior year. It will develop students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It will guide them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments will include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We will workshop many of these assignments in the classroom and practice peer review. The seminar will stretch over two semesters, ending before spring break, when honors work is due in the college. It is required for students who pursue honors by coursework and by thesis.  
Credit 3 units. BU: HUM

---

**L14 E Lit 3992 Senior Research Seminar II**

This course is tailored to the needs of students who are pursuing honors in English in their senior year. It will develop students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It will guide them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments will include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We will workshop many of these assignments in the classroom and practice peer review. The seminar will stretch over two semesters, ending before spring break, when honors work is due in the college. It is required for students who pursue honors by coursework and by thesis.  
Credit 2 units.

---

**L14 E Lit 400 Independent Study**

Credit 3 units.

---

**L14 E Lit 4003 Blacks in Fiction**

Credit 3 units. Art: HUM

---

**L14 E Lit 402 Introduction to Graduate Studies I: Research**

This course seeks to prepare students for successful doctoral study in English literature. We will examine the history of our discipline and its institutions, including shifting definitions of our objects of study and the histories of exclusion and inclusion that accompany these shifts. We will also consider issues of canonicity, especially as they relate to empire building both within and outside the academy. We will survey critical methodologies and consider what is at stake in the objects we read and the ways we choose to read them. Finally, we will introduce challenges

to the traditional organizing frameworks of humanism and national literature. Focused on the academic discipline of literary study, we will also consider the new ways in which the English Ph.D. is preparing students for multiple roles and careers both in and beyond academia.  
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 403 Black and White in American Drama**

This course will address the complex issue of race in America through the 19th and 20th centuries as dramatized by American playwrights, black and white. Authors include Countee Cullen, Lillian Hellman, Eugene O'Neill, Jean Toomer, Langston Hughes and Arthur Miller. Prerequisites: Junior standing, two 300 level courses or better.  
Credit 3 units. Art: HUM

---

**L14 E Lit 404 Topics for Writers: Beckett**

WAITING FOR GODOT, HAPPY DAYS, KRAPP'S LAST TAPE: these are but three of Samuel Beckett's revolutionary texts for theatre. The complete canon of plays will be examined for structure and compositional elements. Students undertake exercises in dramatic composition and perform a chamber presentation of *ENDGAME*. Course is intended for writers with some experience of the dramatic form. Intending students MUST interview with Instructor Nov. 12-14.  
Credit 3 units. Art: HUM

---

**L14 E Lit 405 Living Influences: Poets and the Poets Who've Shaped Them**

This course examines a number of very contemporary collections of poetry (e.g. from first books writers like Karen Volkman and Greg Williamson, to more established writers like Carl Phillips and Frank Bidart) to discover how generations of writers speak to and through one another. The course considers the nature and possible anxieties of writerly influence and how traditional and/or canonical writers' voices, verse, and vision have shaped a number of poets writing today. This class requires at least a basic knowledge of poetry in English up to the 1950's as we will be moving freely among writers such as Ben Jonson, George Herbert, Gerard Manly Hopkins and Emily Dickinson, as well as Pound, Eliot, Lowell, and Plath.  
Credit 3 units. Art: HUM

---

**L14 E Lit 4050 Theory and Methods in the Humanities**

Same as L93 IPH 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 407 Old English, Introductory**

Study of the Anglo-Saxon language and introduction to major prose and short poetry of the period. Prerequisites: junior standing and 6 units of literature.  
Credit 3 units. Art: HUM

---

**L14 E Lit 408 Old English Literature**

Close study of some major literary texts (e.g., *Beowulf*, the Exeter book) and major issues (e.g., Anglo-Saxon and Latin culture, traditions of heroic literature) of the Anglo-Saxon tradition. Prerequisite: E Lit 407, or permission of instructor.  
Credit 3 units. Art: HUM

---

**L14 E Lit 410 Medieval English Literature I**

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 4101 Medieval English Literature II**

Topics course in Medieval English literature.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 411 Old and Middle English Literature**

Early English literature from Beowulf and Anglo-Saxon poetry, in translation, through major works in Middle English of the 14th and 15th centuries, exclusive of Chaucer.

Credit 3 units. Art: HUM

---

**L14 E Lit 4111 Interdisciplinary Studies in the Humanities**

This course will open with a survey of the classical tradition in pastoral/bucolic. We will consider questions of genre, intertextuality and ideology, and we will ask how 'the lives and loves of herders' became favored ground for literary meditation on issues of surface and depth, reality and illusion, artifice and sincerity. This portion will involve intensive reading in translation of Theocritus, Vergil and Longus.

In the second half of the semester, we will consider the survival, adaptation and deformation of ancient pastoral themes, forms and modes of thought in British and American writing from the 19th and 20th centuries. We will read works of Mark Twain, Kenneth Grahame, Thomas Hardy and Tom Stoppard.

Same as L93 IPH 4111

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L14 E Lit 412 16th-Century English Literature**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 413 17th-Century English Literature: 1603-1660**

Selected readings in English literature from Donne and Jonson through Dryden.

Credit 3 units. A&S IQ: HUM Art: HUM

---

**L14 E Lit 415 18th-Century English Literature**

Selected readings in English literature from Pope and Swift through the age of Johnson.

Credit 3 units. A&S IQ: HUM Art: HUM

---

**L14 E Lit 415A Readings in 19th-Century English Literature**

Credit 3 units. Art: HUM

---

**L14 E Lit 416 English Literature of the Romantic Period**

Credit 3 units. Art: HUM

---

**L14 E Lit 4172 Roman Remains: Traces of Classical Rome in Modern British Literature**

This course will examine the use of the Roman textual and material inheritance in poets, novelists and critics of the late nineteenth and twentieth centuries working in Britain, and will ask how modernity addresses the claims of the classical tradition. We will place Thomas Hardy's "Poems of 1912-13" next to Vergil's Aeneid, then survey Hardy's relationship to the visible remainders of Rome and the people it conquered -- roads, barrows, forts -- in the landscape of Dorset. After examining the representation of the Celtic hill-fort in fiction, and the legacy of Vergilian representations of the countryside in poetry, we will consider representations of Rome in light of modern imperialism (Joseph Conrad's Heart of Darkness and Ezra Pound's Homage to Sextus Propertius) and examine the place of Vergil in T. S. Eliot's critical and poetic practice.

Same as L93 IPH 4171

Credit 3 units. A&S IQ: HUM EN: H

---

**L14 E Lit 418 Victorian Literature 1830-1890**

Readings in such authors as Carlyle, Tennyson, Browning, Mill, Arnold, and Pater.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 420 Topics in English and American Literature**

Comparing the literatures -- readings in the literature and theory of English and American Literature. Topics vary according to semester offerings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 423 Topics in American Literature**

Credit 3 units. A&S IQ: HUM, SD Art: HUM EN: H

---

**L14 E Lit 4231 Topics in American Literature I**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 4232 Slavery and the American Imagination**

Credit 3 units. A&S IQ: HUM Art: HUM

---

**L14 E Lit 424 Topics in American Literature II: Modernisms in America**

This course offers an advanced introduction to both the literature and the concept of modernism, the "ism" used to mark the experimental verve of early twentieth-century writing and to grasp its ties to modernity, or the modern social world. As the course title suggests, we will devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts--early modernist experiments, 1920s modernist landmarks, and Great Depression revisions--will illuminate the grand ambitions of eccentric literary forms and sequestered avant-garde movements; the public disputes and buried alliances between "high" expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus will feature fiction, poetry, and drama by old and new literary celebrities: Djuna Barnes, John Dos Passos, T. S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Nella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer, and Richard Wright. A shorter list of critical essays will highlight modernism's tendency to theorize itself while introducing 21st-century perspectives from the "New Modernist Studies." Satisfies the American requirement. For undergraduates, Junior or Senior standing is required. Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 4240 Topics in American Literature II**

Fiction not often found in the standard survey course, such as Harold Frederic's The Damnation of Theron Ware, G. W. Cable's The Grandissimes, Frank Norris' The Octopus, Jack London's Martin Eden, Thornton Wilder's Heaven's My Destination, Dorothy Baker's Young Man With a Horn, R. P. Warren's All the King's Men, Thomas Pynchon's V, short works by Edith Wharton and Ring Lardner.

Credit 3 units. Art: HUM

---

**L14 E Lit 4241 In the Kingdom of Swing-Black American Culture**

An examination of the development of African-American literature and culture between 1929 and 1941.

Credit 3 units. Art: HUM

---

**L14 E Lit 4243 Contemporary African-American Drama**

A close study of selected plays from Africa, the Caribbean and the United States. We shall consider plays by Lonnie Carter, John Pepper Clark, Adrienne Kennedy, Wole Soyinka, Efuia T. Sutherland, Derek Walcott, and Edgar White, among others.

Credit 3 units. Art: HUM

---

**L14 E Lit 4244 Topics in African-American Literature**

Hold for new hire

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 425 Early American Literature: American Modernisms**

his seminar offers an advanced introduction to both the literature and the concept of modernism, the "ism" used to mark the experimental verve of early twentieth-century writing and to grasp its ties to modernity, or the modern social world. As the course title suggests, we will devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts—early modernist experiments, 1920s modernist landmarks, and Great Depression revisions—will illuminate the grand ambitions of eccentric literary forms and self-sequestered avant-garde movements; the public disputes and buried alliances between "high" expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus will feature fiction, poetry, and drama by old and new literary celebrities: Djuna Barnes, John DosPassos, T. S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Ella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer, and Richard Wright. A shorter list of critical essays will highlight modernism's tendency to theorize itself while introducing 21st-century perspectives from the "New Modernist Studies."

Credit 3 units. A&S IQ: HUM, SD Art: HUM

---

**L14 E Lit 425C Humanities by the Numbers**

To what extent can computational techniques that draw on statistical patterns and quantification assist us in literary analysis? Over the semester, we will juxtapose the close reading of historical documents or literary works with the "distant reading" of a large corpus of historical data or literary texts. We will ask how the typically "human" scale of reading that lets us respond to literary texts can be captured on the "inhuman" and massive scales at which computers can count, quantify and categorize texts. While this class will introduce you to basic statistical and computational techniques, no prior experience with technology is required. Prerequisites: two 200 level or one 300-level course in literature or history. This is a topics-type course and the specific documents and works examined will vary from semester to semester. Please see semester course listings for current offerings. Same as L93 IPH 425

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 426 The American Renaissance**

Literature of the mid-nineteenth century with attention to social and intellectual backgrounds and the sources of the transcendentalist movement.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 426C Imagining the City: Crime and Commerce in Early Modern London**

The astonishing demographic and economic growth of early modern London, and the rapid increase in spatial and social mobility that accompanied this growth seemed to harbinger, in the eyes of many contemporaries, a society in crisis and perhaps on the brink of collapse. As increasing numbers of vagrants or masterless men flocked to the metropolis and a growing number of people - apprentices, domestic

labor, street vendors etc - lived on the fringes of legitimacy and at risk of lapsing into vagrancy, policing early modern London provided unique challenges for authorities. At the same time, the very notion of the social - a shared space of kinship and community could often seem to be under threat as an emerging market and a burgeoning commodity culture reshaped the traditional underpinnings of social and economic transactions. Yet, late Tudor and early Stuart London remained by far England's most prosperous metropolis, its primary market, home to a burgeoning print culture and nourishing theater and emerged, eventually, as the epicenter of a global economy. This course will consider the topographic, social and institutional configuration of early modern London and the ways in which these were reimagined and negotiated in the literature of the period. Drawing on the drama of the period and a wide array of pamphlet literature, we will discuss how civic institutions handled the growing influx of the poor and adapted to the increasing power of an emerging bourgeoisie who asserted themselves in unprecedented ways. In addition we will consider secondary sources ranging from maps, theories of urban space and social and economic historiography as well as digital archives and computational techniques that allow us to "scale up" our thinking about early modern London to a vast corpus of texts and documents.

Same as L93 IPH 426

Credit 3 units. A&S IQ: HUM EN: H

---

**L14 E Lit 427 American Literature: The Rise of Realism to World War I**

The maturing of American literature from the regional origins of realistic fiction just prior to the Civil War through the early naturalist novel and the beginnings of modern American poetry.

Credit 3 units. Art: HUM

---

**L14 E Lit 428 Modernism and Postmodernism**

Readings in early sources of 20th-century developments, followed by a selective survey of literary discourse from the 1920s through the 1990s in the United States. Prerequisites: junior standing and 6 units of literature or graduate standing.

Credit 3 units. Art: HUM

---

**L14 E Lit 4282 English Modernist Fiction**

The first half of the twentieth century produced some of English fiction's greatest individual achievements, linked by writers' attempts to represent, through narrative experiments, a world in which many certainties about self and society were dissolving. Attentive reading of ten novels or short story collections; study of the historical and cultural contexts to which these writers were responding. Among writers to be considered: E.M. Forster, Virginia Woolf, D.H. Lawrence, Rebecca West, Joseph Conrad, Katherine Mansfield, and Ford Madox Ford.

Credit 3 units.

---

**L14 E Lit 429 American Fiction Since 1945**

Credit 3 units. A&S IQ: HUM Art: HUM

---

**L14 E Lit 431 English Drama, Exclusive of Shakespeare, to 1642**

Studies of selected major plays against a background of change and tradition in English drama from its beginnings to the closing of the theatres.

Credit 3 units. Art: HUM

---

**L14 E Lit 4312 Early Drama**

This unit is concerned with English and European drama and spectacle from late Roman theatre onwards: primarily in England, but with comparative material from France and Italy. The chronological span of the course will end at about 1600; the working assumption is that

there is no clean break between 'medieval' and 'Renaissance' drama, but that the theatres and scripts of the late sixteenth century should be understood as developing out of, as well as departing from, earlier theatrical traditions and practices.

Credit 3 units. Art: HUM

---

**L14 E Lit 432 Topics in Renaissance Drama**

A study of Elizabethan and Jacobean theatrical culture--the plays, players, playwrights, and audiences of public theaters, private theaters, and banqueting halls. Study includes the plays of Lyly, Kyd, Marlowe, Jonson, Chapman, Ford, Beaumont, Fletcher, Marston, Middleton, Webster, and Shakespeare.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 4323 Reading in the Renaissance: Literature and Media in Early Modern England**

Examination of reading practices among original audiences for Wyatt, Sidney, Shakespeare, Donne, Jonson, Herrick, Marvell, Rochester, and Dryden and application to our understanding and experience of early modern texts.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 432A Programming for Text Analysis**

This course will introduce basic programming and text-analysis techniques to humanities students. Beginning with an introduction to programming using the Python programming language, the course will discuss the core concepts required for working with text corpora. We will cover the basics of acquiring data from the web, string manipulation, regular expressions, and the use of programming libraries for text analysis. Later in the course, students will be introduced to larger text corpora. They will learn to calculate simple corpus statistics as well as techniques such as tokenization, chunking, extraction of thematically significant words, stylometrics and authorship attribution. We will end with a brief survey of more advanced text-classification terminology and topics from natural language processing such as stemming, lemmatization, named-entity recognition, and part-of-speech tagging.

Same as L93 IPH 432

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 434 Topics in English and American Drama**

Varies from semester to semester.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 435 Childhood and Society: The Formation of Children's Literature**

An intensive examination of some of the major works that have shaped the canon and conception of children's literature in the English-speaking world. Among the authors to be studied are George Macdonald, Mark Twain, Kenneth Grahame, L. Frank Baum, Lewis Carroll, Robert Louis Stevenson, Rudyard Kipling, and others. If time permits at the end of the course, we will examine some works that appeared in the Brownies' Book, the children's publication of the NAACP that appeared in 1920 and 1921, edited by W.E.B. Du Bois and Jessie Fauset, a significant attempt to create a literature for children of color.

Credit 3 units. Art: HUM

---

**L14 E Lit 436 Craft of Fiction: Dialogue**

A literature/creative writing hybrid course, we'll concentrate on the element of dialogue in fiction. We'll focus on 20th Century novels and stories which use dialogue in radical ways or which place conversational dynamics at the center of their projects, probably including works by Don DeLillo, Henry Green, Grace Paley, and Philip

Roth. We'll consider the architecture of conversations--the evasions and hidden agendas; the art of the well-made monologue; how speech is shaped by varieties of linguistic capital; and secrets as a narrative device, extending into issues of conspiracy and paranoia. Since this will be a craft rather than a traditional literature course, we'll approach the texts as creative writers (although experience as such is not required), considering what they have to say through a primary emphasis on the means they develop to say it, and we'll put the craft into practice: assignments will include both a critical paper and a short story using radical elements of dialogue. We'll also make room for some consideration of the dynamics of actual conversations, outside of fiction, through a reading of some conversational analysts and speech-act theorists, and through some real-world experiments.

Credit 3 units. EN: H

---

**L14 E Lit 437 Literary Theory: The Subject and Subjection**

Credit 3 units.

---

**L14 E Lit 438 African-American Comedy**

Credit 3 units. Art: HUM

---

**L14 E Lit 439 Literary Theory**

Literary Theory course

Credit 3 units. A&S IQ: HUM EN: H

---

**L14 E Lit 440 Modernism**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 441 Literature of Catastrophe**

In this course we will examine the ways in which art, both literary and visual attempt to address catastrophic events.

Credit 3 units.

---

**L14 E Lit 442 Introduction to Romantic Poetry**

We will read the poetry of the major Romantics-- Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats--with attention to their biographical, historical, economic, and cultural contexts

Credit 3 units.

---

**L14 E Lit 445 Readings in American Literature**

Credit 3 units. A&S IQ: HUM EN: H

---

**L14 E Lit 4454 Irish Women Writers**

Credit 3 units. Art: HUM

---

**L14 E Lit 446 Introduction to Contemporary Poetry**

Introduction to contemporary poetry.

Credit 3 units. Art: HUM

---

**L14 E Lit 4461 American Studies and Poetry: The 20th Century**

Credit 3 units. Art: HUM

---

**L14 E Lit 447 Modern British and American Poetry**

Modern poetic forms, schools and techniques. Readings in such poets as Yeats, Eliot, Pound, Moore, Auden, Bishop, Hill.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 4471 Modern Poetry I: Modernisms**

American and British poetry before, during, and after World War I. Readings include Hardy, Yeats, Frost, Stein, Eliot, Williams, Moore, Johnson, Pound, H.D. and Stevens, as well as selections from Wordsworth, Whitman and Dickinson. First half of two-course sequence; second half optional

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 4472 Modern Poetry II: Postmodernisms**

American and British poetry from 1930 to the present. Readings include Stevens, Riding, Crane, Zukofsky, Bunting, Auden, Brooks, Olson, Bishop, Merrill, Ashbery, Hill, Ammons, Rich, Wright and Howe. Prerequisite: E Lit 4471 or permission of instructor.

Credit 3 units. Art: HUM

---

**L14 E Lit 4485 Topics in Irish Literature: Modern Irish Poetry**

Topics course in Irish literature.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L14 E Lit 449 20th-Century Irish Poetry**

Credit 3 units. Art: HUM

---

**L14 E Lit 4492 The Irish Literary Revival**

The class will study major writings by Oscar Wilde, W. B. Yeats, J. M. Synge, James Joyce, & Flann O'Brien within the contexts of the language movement, colonialism, cultural nationalism, the socialist movement and the 1913 Lockout, the Easter Rising and the War for Independence, the Civil War, the founding of the Irish Free State, the Partition, and the Irish Theocracy. Wilde's notions of the primacy of art with regard to politics and their elaboration by W. I. Thompson and Declan Kiberd will be an organizing principle in the course. The class will see two films, offer oral reports, and write papers.

Credit 3 units.

---

**L14 E Lit 449A Topics in Literature: Humanism**

In this course, we will read a broad range of literary works written by ethnic Chinese from various parts of the world. We will examine the notion of "Sinophone," primarily its implications to the challenge of cultural identity formation to those Chinese who are not traditionally identified as "Chinese" because of war, migration, immigration, colonialism, among others. We will also examine the meaning of being on the margins of geopolitical nation-states. Finally we will discuss the notions of hybridity and authenticity vis-a-vis literary representation. We will read works by ethnic Chinese writers from the United States, France, Taiwan, Hong Kong, Singapore, Malaysia, Mongolia, Tibet, and so on. This course is limited to seniors and graduate students only. All readings will be in English. Active class participation is required.

Same as L16 Comp Lit 449

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 450 American Film Genres**

By close examination of three or four specific types of film narratives, this course will explore how genre has functioned in the Hollywood mode of production. Students will gain an understanding of genre both as a critical construct as well as a form created by practical economic concerns, a means of creating extratextual communication between film artist/producers and audience/consumers. Genres for study will be chosen from the western, the gangster film, the horror movie, the musical, screwball comedy, science fiction, the family melodrama, the woman's film, and others. In addition to film showings, there will be readings in genre theory as well as genre analyses of individual films. Required screenings

Same as L53 Film 450

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

---

**L14 E Lit 4505 Interdisciplinary Topics in the Humanities**

Same as L93 IPH 450

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

**L14 E Lit 450A Interdisciplinary Topics in the Humanities**

Same as L93 IPH 450A

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 4531 American Drama**

Topics in American Drama.

Same as L15 Drama 453

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 456 English Novel of the 19th Century**

Prose fiction by such writers as Jane Austen, Dickens, Thackeray, George Eliot, the Brontës, and Hardy.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 458 The Modern Novel**

Content and craft in the varying modes of the American, British, and continental modern novel by such writers as James, Joyce, Lawrence, Faulkner, Kafka, Mann, Gide, Camus.

Credit 3 units. Art: HUM

---

**L14 E Lit 4581 Modern British Novel**

A selection of books by some of the major 20th-century figures: Henry James, Samuel Butler, Joseph Conrad, James Joyce, D. H. Lawrence, Virginia Woolf, E. M. Forster, Elizabeth Bowen, Graham Greene, Christopher Isherwood, Sybille Bedford, V. S. Naipaul, William Trevor, and Kazuo Ishiguro.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 4582 The North American Novel, 1945 to the Present**

Credit 3 units. Art: HUM

---

**L14 E Lit 4583 British Fiction after Modernism**

Course attempts to identify characteristics of British postmodern fiction: experimental novels of the 1970s and 1980s -- works by, for example, John Fowles, Alasdair Gray, and Martin Amis; the "devolution" of British fiction into its constituent Scottish and English strands in the 1980s and 1990s, as well as its simultaneous globalizing as diasporic novelists wrote from Britain about "home". Younger writers, in frequently provocative ways, address the questions of nation, place, class, and sexual identity that have dominated the post-war period.

Credit 3 units.

---

**L14 E Lit 4584 Contemporary Fiction**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 4591 The Modern European Novel**

Credit 3 units. Art: HUM

---

**L14 E Lit 4601 The Shaping of Modern Literature**

Themes and major figures associated with the shaping of the modern literary imagination, including such topics as Freudian and Jungian versions of the self, phenomenological thought, the symbolist imagination, and such masters as Hegel, Kafka, Kierkegaard, William and Henry James. Topics vary each semester; consult Course Listings.



Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 461 Topics in English Literature I**

Studies in special subjects, e.g., allegory and symbolism in the medieval period, the sonnet in English literature, English poetry and politics. Consult Course Listings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 462 Topics in English Literature II**

Variable topics, such as Travel and Colonization in the Renaissance; Renaissance Skepticism and the Literature of Doubt.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM EN: H

---

**L14 E Lit 4621 Topics in English Literature**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H UColl: ENL

---

**L14 E Lit 462A Multimedia Stein**

Same as L16 Comp Lit 462A

Credit 3 units. BU: HUM

---

**L14 E Lit 4631 Topics in English Literature and History: The 17th Century**

Variable topics, such as Writing, Politics, and Society in Revolutionary England, Life Writing and Literature in Early Modern England.

Credit 3 units. Art: HUM

---

**L14 E Lit 4653 Banned Books**

Credit 3 units. Art: HUM

---

**L14 E Lit 4655 The Pre-History of Blogging: Social Media of the Enlightenment**

This course will explore the ways in which the Enlightenment-in France, England, Germany and the US-was shaped by the emergence of new literary forms, media, and technologies of communication. Like our blogs, Facebook, and e-mail, the eighteenth-century had its new social media-newspapers and literary journals, letters that surged through the national postal systems-as well as new social institutions-salons and coffeehouses-that served as forums for public debate. We will examine these novelties in order to investigate the often ambivalent heritage of the Enlightenment: the use of media to exchange knowledge and express dissent; the use of media for surveillance and State control.

Same as L93 IPH 465

Credit 3 units. A&S IQ: HUM EN: H

---

**L14 E Lit 466 Theory and Methods in the Humanities**

Same as L93 IPH 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 4692 Shakespeare and Performance**

How were Shakespeare's plays performed in their own day--in the Globe theater, with boy actors, and with very short rehearsal times? How, for the actor, did performance work on the outdoor stage, with the Globe's wide and deep acting platform and its intimate relationship to the audience? How might one stage Shakespeare today in an outdoor environment without lighting and with minimal sets, and with the capacity to move easily from one outdoor venue to another? From what social types in Renaissance England--such as merchants, prostitutes, aristocrats, constables, beggars, and princes--did Shakespeare draw? How can evolving ideas about race, gender, and sexuality inform the way we perform Shakespeare today? Addressing these questions

and others, the course weaves together performance and literary, critical, and historical study. Topics include blank verse, performing Shakespeare's prose, playing with figures of speech, working the Globe stage, engaging an outdoor audience, acting from a written "part" rather than an entire script, performing types, exploring Shakespeare's sources as performance alternatives, making Shakespeare new--and more. Students will rehearse and perform sonnets, scenes, and monologues based on social figures from Shakespeare's England. The course assumes a willingness to perform but not specialized acting training.

Same as L15 Drama 4692

Credit 3 units. A&S IQ: HUM EN: H

---

**L14 E Lit 4693 Topics in European Literature and History**

Credit 3 units. Art: HUM

---

**L14 E Lit 470 Research Lab**

This class allows faculty members to work on their research in collaboration with undergraduate and graduate students. The content of the class (and its subtitle) will be determined by the faculty member's research project; its primary activities will involve the students in making concrete contributions to the faculty member's research. The basic idea is to create a collaborative environment akin to a lab, in which researchers of various skills pursuing various tasks contribute to a distinctive project.

Credit 3 units. Arch: HUM EN: H

---

**L14 E Lit 470A Interdisciplinary Topics: Data Signs-A Literary History of Information**

Various interdisciplinary topics are explored that may include around the humanities, social sciences and data sciences.

Same as L93 IPH 470

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 472 History of the English Language**

Concepts and methods of linguistic study: comparative, historical, and descriptive. Application of methods to selected problems in the history of English. Contrastive analysis of excerpts from Old, Middle, and later English; sounds, meanings, syntax, and styles.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 474 Frankenstein**

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L14 E Lit 478 The Craft of Fiction**

A literature/creative writing hybrid course concentrating on the element of dialogue in fiction, reading novels and stories that use dialogue in radical ways, including works by Don DeLillo, Henry Green, Zora Neale Hurston, Grace Paley, and Philip Roth.

Credit 3 units. Art: HUM

---

**L14 E Lit 479 The Art and Craft of Poetry**

An examination of poetry from its beginnings in English to the present day considering the relationship between earlier traditions and the manifestations of those traditions in contemporary poetry. Issues such as image, metaphor and the employment of it, notions of vision, the extent to which vision can spring from the intersection of art and craft. Study of prosody, reading poems which exemplify the successful use of prosodic technique, and trying our own hands at those techniques as well.

Credit 3 units. A&S IQ: HUM Art: HUM

---

**L14 E Lit 481 Selected English Writers I**

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult Course Listings.  
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 482 Selected English Writers II**

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult Course Listings.  
Credit 3 units. Art: HUM

---

**L14 E Lit 483 Selected American Writers I**

Concentrated study of one or two major American writers, e.g., Gertrude Stein and Richard Wright; Emily Dickinson. Consult Course Listings each semester for specific authors.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 484 Selected American Writers II**

Credit 3 units. Art: HUM

---

**L14 E Lit 486 The Business of Books**

Book publishing shapes our literary and intellectual landscape in defining ways, yet only with the recent rise of Publishing Studies has the theory and practice of publishing become a serious subject of attention within the academy. This course offers a broad introduction to publishing, with a practical emphasis on contemporary literary publishing. We will explore how publishing communities form in relation to aesthetics, demographics, and technologies, and will consider how ethics and business practices are defined within these communities. On the applied side, we will study editing, contracts, marketing, sales & distribution, infrastructure, and media, and students will write reader's reports, marketing plans, and a final paper analyzing a contemporary publishing project and placing its work in relation to the historical and cultural context, demonstrating how each particular publishing practice is adapted to its own cultural ecosystem. Industry professionals will visit to speak with the class by Zoom, and Professor Riker brings two decades of experience as a book publisher, author, and reviewer. Alongside these other activities, over the course of the semester students will follow the progression of a book published by the nationally acclaimed publishing house Dorothy, a Publishing Project, of which Professor Riker is the publisher.  
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L14 E Lit 493 Spenser**

Readings in the Faerie Queene and Shepherdes Calender, with attention to Spenser's deliberate fashioning of a literary career.  
Credit 3 units. Art: HUM

---

**L14 E Lit 4930 The Unmaking and Remaking of Europe: The Literature and History of the European War of 1914-1918**

The Great War of 1914-1918 is one of the most momentous events in history. We can approach its broad European import by reading its literatures comparatively. Far wider than the concerns of any one national ideology, the literature of record represents a profound crisis in the European cultural imaginary. A number of critical and interpretive issues will be in play in our readings, which will move through three major phases. We begin with the powerful immediacy of trench poetry (1914-1919), develop into the constructed narratives of the great postwar novels and memoirs (1920-1931), and then turn toward the retrospect of the 1930s, which is also the prospect on the next, now inevitable, war. The authors featured include combatant and civilian writers, names well-known and not so famous: Mann, Apollinaire, Owen, Pound, Cocteau, H.D., Woolf, Maurois, West, Celine, Joyce, Musil, Eliot, Rosenberg, Sassoon, Graves, Hardy, Trakl, Stramm, Lichtenstein,

Péguy, Barbusse, Manning, Jünger, Zweig, Brittain, and Kroner. All readings for class will be in English translation. Our secondary literature will provide approaches to specific texts and models of literary and cultural history that represent the longer-range importance of the war. Same as L16 Comp Lit 493

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L14 E Lit 494 Milton**

Major poems and prose works in relation to literary and intellectual currents of the 17th century.  
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 494C Seminar: Translating Gertrude Stein**

This course may offer a variety of topics. Semester sub-title will vary. In Fall 2008, it was offered as an in depth study of the individual through autobiographies. At other times before, it has been offered as a course on visual poetics from antiquity to the present. See department for further details.

Same as L16 Comp Lit 494

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L14 E Lit 4951 Seminar: The 19th-Century European Novel**

Seminar in Comparative Literature Studies. Topics Vary. See course listings for current semester's offering.

Same as L16 Comp Lit 495

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L14 E Lit 496 Shakespeare Adv Course**

A study of Shakespeare's career as a dramatist, with intensive work on particular plays in the light of critical traditions. Prerequisite: E Lit 395C, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: HUM

---

**L14 E Lit 4968 Digital Methods in Literary Analysis: Shakespeare by the Numbers**

This course will explore how emerging digital techniques can help us read literary texts in new ways. We will read a set of Shakespeare plays closely but also work with a large corpus of plays by Shakespeare and his contemporaries as we cover basic text-mining and visualization techniques and use simple statistical and quantitative approaches to think about questions of genre and style. We will ask how the typically "human" scale of reading that lets us respond to these texts can be captured on they massive scales at which computers can count, quantify and categorize. What nuance is lost in this translation between "close" and "distant" readings and what insights are gained?

Credit 3 units. A&S IQ: HUM EN: H

---

**L14 E Lit 4969 Shakespeare in Production**

This course will examine Shakespeare's comedies in performance. Combining scene work and production history, students will gain access to the world of the comedies from both a hands-on, theoretical and historical perspective. Prerequisites: Drama 395C or permission of instructor.

Same as L15 Drama 469

Credit 3 units. A&S IQ: HUM EN: H

---

**L14 E Lit 4976 Advanced Seminar in Literature**

This seminar is an interdisciplinary examination of how Americans represented the Civil War during and after the titanic conflict, with special attention given to the period between 1865 and 1915. The course explores how painters, novelists, photographers, sculptors, essayists, journalists, philosophers, historians, and filmmakers engaged

the problems of constructing narrative and reconstructing national and individual identity out of the physical and psychological wreckage of a war which demanded horrific sacrifice and the destruction of an enemy that could not be readily dissociated from the self.

Same as L22 History 4976

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L14 E Lit 498 The Spenser Lab**

This course involves graduate and undergraduate students in the ongoing work of the Spenser Project, an inter-institutional effort to produce a traditional print edition of the Complete Works of Edmund Spenser.

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L14 E Lit 498A Special Topics in Playwriting: Art and Activism**

Taught by guest teaching artist, Regina Taylor, playwright, director, stage/screen actor, this course will focus on how art can effect change through personal expression. The monumental cultural shift that is in motion throughout the world will be explored through the specific lens of each student's life. Students will write short pieces and one-act plays that will explore where they are at this moment in time. Works in the class may be added to Regina Taylor's black album mixtape. No playwriting experience necessary. Course open only to juniors, seniors and graduate students.

Same as L15 Drama 498

Credit 3 units. BU: HUM

---

#### **L14 E Lit 498W The Spenser Lab**

In this Writing Intensive course, the students will be given a variety of writing tasks: writing commentaries, introductions, software manuals, grant proposals, software requirements, and design documents (SRDDs).

Credit 4 units. A&S IQ: HUM, WI EN: H

---

## Children's Studies

Visit online course listings to view semester offerings for L66 ChSt.

---

#### **L66 ChSt 114 First-Year Seminar: Childhood in Greek Antiquity**

Recent social histories exploring Greek childhood have emphasized the reconstruction of the ancient child's agency. Such studies have been interested to illuminate the lived experience of children and to apprehend their voices so often silent in the sources. While such inquiry has clearly widened our understanding of ancient children's lives, the present course is designed instead to explore explicitly the representation of children as particularly rich reservoirs of cultural values. Drawing upon a range of art historical and archaeological sources and literary genres, we will examine the ways in which children were presented to mirror back social mores, thus capturing the aspirations of ancient Greek society. As figures of future potential, children continue to offer social historians one of the most striking lenses through which to explore the question of our humanity. The protean answer to this question at once reveals the proximity and vast distance that stands between our modern society and the ancient Greek one.

Same as L08 Classics 114

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L66 ChSt 178 First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change**

The goal of this course is to provide a glimpse into how youth reshape African society. Whether in North Africa with the Arab Spring, in West Africa with university strikes, or in East Africa through a linguistic full bloom, youth have been shaping social responses to societies for a long period. In this course, we will study social structures, including churches, NGOs, developmental agencies as well as learn about examples of Muslim youth movements, and the global civil society. The course will also explore how youth impact cultural movements in Africa and how they influence the world. In particular, we will examine Hip-Hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. By the end of the course, students will have enriched ideas about youth in Africa and ways to provide more realistic comparisons to their counterparts in the United States. Course is for first-year, non-transfer students only.

Same as L90 AFAS 178

Credit 3 units. A&S: FYS A&S IQ: LCD BU: IS EN: H

---

#### **L66 ChSt 219 The Infant Mind: Sophomore Seminar**

What goes on inside the mind of an infant? In this course we will explore a variety of hot topics concerning how babies experience the world around them. We will cover topics such as temperament (Do babies get mad?), language and communication (How do infants learn words and what if a baby is exposed to more than one language?), the effects of poverty on the developing brain (Does it matter?), social categories and relationships (Do babies notice differences across people?), and morality (Do babies have a sense of justice?). We will also discuss how to put child development research into practice, for example, by considering research relevant to policies concerning vaccination, early childhood education, and whether screen time is okay for babies. Students will have ample opportunity to interact with children at a local childcare center, where they can experience first-hand the research they are learning about in class. If you are curious about the developing mind, human nature, or considering a career in a field that involves children (e.g., education, medicine, public policy) this course is for you. PREREQ: Sophomore standing, and is open to students from all majors. Enrollment is restricted to 20 sophomores or permission of instructor. Same as L33 Psych 219

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

#### **L66 ChSt 251 Juvenile Justice in the Black Experience**

This course examines the sociolegal past, present, and future of American juvenile justice, with a focus on the Black American experience. The course is organized in three parts. Part I surveys the late 19th- and early 20th-century development of the "parental state," including its institutional centerpiece (the juvenile court), its principle legal subjects ("dependents" and "delinquents"), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond as well as practical strategies for achieving equal protection within and beyond the law. For AFAS majors, this course counts as Area Requirement 2.

Same as L90 AFAS 251

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L66 ChSt 299 Internship in Children's Studies**

This course offers up to three hours of academic credit (on a pass/fail basis) for an unpaid internship with an outside organization in some area of Children's Studies. Enrollment is restricted to Children's Studies minors and will require completion of a final written project as well as coordination with a site supervisor. For more information, please contact Dr. Wendy Anderson at andersonwl@wustl.edu or 314-935-9523.

Credit variable, maximum 3 units.

---

**L66 ChSt 300 Interdisciplinary Introduction to Children's Studies**

What is childhood? Is it supposed to be happy? And what can children's books, toys, and memoirs tell us about the experience of childhood in a certain time and place? This course is designed to introduce students to the field of children's studies, including readings in the history and literature of global childhood, excerpts from children's films and TV, visits from Wash U. faculty studying children across various disciplines, and real or virtual field trips to a children's museum and a juvenile detention facility. The course is intended to give students a richly detailed picture of how children and childhood are dealt with as subjects throughout the curriculum and the impact these approaches have had on how the greater society thinks about children. Freshmen are welcome to enroll. This course fulfills the Social Contrasts requirement in Arts & Sciences.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L66 ChSt 3005 Children's Picture Books: Culture and Content**

Even in our world of apps and e-readers, paging through a picture book remains a beloved pastime for children. What has allowed the picture book to persist as a cultural object for over 300 years and what can it teach us about childhood? In this course, we will examine the history of the picture book, from the earliest illustrated educational texts to John Newbery's groundbreaking delights to the socially conscious picture books of the 21st century. We will use the picture book to trace important social and educational movements given its use as a tool to impart cultural values and knowledge. We will also examine important moments in picture book publishing history, most notably, the post-war Little Golden Books phenomenon. Authors and illustrators of study will include Randolph Caldecott, Beatrix Potter, Maurice Sendak, Ezra Jack Keats, Bruno Munari, Jerry Pinkney, Eric Carle, Tana Hoban, Leo and Diane Dillon, and Christian Robinson. Students will engage critically with both text and image, delving into the way images communicate meaning. The course will also contemplate important contemporary issues, most notably, race and representation in picture books and the rise of picture book bans. This course is well-suited for students interested in illustration, education, publishing, and cultural studies, and is appropriate for students pursuing the children's studies minor.

Credit 3 units. A&S IQ: HUM EN: H

---

**L66 ChSt 301C The American School**

In this course we analyze the development of American schooling within the context of American social history. Our focus is on three general themes: the differing conceptions of schooling held by some American political, social, and cultural thinkers; the changing relationships among schools and other educational institutions such as the church and the family; and the policy issues and arguments that have shaped the development of schooling in America. We spend considerable time studying the history of schooling in relation to the enduring challenges and dilemmas of marginalized groups including but not limited to systemic racial inequalities, access to schooling and inequitable schooling experiences. Undergraduate students must enroll in Educ. 301C, while graduate students must enroll in Educ. 5001.

Same as L12 Educ 301C

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

**L66 ChSt 303 Gender and Education**

An examination of educational experiences, practices, and institutions across multiple levels (PK-university) using gender as a critical lens. Key topics include common beliefs, practices, and expectations related to gender in educational spaces, as well as the intersections between gender and other identities that may influence educational experiences and outcomes. Readings are drawn from multiple disciplines, including sociology, history, psychology, and philosophy. Students should be prepared to analyze their own gendered educational experiences in the context of the scholarship explored in the course, while also listening respectfully and reflecting on the experiences shared by classmates. Enrollment Note: Undergraduate students must enroll in Educ. 303, and graduate students must enroll in Educ. 5003.

Same as L12 Educ 303

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L66 ChSt 304 Educational Psychology**

This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters. Enrollment Note: Undergraduate students must enroll in Educ. 304. Graduate students must obtain approval of instructor and their advisor before enrolling in Educ. 5004.

Same as L12 Educ 304

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L66 ChSt 313B Education, Childhood, Adolescence and Society**

This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical, sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the "safety nets" that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process. Undergraduates must enroll in Educ. 313B, while graduate students must enroll in 513B.

Same as L12 Educ 313B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L66 ChSt 3140 Sociolinguistics, Literacies, Schools, and Communities**

Literacy learning and development within a thriving community require attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English language learners and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and that acknowledges the influences of social institutions

and conditions. We will incorporate strategies for individual student needs based on students' backgrounds and prior experiences to deliver differentiated instruction and to teach students to set learning goals. Offered in fall semester only. Undergraduate students must enroll in Educ. 314, while graduate students must enroll in Educ. 5114. Same as L12 Educ 314  
Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

---

**L66 ChSt 316W Topics in American Literature: Girls' Fiction**

Topic varies. Writing intensive.  
Same as L14 E Lit 316W  
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H  
UColl: ENL

---

**L66 ChSt 318 Topics in American Literature**

Same as L14 E Lit 318  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L66 ChSt 321 Developmental Psychology**

This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. PREREQ: Psych 100B.  
Same as L33 Psych 321  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L66 ChSt 3221 Girls' Media and Popular Culture**

This course will analyze girls as cultural consumers, mediated representations, cultural producers, and subjects of social anxiety. Readings will cover a range of media that have historically been associated with girlhood, including not only film, television, and digital media but also dolls, magazines, literature, and music. We will explore what role these media texts and technologies have had in the socialization of girls, the construction of their gendered identities, and the attempts at regulation of their behavior, sexuality, and appearance. Although the course will focus on girlhood media since the 1940s, we will consider how constructions of girlhood identity have changed over time and interrogate how girlhood identity intersects with race, sexuality, and class. The course will examine important debates and tensions arising in relation to girls' media. We will evaluate concerns and moral panics about girls and their relationship to or perceived overinvestment in media and compare and contrast this with accounts of girls as active media consumers and producers. We will critically analyze how girls have been understood to negotiate agency in relation to commercialized culture -- how they have been represented as wielders of "girl power," as passive or active consumers, as fans, and as media producers themselves. We will also analyze attempts to intervene in girls' media and popular culture and consider how these interventions have attempted to empower, inspire, or regulate girls or how they have worked to reinforce or challenge gendered understandings of childhood.  
Same as L77 WGSS 3221  
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L66 ChSt 325 Psychology of Adolescence**

This course concentrates on brain, cognitive, and social development during adolescence. This period of development is marked by transition and change. Special topics will include the vulnerability of the adolescent brain and the development of sexual orientation. Prerequisite: Psych 100B.  
Same as L33 Psych 325  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L66 ChSt 3254 African Americans and Children's Literature**

This course explores two distinct themes: how African descended people have been depicted in American and British children's literature and how African Americans have established a tradition in writing for children and young adults. It will also examine two related questions: How has African American childhood been constructed in children's literature and how have African American writers constructed childhood in children's literature? We will look at such classic white writers for children like Helen Bannerman, Annie Fellows Johnston, and Mark Twain as well as efforts by blacks like the Brownies Book, published by the NAACP, and children's works by black writers including Langston Hughes, Ann Petry, Shirley Graham Du Bois, Arna Bontemps, Virginia Hamilton, Walter Dean Myers, Mildred Taylor, Floyd and Patrick McKissack, Julius Lester, Rosa Guy, Sharon Bell Mathis, bell hooks, and others. For AFAS majors, this course counts as Area Requirement 1. Same as L90 AFAS 3254  
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L66 ChSt 3270 Comics, Graphic Novels, and Sequential Art**

This course traces the evolution of comics in the America from the "comic cuts" of the newspapers, through the development of the daily and Sunday strips, into the comic book format, and the emergence of literary graphic novels. While not a uniquely American medium, comics have a specifically American context that intersects with issues of race, class, gender, nationalism, popular culture, consumerism, and American identity. Comics have repeatedly been a site of struggle in American culture; examining these struggles illuminates the way Americans have constructed and expressed their view of themselves. The way comics have developed as a medium and art form in this country has specific characteristics that can be studied profitably through the lens of American Culture Studies.  
Same as L98 AMCS 3270  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L66 ChSt 331 Topics in Holocaust Studies: Children in the Shadow of the Swastika**

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period--the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children--both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children - an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. OPEN TO FRESHMEN. STUDENTS MUST ENROLL IN BOTH MAIN SECTION AND A DISCUSSION SECTION.  
Same as L21 German 331  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L66 ChSt 334 A History of the Golden Age of Children's Literature**

A survey of Golden Age texts for children from Lewis Carroll's "Alice in Wonderland" to W.E.B. Du Bois's "Brownies' Book," British and American, 1865-1925. Fiction, drama, poetry. In this course we will examine a remarkable period in the history of children's literature, covering a broad range of genres, from domestic fiction to fantasy

literature to stories of adventure. The settings include the British nursery, the American small town, the jungles of India, a deserted island, and a rabbit hole. The depictions of and assumptions about children that emerge from these disparate texts will guide our investigation of the period's concept of childhood and its relation to categories of identity and nation. Authors will include Alcott, Du Bois, Barrie, Baum, Burnett, Carroll, Mukerji, Nesbit, Stevenson, Sui Sin Far, and Twain.

Same as L14 E Lit 334

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L66 ChSt 336 The Cultural History of the American Teenager**

This course will explore the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past fifty years? We will begin with J.D. Salinger's classic novel of adolescence alienation, *The Catcher in the Rye*, a book that in many ways helped initiate the rise of the youth movement in the 1950s and 60s. From there, we will read a series of novels and historical studies that will trace the changes in teen culture that have occurred over the past half century. Our class will also consider a few films, such as *Rebel Without a Cause* and *Dazed and Confused*, which have helped shape our conception of the American teenager. Ultimately, we will question what these depictions of teen culture can tell us about larger trends and concerns in American life. Readings will include Judy Blume's *Forever*, Stephanie Meyer's *Twilight*, and Colson Whitehead's *Sag Harbor*.

Credit 3 units.

---

#### **L66 ChSt 341 Children and Childhood in World Religions**

This course will investigate the roles children play in some of the world's major religious traditions and how those traditions construct their concepts of childhood. From child disciples to child martyrs, from the miraculous childhoods of religious founders to the rites marking childhood's end, and from divine commandments involving fertility to those mandating celibacy, we will explore a wide range of different religions' teachings about children and childhood. We will combine primary and secondary sources including written texts, movies/video, and web-based content in order to learn more about the complex relationships between children and the religious traditions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

#### **L66 ChSt 342 Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World**

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

#### **L66 ChSt 344 Children's Television**

How does contemporary television imagine children? How does the industry speak to them, with what aims, and using what types of representational strategies and modes of address? In turn, how do young people respond, both as viewers and, with the advent and increasing accessibility of new technologies, as media producers? This seminar will address these and other related questions while introducing students to the study of children's television in cultural and critical media studies. Throughout, we will address the theoretical question suggested by the course's title, a reference to the work of literary scholar Jacqueline Rose: is children's television possible?

Same as L53 Film 344

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L66 ChSt 354 No Boys Allowed: Girlhood and Programming for Girls in the 19th and 20th Centuries, United States**

This course takes an intersectional feminist approach to studying girlhood in 19th and 20th Century United States using fictional accounts of girlhood, conduct books for girls, the history of girls' education, psychological theories of girlhood, girls' toys, and the development of extracurricular programming for girls. Each topic will allow us to study the way stereotypical girlhood of a particular historical moment serves a political purpose in articulating American identity. At the end of the course students will understand how the concept of girlhood is socially constructed, which means that understanding historical context is a core component of the course. The title of the course is a play on words because in the 19th century and the first half of the 20th century, most schools and boys' clubs excluded girls. All are welcome to enroll in the course. L77 100B Introduction to Women, Gender, and Sexuality Studies recommended, but not required.

Same as L77 WGSS 354

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L66 ChSt 3620 Anthropological Perspectives on the Fetus**

Where do we come from? How do we get here? When does "life" begin? Is the fetus a "person", or something else? How could we decide? This course will integrate biological, medical, philosophical, and cross-cultural perspectives to examine how various societies (including our own) understand the nature of the human fetus. The course will examine basic human embryology, beliefs about conception and fetal development, ideas about the moral status of the fetus, controversies surrounding pre-natal care and ante-natal diagnostic testing (including sex-selection and genetic screening tests), current controversies about fetal medicine and surgery, and the problem of abortion in cross-cultural perspective.

Same as L48 Anthro 3620

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L66 ChSt 381 Banned Books**

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's "Essays"; today, schoolboards in the United States regularly call for the removal of "Huckleberry Finn" and "The Catcher in the Rye" from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, socio-political or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.

Same as L14 E Lit 381

Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

---

**L66 ChSt 385 Topics in Comparative Literature: Narratives of Childhood**

Topics in comparative literature. Subject matter will vary from semester to semester.

Same as L16 Comp Lit 385

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L66 ChSt 400 Independent Work in Children's Studies**

This course provides credit for Children's Studies Minors who undertake a program of independent reading and/or research under the supervision of a faculty mentor on some subtopic within Children's Studies for which there is no regular course available. Please contact the Academic Coordinator for more information.

Credit variable, maximum 3 units.

---

**L66 ChSt 4036 Children of Immigrants: Identity and Acculturation**

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants. Attendance on the first day of class is mandatory to reserve class enrollment.

Same as L97 GS 4036

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L66 ChSt 408 Education and Psychology of Exceptional Children**

Learning, psychological, cognitive and social characteristics of exceptional children and youth from gifted to those with disabilities. Study child and adolescent developmental stages and the application to educational settings through data-based decision making using assessment and student data in a critical thinking, problem solving team approach. Current practices of educational strategies, interventions, and modifications to differentiate instruction for individual learning needs are emphasized. Plan lessons and activities that address student's prior experiences, multiple intelligences, strengths, and needs to positively impact learning. Learn specific strategies for classroom management, consultation and collaboration with families, colleagues, and administrators to meet individual needs within a culturally and demographically diverse classroom. Influences of legislation, criteria used to identify children, and awareness of supportive services are explored. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Teacher/Deaf Education majors, prospective Teacher Education majors, and majors/minors in Educational Studies. Undergraduate students must enroll in Educ. 408 and graduate students must enroll in Educ. 6008.

Same as L12 Educ 408

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L66 ChSt 4280 History of Urban Schooling in the United States**

More than ever, schooling in urban areas is researched, and it is at the center of debates for improving U.S. schooling. This course, which is framed by contemporary issues, focuses on the history of urban schooling and policy to deepen our understanding of the contemporary landscape. We will focus on particular cities and their school districts; these may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, and Atlanta. In this course, students will

develop a strong contextual understanding of the conditions of urban schooling; the history of urban school reform; and the debates over the purposes of urban schools, past and present. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Same as L12 Educ 4280

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L66 ChSt 4289 Neighborhoods, Schools, and Social Inequality**

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 4289 and graduate students must enroll in Educ. 5289

Same as L12 Educ 4289

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L66 ChSt 453B Sociology of Education**

There are few institutions that nearly all Americans pass through, and schools are one of them; around fifty million students are enrolled in preK-12 schooling in the United States. As such, schools are an institution deserving of rigorous scrutiny and careful interrogation. But in studying K-12 schools, we are in fact attending to a multitude of things - competing visions of and purposes for schools, and disparate experiences of accessing and navigating education that are widely divergent along axes of inequality. In this course, which will be conducted as a discussion-based seminar, we will engage with texts examining the enterprise of education from varied vantage points, but always through a sociological lens. We'll discuss the varied purposes theorists and practitioners envision for schools, and the extent to which schools live up to those ideals. We'll talk at length about how schools are a microcosm of many of the inequalities we see in the broader society, looking at issues of race, class, gender, and place. By taking a sociological lens to studying education, we'll learn a language and facility for rooting discussion of issues in education in theoretical grounding and empirical evidence. In so doing, students will develop the capacity to more critically assess scholarly research and public discourses on education, as well as their own experiences. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 453B and graduate students must enroll in Educ. 5530

Same as L12 Educ 453B

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

---

**L66 ChSt 4607 Education of Black Children and Youth**

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Same as L12 Educ 4607

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

### L66 ChSt 4608 The Education of Black Children and Youth in the United States

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education -- as essential aspects of American and African-American culture and life -- will be placed in the foreground of course inquiries. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Same as L12 Educ 4608

Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM EN: H

---

### L66 ChSt 461B Construction and Experience of Black Adolescence

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology, and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality, and education.

Same as L90 AFAS 461B

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC

---

### L66 ChSt 481W History of Education in the United States

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students will be enrolled onto the waitlist. Because this is a writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given to students who are majoring/ minoring in Educational Studies, Teacher Education, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment. Undergraduate students must enroll in Educ. 481W, and graduate students must enroll in Educ. 5810.

Same as L12 Educ 481W

Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: BA, HUM EN: H

---

### L66 ChSt 499 Senior Seminar in Children's Studies

The WU Children's Studies Minor brings together a range of disciplinary and methodological approaches to the study of children and childhood. In this one-credit seminar, meeting for five three-hour evening sessions, junior and senior Children's Studies minors will discuss a series of interdisciplinary readings about the past and future of Children's Studies as a field, reflect on their own pasts and futures in the Children's Studies Minor, and create and present portfolios of their minor experience. This course is a capstone experience for the minor in Children's Studies. Prerequisite: junior or senior standing and a minor in Children's Studies.

Credit 1 unit. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

## Writing

Visit online course listings to view semester offerings for L13 Writing.

---

### L13 Writing 103 College Writing: Writing, Literature, and Justice

This course seeks to develop the advanced reading, writing, and research skills that students need in a university setting. It uses classical texts of the western tradition to investigate the question of justice and to develop arguable claims through the careful analysis of evidence. The act of crafting arguments, we will assume, is implicated in the question of justice because arguments depend on an ethics of persuasion. We will learn how to practice such an ethics as we improve our ability to understand and utilize four crucial aspects of academic writing: evidence, analysis, argument, and research. Mastering these aspects will make us proficient in the difficult art of judgment. It will allow us to make sense of some of the most powerful literary statements about justice, from Sophocles to Shakespeare to Toni Morrison. Note: THIS COURSE SATISFIES THE FIRST-YEAR WRITING REQUIREMENT FOR ALL DIVISIONS.

Same as L59 CWP 115

Credit 3 units.

---

### L13 Writing 104 Writing Identity

Who are you? This simple question becomes ever more complicated the more closely you examine it. How should you define yourself? By ancestry, hometown, gender, cultural allegiance, ethnic background, nationality, sexual preference, social class, personal history, fashion sense, career aspirations, taste in music, or by some other category? This course will examine the complexities of identity as they have been expressed in a wide variety of modern literary (and some philosophical) writings in order to develop the advanced reading, writing, and research skills that students need in a university setting. This course will satisfy the Writing 1 requirement.

Credit 3 units.

---

### L13 Writing 203 The Sentence in English

Though formal knowledge of English grammar is not always necessary for effective writing, learning it can help students understand how sentences are put together, and it can allow them to develop their own writing using a new set of skills. The Reed-Kellogg system of diagramming is a method of learning grammar by creating "pictures," or maps, of sentences. These pictures show the logical relations between words, phrases, and clauses, and they illustrate the choices writers are making as they craft individual sentences. Using a recent textbook by Eugene Moutoux, we will learn to diagram sentences both famous and ordinary, both contemporary and of historical interest. Our aims will be (1) to learn both the "rules" and the peculiarities of English grammar, (2) to understand how the structure of a sentence can influence its meaning, and (3) to use this knowledge productively in crafting and revising our own prose. By the end of the course, students should be able to diagram just about any sentence in English, whatever the genre or time period, including their own. Extensive practice in writing and revising sentences will give students a consciousness of how grammar and syntax influence the meaning and effectiveness of their own writing.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L13 Writing 205 Writing the Visual World

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H



---

**L13 Writing 211 Writing 2**

This course invites students to pursue a writing project that centers on their own intellectual interests and that complicates their approaches to researched, creative, and analytical work. See section description for details about specific class emphases. Limit: 12 students. PREREQ: Writing 1 (L13 100).

Credit 3 units. A&S IQ: HUM EN: H

---

**L13 Writing 212 Rhetoric and Power**

The study of rhetoric, one of the original seven Liberal Arts, is perhaps more relevant today, in a world where diverse opinions reverberate 24/7 from television and the internet, than in ancient times when rhetors invented arguments to help people choose the best course of action when they disagreed about important political, religious, or social issues. How do we make our voices heard? How can we invent and present compelling written discourse. This course will introduce students to common rhetorical principles and to the disciplinary history of rhetoric and compositional studies. Assignments in this class include rhetorical exercise in invention and craft, imitations, and varied compositions, ranging from the personal to critical, from the biographical to argumentative. We will examine rhetorical principles (audience, context, kairos, exigency, ethos, pathos, logos, and so forth) that are employed, for example, not only in literary analysis but in law, politics, education, and science. We will aim for a mastery of craft and a refinement of thought.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 213 The Long Essay**

This course is designed for skilled writers who want to bring more complexity and depth to their style and content. Emphasis is on the innovation that can occur when we give sustained interest to our subjects in a long work. The class is particularly well-suited to students who wish to produce extended works of creative nonfiction, honors theses, or artist statements.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L13 Writing 220 Creative Nonfiction Writing 1**

A course designed to introduce students to the fundamental craft elements involved in writing creative nonfiction. While the course will cover the major forms within the genre of creative nonfiction, including literary journalism, biography, profiles, nature writing and travel writing, special emphasis will be given to personal essay and memoir. PREREQ: Writing 1.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 221 Fiction Writing 1**

A course designed to introduce students to the fundamental craft elements involved in writing fiction. PREREQ: Writing 1. 3 units.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 222 Poetry Writing 1**

A course designed to introduce students to the fundamental craft elements involved in writing poetry. PREREQ: Writing 1. 3 units.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 224 Playwriting**

An introductory course in playwriting. Limited to 8 students. Prerequisite: Writing 1 and permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 298 Journalism: Communications Internship**

For students undertaking projects in newspaper or magazine journalism, in radio or television, or in business, government, foundations, and the arts. The student must secure permission of the Chair of the Undergraduate Committee, file a description of his or her project with the Department and, at the end of the semester, submit a significant portfolio of writing together with an evaluation by the internship supervisor. Up to three units acceptable toward the Writing Minor, but cannot be counted toward the English Major or Literature Minor. Prereq: Writing 1. Must be taken Credit/No Credit.

Credit variable, maximum 3 units.

---

**L13 Writing 300I Independent Study**

This independent study in creative writing is for students who have taken the 200-level introductory course in the genre they want to focus on with the instructor. The whole syllabus should be directed toward developing the student's higher-level skills, among them the capacity to reflect on craft methods. It is strongly recommended that two to four multiple-page written assignments be assigned over the course of the semester.

Credit 3 units.

---

**L13 Writing 305 Modern Humor Writing**

This course will analyze and put into practice what makes good humor writing both good and humorous, from subject matter to the mechanics of setting up a punchline, from crafting an unexpected metaphor to perfecting the reversal.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 306W The Long Essay: Researched Writing**

Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

---

**L13 Writing 307 Writing and Medicine**

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 309 Writing the Natural World**

For students interested in the environment and natural sciences. This course brings together essays from a wide range of communities including biology, physics, medicine, environmental studies, creative writing and more. Readings and assignments are intended to enhance students' understanding of the relationship between writing and their experience/knowledge of the natural world. Major assignments allow students to follow, explore, and write about their own unique interest in a related subject, and include a personal essay, an expository essay, and a researched argumentative essay, as well as peer review workshops, oral presentations, and revision. Students will record and explore their own experiences of nature in short creative assignments that prepare them for the major papers. Prerequisites: Writing 1 and junior standing.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 310 Guided Research in Composition: Theory and Pedagogy of One-to-One Writing Instruction**

This course teaches theoretical and practical approaches to the tutoring of writing, specifically focusing on tutoring writing within the context of undergraduate courses. Students will learn collaborative methods of tutoring writing, explore different approaches to writing comments on student work in various content areas, and examine the connections between writing and thinking. Students in this course will analyze their own writing processes and learn how to help others through the writing and revision process. Readings and

discussions will focus on writing theory and pedagogy, and students will practice one-to-one methods in mock conferences and with sample essays. Assignments: two short essays, a longer research paper and presentation, and a journal.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L13 Writing 311 Exposition

This advanced writing course considers style in relationship to audience and purpose, asking the writer to engage more consciously with writing conventions, and to explore strategies appropriate to various writing situations. PREREQS: Writing 1 (L13 100) and junior standing. A note for students and advisors: when registering refer to WebStac for updated information on section times and available seats.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### L13 Writing 3111 Exposition (Visual)

This advanced writing course emphasizes writing and visual analysis, asking students to examine important forms of visual media to develop a sophisticated sense of the strategies, techniques, and the rhetoric of visual representation. PREREQ: Writing 1 (L13 100) and junior standing. Credit 3 units.

---

### L13 Writing 3112 Exposition: Writing and Medicine

For students who have a particular interest in health, illness, and medical care. Exposition is a course that considers style in relationship to audience and purpose, asking the writer to engage more consciously with writing conventions, and to explore strategies appropriate to various writing situations, from the more experimental and performative to the more formal and scholarly. The course will involve frequent practice in analyzing and critiquing, with special attention to techniques of organization, argument, and emphasis. Students in this special section of Exposition will read essays, journalism, and personal narratives about the experience of physicians and patients in the modern health care system. Students will use expository writing to think critically and personally about their own experiences with illness and disease. Pre-medical students might use this opportunity to write and think about the anticipated rewards and challenges of the profession they hope to join.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### L13 Writing 312 Argumentation

This upper-level writing course considers the strategies of argumentation emphasizing audience awareness, reflective thinking and strategic presentation. We will explore elements of argument such as enthymeme, the three appeals, claim types, and fallacies. Students will learn to evaluate a wide range of arguments (including their own), considering the rhetorical strategies that make for effective argumentative performance in a given situation. The course will involve regular practice in both written and oral argument. Prereq: Writing 1 (L13 100) and junior standing. A note for students and advisors: when registering refer to WebStac for updated information on section times and available seats.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### L13 Writing 313 Topics in Composition

Topics intended to increase the range and skill of writers who have already attained satisfactory competence. Typical subjects include applications of classical and modern rhetoric, writing problems in a variety of professional fields, differences between essay and research writing. Prerequisites: College Writing and junior standing.

Credit 3 units. A&S IQ: HUM, WI BU: HUM

---

### L13 Writing 313A Topics in Composition

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L13 Writing 314 Topics in Composition

An advanced writing course focusing on selected topics related to writing. Topics to be chosen by department/instructor. See section description for details about specific class emphases. (Note: In some cases, this course may be cross-listed with other programs/departments and may satisfy the writing-intensive requirement.) PREREQ: Writing 1 (L13 100) and junior standing.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

---

### L13 Writing 320 Creative Nonfiction Writing 2

This course is aimed at undergraduates who have taken Non-Fiction Writing 1 and wish to pursue both their development as writers and the study of craft in the context of a more rigorous workshop. PREREQ: Writing 1, Non-Fiction Writing 1.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L13 Writing 3208 Imaginative Fiction: Science Fiction and Fantasy

Credit 3 units. A&S IQ: HUM EN: H

---

### L13 Writing 321 Fiction Writing 2

This course is aimed at undergraduates who have taken Fiction Writing 1 and wish to pursue both their development as writers and the study of craft in the context of a more rigorous workshop. PREREQ: Writing 1, Fiction Writing 1. 3 units.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L13 Writing 321J Mellon Undergraduate Fellows Seminar

Credit 1.5 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

---

### L13 Writing 321S Mellon Undergraduate Fellows Seminar

Credit 1.5 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

---

### L13 Writing 321W Mellon Undergraduate Fellows Seminar

Credit 3 units. A&S IQ: HUM, WI EN: H

---

### L13 Writing 322 Poetry Writing 2

This course is aimed at undergraduates who have taken Poetry Writing 1 and wish to pursue both their development as poets and the study of craft in the context of a more rigorous workshop. PREREQ: Writing 1, Poetry Writing 1. 3 units.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L13 Writing 322W Kling Undergraduate Honors Fellowship Seminar

Credit 3 units. A&S IQ: HUM, WI EN: H

---

### L13 Writing 323 Fiction Writing: The Short-Short, Sudden Fiction, and Microfiction

This course is aimed at undergraduates who have taken Fiction Writing 1 or Poetry Writing 1 and wish to further explore the craft of fiction through the medium of the short-short story-a story. The course will focus on reading, writing, and thinking critically about short-shorts.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L13 Writing 324 Fiction Writing: Coming of Age in the Short Story

A fiction writing course that explores coming of age themes.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L13 Writing 325 Poetry Writing: The Poetry of Travel**

This course is offered for students who have taken Poetry 1 and are interested in further developing their craft.

Credit 3 units. A&S IQ: HUM EN: H

---

**L13 Writing 326 Fiction Writing: Stories in the Suburbs**

In the fifties, the suburbs were still somewhat of a novelty in American culture—most people still lived in cities and small towns, or on the farm. Back then, Levitowns and the like were embraced with either gee-whiz optimism, or seen as sinister dystopias where youth, ideals, and romance went to fester and die. But now that the American mainstream is stucco McMansions, strip malls, and big box stores; now that the suburbs have become more ethnically diverse; now that literature is being generated from these places instead of just about them, how have stories set in the 'burbs changed? We'll read short stories written from the fifties until the present day exploring this particular setting, and, through a series of exercises, workshops, and our own short fiction, we'll explore the milieu as writers (whether we happen to be from the suburbs or not), always on the lookout for the unexpected in these familiar places.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L13 Writing 327 Creative Nonfiction: Personal Essay and Memoir**

This is an intermediate course in writing creative nonfiction, with a concentration on personal essay and memoir. PREREQ: Creative Nonfiction Writing 1.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 330 Fiction Writing: Fiction and Obsession**

Desire is at the heart of fiction, from the forces that drive the decisions characters make to the ways stories work on us as readers.

Credit 3 units. A&S IQ: HUM EN: H

---

**L13 Writing 331 Fiction Writing: Historical Fiction**

A literature/creative writing hybrid course, students will read a number of contemporary historical fictions and then write one of their own. We'll consider the ways in which these fictions inhabit, depart from, and reflect upon the historiography and history they're built from—upon the indeterminacy of the historical record, and the limits of its reach—but we'll also discuss fiction's responsibility to historical "facts" and documents, and the relevance of fictions among non-fictions in approaching an event or figure. PREREQ: Writing 1, Fiction 1

Credit 3 units. A&S IQ: HUM EN: H

---

**L13 Writing 333 Copyediting**

This course fulfills one of the requirements of the Publishing track in the English major, but all students who wish to improve their skills in editing and revision are welcome. We will begin with definitions of editing in the publishing world, but move quickly to focus on the practice of editing for grammar, syntax, and mechanics. While learning the conventions for edited prose suggested by the Chicago Manual of Style, we will note how arbitrary those conventions are by looking at other systems (e.g., MLA, APA, AMA) next to Chicago's. Two exams will assess what students have learned about editorial practice, including citation of source, as well as grammar, syntax, and style. Three written projects will ask students to do their most careful work in editing, analysis, and revision. The final project, with presentation, will ask students to learn about fact checking. Active participation in discussions of this often controversial material will be expected.

Credit 3 units. A&S IQ: HUM EN: H

---

**L13 Writing 351 Introduction to Playwriting**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 352 Introduction to Screenwriting**

Writers will explore the various elements, structures and styles used in crafting a motion picture screenplay. They will experience this process as they conceive, develop and execute the first act of a feature-length script. Writers will create a screenplay story, present an outline for class discussion and analysis, then craft Act One. Writers will be encouraged to consult with the instructor at various stages: concept, outline, character and scene development, and dialogue execution. While the students fashion their screenwriting independently, the class will also explore the general elements of THEME, GENRE, and VOICE. A more specific examination of mechanics, the nuts and bolts of story construction, plotting, pacing, etc. will follow to support the ongoing writing process. In-class exercises will aid the writer in sharpening skills and discovering new approaches to form and content. Writers' work will be shared and discussed regularly in class. Screening of film scenes and sequences will provide students with concrete examples of how dramatic screenwriting evolves once it leaves the writer's hands. Same as L53 Film 352

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 360 The Art of Publishing**

This course introduces students to the art and craft of book publishing through a practical emphasis on types of writing and thinking that are specific to publishing, and by creative engagement with the variety of forms books now take in our culture. As part of our study, we will follow two different books through the publication process, studying the different roles (editor, designers, marketer, publicist) that contributed to their creation and their published life. We will have frequent class Zoom visits by book professionals who worked on the books we are studying, as well as writing assignments (such as reader's reports, jacket copy, and book reviews) that put you in the position of working on these titles yourself. And we will have creative assignments in which you apply what you've learned to hypothetical publishing projects of your own. NOTE: This course is one of three required courses for students enrolled in the Publishing Concentration.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L13 Writing 372 Music Journalism**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 373 Cultural Journalism**

In the Internet Age, journalism has migrated from traditional, or "legacy" institutions (book publishers, film & television production companies, newspapers) to digital versions of the same thing, however the craft remains tied to its legacy models. The migration online has endangered certain ecologies of journalistic practice - in particular, arts journalism, especially criticism, the long form investigative essay, and foreign reporting. The first two of these three fit under what I describe as cultural journalism, and our purpose in this class is to practice what have been Cultural Journalism's forms, at the same time as we inquire into the modes and genres that are its future.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L13 Writing 375 Political Writing**

Defined most simply, politics is that which pertains to the "affairs of the polis," one's community. In its real-life context, writing always interacts with a community in some way, engaging a defined audience to produce an intended effect. In this sense, writing always touches the affairs of a polis, and thus, writing is inherently political, regardless of whether the writer considers this during composition. In this class, we will focus on explicitly political writing by writers who are not politicians, that is to say, sanctioned experts in the affairs of the polis. Foregoing public policy memoranda and economic analyses, we will look at how journalists, grassroots organizers, and creative writers have consciously written to intervene in the affairs of their communities

despite their outsider status. Using techniques of rhetorical analysis and logical structure, we will examine how these writers crafted works that inspire and move audiences through the conventions of several genres: essay, polemic, journalism, and satire.  
Credit 3 units. A&S IQ: HUM, SD, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### L13 Writing 400I Independent Study

This independent study in creative writing is envisioned as more specialized than a 300-level course, with students intensively investigating a particular topic, theme, craft element, genre, and so on. Students should, along with the instructor, create an intensive reading list in the area of focus and complete a substantial creative project during the semester.  
Credit 3 units. BU: SCI

---

### L13 Writing 401 Writing for Children and Young Adults

In this course we will examine various genres of writing for young people: poetry, fiction, and non-fiction.  
Credit 3 units.

---

### L13 Writing 403 Dramaturgy Workshop

A laboratory course that investigates dramaturgy from four vantage points: New Play Dramaturgy, Institutional Dramaturgy, Dramaturgy of Classics, and Dramaturgical Approaches to Nontraditional and Devised Theater. This is a "hands-on" course where student dramaturgs will not only pursue the study of dramaturgy, but will work actively and collaboratively with playwrights, actors and each other.  
Same as L15 Drama 403  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

---

### L13 Writing 405 Rhetorical Theory: Problems and Methods

Credit 3 units. A&S IQ: HUM BU: HUM

---

### L13 Writing 4131 Topics in Composition

Composition topics course -- offerings will vary from semester to semester.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L13 Writing 417 Prose Style in English: History and Craft

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L13 Writing 420 Advanced Nonfiction

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L13 Writing 421 Advanced Fiction Writing

For qualified students who wish to continue their creative writing and reading through immersion in an intensive fiction workshop. Students wishing to enroll must not only register but also submit a 15 page (double-spaced) fiction sample. The sample must include a cover page with: your name, the semester you took Fiction Writing 2, and the name of the Fiction Writing 2 instructor. Submit samples to the English Dept. mailbox of the L13 421 instructor no later than April 20th. No one is officially enrolled in this class until contacted by the instructor. PREREQ: Writing 1, Fiction Writing 1, Fiction Writing 2.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L13 Writing 422 Advanced Poetry Writing

For qualified students who wish to continue their creative writing and reading through immersion in an intensive poetry workshop. Students wishing to enroll must not only register but also submit 8 poems. The sample must include a cover page with: your name, the semester you took Poetry Writing 2, and the name of the Poetry Writing 2 instructor.

Submit samples to the English Dept. mailbox of the L13 421 instructor no later than April 20th. No one is officially enrolled in this class until contacted by the instructor. PREREQ: Writing 1, Poetry Writing 1, Poetry Writing 2. 3 units.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L13 Writing 423 Proseminar in Writing: Nonfiction Prose

For students qualified to pursue their own projects in nonfiction prose; criticism by other members of the class and by the instructor. Limit: 12 students. Prerequisite: permission of instructor upon submission of writing samples.  
Credit 3 units.

---

### L13 Writing 424 Poetry Tutorial

These credits are available to students who have completed Poetry I and Poetry II. This is an opportunity for students who have already completed Advanced Poetry, or who are not able to take Advanced Poetry because of scheduling conflicts, to meet individually with the instructor to develop a portfolio of poems. During weekly meetings students will explore various writing processes and revision techniques. There will be directed readings and discussions of selected topics related to contemporary poetry and poetics. Credits may be taken concurrently with Advanced Poetry. Permission of the instructor is required.  
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L13 Writing 431 Craft of Fiction

A literature/creative writing hybrid course; students will read a number of contemporary historical fictions-an increasingly important and innovative genre-and then write one of their own.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L13 Writing 432 The Craft of Poetry

This course is for writers who wish to study long-form poetic composition and book arrangement. The major assignment will be to compose a poem or poetic sequence of considerable length. Gwendolyn Brooks ("The Anniad") and Theresa Hak Kyung Cha ("Dictee") will be chief among our guides. We will study how poets arrange their books, and we will also make a brief foray into the material history of the book. Texts by Rosa Alcalá, John Ashbery, Daniel Borzutzky, Barbara Guest, Lyn Hejinian, Lorine Niedecker, Alice Notley, George Oppen, Ed Roberson, Brian Teare, and Simone White will also be included. This course counts toward the creative writing concentration. Prerequisite: L13 322.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L13 Writing 440 Critic as Writer

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L13 Writing 4521 Advanced Screenwriting

This course is intended for students who have already taken Film Studies 352, "Introduction to Screenwriting." Building on past writing experiences, students will explore the demands of writing feature-length screenplays, adaptations, and experimental forms. Particular attention will be paid to the task of rewriting.  
Same as L53 Film 452  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L13 Writing 4731 Advanced Playwriting

This course explores the tendencies and relationship between each individual student writer and the page. Exercises dispel any lingering doctrine that presupposes a certain style of writing. A large part of the class centers around collaborations. The writers write scenes as a final project for an acting class, and also work with two professional

actors in an extended writing project that culminates in a script-in-hand presentation. The informal moments between collaborations look at the process beyond the first draft -- i.e., the playground of language, non-verbal options, and the maintaining of "the work" through rewrites, readings, workshops, and productions. Prerequisite: Introduction to Playwriting, Drama 227.

Same as L15 Drama 473

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L13 Writing 490 Creative Writing Capstone Seminar

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

## English Literature Major Program Requirements

- **Total units required:** 30

### Required Courses

Code	Title	Units
E Lit 2151	Literature in English: Early Texts and Contexts	3
E Lit 2152	Literature in English: Modern Texts and Contexts	3
E Lit 3552	Introduction to Literary Theory	3

### Requirements

In addition to the 9 units of required coursework, students must complete 21 units of upper-division (300- and 400-level) course work (at least 6 units of which must be at the 400 level), distributed as follows. Students must earn a C or better in all courses to count them toward the major:

#### 1. Historical requirements

- Three historical courses, covering three of the following five historical periods in American, British, or Anglophone literature and including at least one course from each of the following two groups:

##### Group 1

- Medieval
- Early Modern

##### Group 2

- The 18th Century
- The 19th Century
- The 20th Century and Later

#### 2. One course centered on either global or minority literatures

At least one 300- or 400-level literature course must be taken in one of the following areas:

- *Global literatures* in English, defined as the Anglophone literatures of Africa, the Caribbean, South Asia, and other non-British or non-U.S. territories
- *Minority literatures* of the United States or the United Kingdom, which include Anglophone African American, Asian American, Native American, Latinx, and Black British writing.

Each semester, official course listings will designate the courses selected by the English Department Curriculum Committee that may be chosen to meet this requirement. Courses applied to this requirement may also satisfy other English major requirements involving historical range (requirement 1) and the need to complete two 400-level courses (requirement 4).

#### 3. Portfolio capstone

All majors are required to complete a portfolio capstone project, for which the student provides a 200-level paper, a 400-level paper, and a brief essay (two to three pages) that reflects on the student's overall learning experience in the major.

### Additional Information

- Only one cross-listed course not home-based in English may be counted toward the 21 units required. The two required 400-level courses must be home-based in English.
- A maximum of 6 units from the School of Continuing & Professional Studies and/or Summer School courses may count toward the major. These selections require English department approval.
- Study abroad students are expected to complete the 200-level prerequisite courses and at least two upper-level courses in English literature before going abroad.
- 3 units of 300- or 400-level courses in the literature of a language other than English may be counted toward the English major.
- Before the end of their junior year, majors are encouraged to consult with advisors regarding the fulfillment of major requirements.

Phone: 314-935-5190  
Email: [english@wustl.edu](mailto:english@wustl.edu)  
Website: <http://english.artsci.wustl.edu>

## English Literature Major, Creative Writing Specialization

### Program Requirements

- **Total units required:** 30

## Prerequisites

Code	Title	Units
E Lit 2151	Literature in English: Early Texts and Contexts	3
E Lit 2152	Literature in English: Modern Texts and Contexts	3

## Requirements

24 units of upper-division (300- and 400-level) work (at least 6 units must be at the 400 level), distributed as follows:

### 1. Four required courses

- E Lit 3552 Introduction to Literary Theory
- Three historical courses, covering three of the following five historical periods in American, British, or Anglophone literature and including at least one course from each of the following two groups:

#### Group 1

- Medieval
- Early Modern

#### Group 2

- The 18th Century
- The 19th Century
- The 20th Century and Later

### 2. Four electives

### 3. One course centered on either global or minority literatures

At least one 300- or 400-level literature course must be taken in one of the following areas:

- *Global literatures* in English, defined as the Anglophone literatures of Africa, the Caribbean, South Asia, and other non-British or non-U.S. territories
- *Minority literatures* of the United States or the United Kingdom, which include Anglophone African American, Asian American, Native American, Latinx, and Black British writing

Each semester, official course listings will designate the courses selected by the English Department Curriculum Committee that may be chosen to meet this requirement. Courses applied to this requirement may also satisfy other English major requirements involving historical range (requirement 1) and the need to complete two 400-level courses (requirement 4).

### 4. Eight upper-division courses in all (including two 400-level courses)

- All courses must be taken for letter grades.
- The student must receive a grade of C or better in all courses.
- Only one cross-listed course not home-based in English may be counted toward the 24 units required. The two required 400-level courses must be home-based in English.
- A maximum of 6 units from the School of Continuing & Professional Studies and/or Summer School courses may count toward the major. These selections require English department approval.
- Study abroad students are expected to complete the 200-level prerequisite courses and at least two upper-level courses in English literature before going abroad.
- 3 units of 300- or 400-level courses in the literature of a language other than English may be counted toward the English major.
- Before the end of their junior year, majors are encouraged to consult with advisors regarding the fulfillment of major requirements.

### 5. Portfolio capstone

All majors are required to complete a portfolio capstone project, for which the student provides a 200-level paper, a 400-level paper, and a brief essay (two to three pages) that reflects on the student's overall learning experience in the major.

## Creative Writing Specialization

There is the option of completing an English Literature major with a creative writing specialization. To do so, students must take five creative writing courses, including at least three upper-division courses. Students will specialize in one particular genre — poetry, fiction, or creative nonfiction — and, ultimately, take a three-course sequence (200-, 300-, and 400-level courses) in that genre while taking at least one course outside of the chosen genre. The specialization requirements will not change the requirement structure for the English major and, thus, requires 6 additional credit units to complete as compared with a regular English Literature major. For more information, please consult the description of the major on the English department website.

Phone: 314-935-5190  
Email: [english@wustl.edu](mailto:english@wustl.edu)  
Website: <http://english.artsci.wustl.edu>

## English Literature Major, Publishing Specialization

### Program Requirements

- **Total units required:** 36

## Required Courses

Code	Title	Units
E Lit 2151	Literature in English: Early Texts and Contexts	3
E Lit 2152	Literature in English: Modern Texts and Contexts	3
E Lit 224	Publishing: History and Contexts	3
Writing 360	The Art of Publishing	3
Writing 333	Copyediting	3
E Lit 3552	Introduction to Literary Theory	3

## Requirements

In addition to the 18 units of required course work, students must complete 18 units of upper-division (300- and 400-level) course work (at least 6 units of which must be at the 400 level), distributed as follows. Students must earn a C or better in all courses to count them toward the major:

### 1. Historical requirements

- Three historical courses, covering three of the following five historical periods in American, British, or Anglophone literature and including at least one course from each of the following two groups:

#### Group 1

- Medieval
- Early Modern

#### Group 2

- The 18th Century
- The 19th Century
- The 20th Century and Later

### 2. One course centered on either global or minority literatures

At least one 300- or 400-level literature course must be taken in one of the following areas:

- *Global literatures* in English, defined as the Anglophone literatures of Africa, the Caribbean, South Asia, and other non-British or non-U.S. territories
- *Minority literatures* of the United States or the United Kingdom, which include Anglophone African American, Asian American, Native American, Latinx, and Black British writing.

Each semester, official course listings will designate the courses selected by the English Department Curriculum Committee that may be chosen to meet this requirement. Courses applied to this requirement may also satisfy other English major requirements involving historical range (requirement 1) and the need to complete two 400-level courses (requirement 4).

### 3. Publishing electives

Two additional courses focusing on publishing, drawn from inside and outside the department. These electives require approval from the director of the Publishing Specialization.

### 4. Portfolio capstone

All majors are required to complete a portfolio capstone project, for which the student provides a 200-level paper, a 400-level paper, and a brief essay (two to three pages) that reflects on the student's overall learning experience in the major.

## Additional Information

- Only one cross-listed course not home-based in English may be counted toward the 21 units required. The two required 400-level courses must be home-based in English.
- A maximum of 6 units from the School of Continuing & Professional Studies and/or Summer School courses may count toward the major. These selections require English department approval.
- Study abroad students are expected to complete the 200-level prerequisite courses and at least two upper-level courses in English literature before going abroad.
- 3 units of 300- or 400-level courses in the literature of a language other than English may be counted toward the English major.
- Before the end of their junior year, majors are encouraged to consult with advisors regarding the fulfillment of major requirements.

Phone: 314-935-5190  
Email: [english@wustl.edu](mailto:english@wustl.edu)  
Website: <http://english.artsci.wustl.edu>

## Children's Studies Minor Program Requirements

- **Total units required:** 16

### Required Courses

Code	Title	Units
ChSt 300	Interdisciplinary Introduction to Children's Studies	3
ChSt 499	Senior Seminar in Children's Studies	1
<b>Total Units</b>		<b>4</b>

### Core Courses

Students choose 6 units from the following list:

Code	Title	Units
ChSt 301C	The American School	3
ChSt 313B	Education, Childhood, Adolescence and Society	3
ChSt 318	Topics in American Literature (when taught as "The Cultural History of the American Teenager")	3
ChSt 321	Developmental Psychology	3
ChSt 325	Psychology of Adolescence	3
ChSt 334	A History of the Golden Age of Children's Literature	3

**Note:** The children's studies minor will allow minors to substitute one elective course in children's studies for one core course that the student has taken but needs to count toward a different major or minor (e.g., ChSt 321 Developmental Psychology for a Psychological & Brain Sciences major). The number of independent credits required for the children's studies minor remains the same, but minors in this situation have more choices for those 3 credits.

Two core courses must come from two different home departments. Both ChSt 301C The American School and ChSt 313B Education, Childhood, Adolescence and Society are Education courses; ChSt 318 Topics in American Literature and ChSt 334 A History of the Golden Age of Children's Literature are English courses; and ChSt 321 Developmental Psychology and ChSt 325 Psychology of Adolescence are Psychological & Brain Sciences courses.

## Additional Courses

Students choose 6 additional units from either the core list or from elective courses, including but not limited to the following:

Code	Title	Units
ARCH 316F	Re-Discover the Child	3
ChSt 178	First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change	3
ChSt 251	Juvenile Justice in the Black Experience	3
ChSt 304	Educational Psychology	3
ChSt 3140	Sociolinguistics, Literacies, Schools, and Communities	3
ChSt 316W	Topics in American Literature: Girls' Fiction	3
ChSt 3221	Girls' Media and Popular Culture	3
ChSt 3270	Comics, Graphic Novels, and Sequential Art	3
ChSt 331	Topics in Holocaust Studies: Children in the Shadow of the Swastika	3
ChSt 341	Children and Childhood in World Religions	3
ChSt 342	Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World	3

ChSt 354	No Boys Allowed: Girlhood and Programming for Girls in the 19th and 20th Centuries, United States	3
ChSt 3620	Anthropological Perspectives on the Fetus	3
ChSt 381	Banned Books	3
ChSt 400	Independent Work in Children's Studies	max. 3
ChSt 4036	Children of Immigrants: Identity and Acculturation	3
ChSt 4280	History of Urban Schooling in the United States	3
ChSt 4289	Neighborhoods, Schools, and Social Inequality	3
ChSt 453B	Sociology of Education	3
ChSt 4608	The Education of Black Children and Youth in the United States	3
ChSt 461B	Construction and Experience of Black Adolescence	3
ChSt 481W	History of Education in the United States	3
ChSt 408	Education and Psychology of Exceptional Children	3

## Additional Information

The most up-to-date list of approved electives is located on the Children's Studies Minor website. Courses not on that list may be used to fulfill the requirements of the minor only if they have been approved by the minor director. Students must receive a C- or above in order for credit to count towards the minor.

A maximum of 3 units of course work completed at another university, whether in the United States or abroad, may be applied toward the children's studies minor. Credit will be awarded only for those courses that have been approved by the minor's director and study abroad advisor.

Phone: 314-935-5190  
Email: [english@wustl.edu](mailto:english@wustl.edu)  
Website: <http://english.artsci.wustl.edu>

## English Minor

### Program Requirements

- **Total units required:** 15

### Required Courses

Code	Title	Units
E Lit 2151	Literature in English: Early Texts and Contexts	3
E Lit 2152	Literature in English: Modern Texts and Contexts	3



## Elective Courses

Students must complete three upper-division (300- or 400-level) electives. These courses should be home-based in the Department of English.

## Additional Information

Students are expected to take courses for letter grades and to receive a grade of C or better in each. No credits from outside the College of Arts and Sciences may be applied to the Minor without approval from the Director of Undergraduate Studies.

Phone: 314-935-5190  
Email: [english@wustl.edu](mailto:english@wustl.edu)  
Website: <http://english.artsci.wustl.edu>

## Writing Minor

### Program Requirements

- Total units required: 15 units

### Required Courses

Students must take one of the following courses:

Code	Title	Units
Writing 311	Exposition	3
Writing 312	Argumentation	3

## Elective Courses

Students must complete 12 additional units, at least 6 of which must be at the 300 level or higher.

## Additional Information

With department approval, up to 6 units of journalism courses in writing or editing offered by the School of Continuing & Professional Studies can be counted toward the minor. An off-campus internship (Writing 298 Journalism: Communications Internship) oriented toward writing may also be counted toward the minor. Regardless of level, at least 9 units counted toward the minor must be completed in regular courses home-based in writing.

For undergraduate scholars in the Howard Nemerov Program, two semesters of the 200-level Nemerov seminar (GeSt 211 Howard Nemerov Seminar I) may count as 3 units of 200-level work toward the writing minor. Two semesters of the 300-level Nemerov seminar may count as 3 units of 300-level work toward the writing minor. A maximum of 6 Howard Nemerov units may count toward the writing minor.

Students who wish to take a writing minor in addition to an English major are advised to take English and American literature courses (L14 E Lit) exclusively for the major and writing courses (L13) exclusively for the minor. (Please note: 100-level L13 classes do not normally count toward the writing minor.) Students who wish to combine writing with their English major are encouraged to consider an English major with a concentration in creative writing.

Phone: 314-935-5190  
Email: [english@wustl.edu](mailto:english@wustl.edu)  
Website: <http://english.artsci.wustl.edu>

## Environmental Studies

Environmental Studies offers one major and one minor. The Environmental Analysis major creates a framework to integrate environmental courses and places a strong emphasis on critical thinking and general analytical and problem-solving skills. We offer an explicit focus on the application of those skills to analyze and design solutions to contemporary environmental challenges. The curriculum for this major is integrated and interdisciplinary, drawing from many disciplines across Arts & Sciences and the university as a whole. Thus, the major captures the strengths of the traditional academic departments and incorporates the interdisciplinary innovation necessary to fully explore the multiple issues and questions posed by the study of the environment. Our curriculum is sequenced and scaffolded so that students encounter concepts at increasing levels of depth, analysis, and real-world application. We offer opportunities for students with different disciplinary interests to repeatedly encounter one another and to engage in reflection with peers throughout their programs, especially during our fourth-year reflection seminar.

The Environmental Studies minor includes core course work in biology, Earth science, and political science. Students may choose upper-level elective courses in a variety of natural and social science disciplines. Please visit the Environmental Studies website for more information.

Phone: 314-935-7047  
Email: [bowinston@wustl.edu](mailto:bowinston@wustl.edu)  
Website: <http://enst.wustl.edu>

## Faculty

### Director

**Jeff Catalano**  
Professor  
PhD, Stanford University  
(Earth, Environmental, and Planetary Sciences)

### Associate Director

**Eleanor Pardini**  
Assistant Director and Director of Undergraduate Studies  
Teaching Professor and Research Scientist  
PhD, University of Georgia  
(Biology)

## Additional Faculty

### Manasseh Begay

Lecturer  
MSW, New Mexico Highlands  
(Brown School)

### Karen DeMatteo

Senior Lecturer  
PhD, Saint Louis University  
(Environmental Studies; GIS)

### David Fike

Myron & Sonya Glassberg/Albert & Blanche Greensfelder Distinguished  
University Professor  
Chair, Department of Earth, Environmental, and Planetary Sciences  
PhD, Massachusetts Institute of Technology  
(Earth, Environmental, and Planetary Sciences)

### Elizabeth Hubertz

Lecturer in Law  
Assistant Director, Interdisciplinary Environmental Clinic  
JD, University of Virginia  
(Law; Interdisciplinary Environmental Clinic)

### Susan Kim

Lecturer  
PhD, University of Illinois Urbana-Champaign  
(McKelvey School of Engineering)

### Scott Krummenacher

Senior Lecturer  
PhD, Saint Louis University  
(Political Science)

### Doug Ladd

Lecturer  
MS, Southern Illinois University

### Suzanne Loui

Senior Lecturer  
PhD, Saint Louis University  
(Biology; Environmental Studies)

### Beth Martin

Teaching Professor  
MS, Washington University  
(Environmental Studies)

### John Parks

Lecturer  
PhD, Washington University  
(Environmental Studies; School of Continuing & Professional Studies)

### Froggi VanRiper

Lecturer  
PhD, Oregon State University  
(Environmental Studies)

## Majors

- Environmental Analysis Major (p. 594)

## Minors

- Environmental Studies Minor (p. 598)

## Courses

Visit online course listings to view semester offerings for L82 EnSt.

---

### L82 EnSt 101 Earth's Future: Causes and Consequences of Global Climate Change

Earth's Future: Causes and Consequences of Global Climate Change examines the following: 1) the physical basis for climate change; 2) how climates are changing and how we know and assess that climates are changing; and 3) the effects of climate change on natural and human systems. The course is team-taught and will involve participation by scholars across the university with expertise in specific subjects. This is a broad introductory course for first-year students, and it presumes no special subject matter knowledge on the part of the student. This course is for first-year (non-transfer) students only.  
Same as I60 BEYOND 101

Credit 3 units. A&S: FYBB A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L82 EnSt 102 To Sustainability and Beyond: People, Planet, Prosperity

This class examines the subject of sustainability from multiple perspectives to gain an appreciation for its interconnected environmental, social, and economic dimensions. We explore foundational concepts and principles through a variety of activities and assignments, including readings, discussions, group work, games, presentations, and projects. The goal is to integrate knowledge and methods from different disciplines to achieve a holistic understanding of sustainability problems and solutions. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 140

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L82 EnSt 110 Environmental Issues

This course examines the science behind current environmental issues, with emphasis on Ecology and Conservation. Students will gain an understanding about the consequences of the way that humans currently interact with the natural environment and potential solutions that would allow long-term sustainability of the Earth. Topics will include: Human population growth, ecosystem structure and diversity, types and origin of pollution, global climate change, energy resources and use, challenges to feeding the world, and the interaction between the environment and human health.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L82 EnSt 111 Environmental Racism and the Health of Everyone

Environmental inequalities threaten the health and well-being of low-income communities and communities of color who are increasingly on the frontlines in the fight against climate change, air and water pollution, food security, and many other urgent environmental problems. Like many urban areas, the St. Louis region faces egregious social, environmental and health disparities. In this course, we critically examine the role of racism and other structural policy inequalities that produce unequal environments and how those unequal environments contribute to public health disparities in St.

Louis and beyond. We explore the use of public health data, policy options, and case studies that allow for evidence-based solutions to environmental racism and improved population health. This course that combines small group sessions, case studies and speakers working on environmental justice in the St. Louis region. We provide students with interdisciplinary perspectives and methods, challenging them to address racism and environmental policy through a population health lens. Student learning will be assessed through case studies, reflections, online assignments, and exams. This course is for first-year (non-transfer) students only. Students who are not first year students will be unenrolled from this course.

Same as I60 BEYOND 115

Credit 3 units. A&S: FYBB A&S IQ: SSC Arch: ETH, S, SEM EN: S

---

### **L82 EnSt 115 Introduction to Conservation Biology**

This course is introductory level and appropriate for both non-science majors as well as potential science majors who may be investigating their interests. Conservation Biology will focus on biodiversity, its preservation and current threats, as well as obstacles to its preservation for the future. We will examine the different levels of biodiversity present in nature as well as highlighting its importance, and why it matters to the human population. In studying Conservation Biology, students will also learn key concepts from related fields such as evolution and ecology that are necessary to understand concepts and concerns. Course topics include species and ecosystem management, restoration, strategies to combat threats, and past successes and failures relating to biodiversity conservation.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### **L82 EnSt 121 Ampersand: Pathfinder - A Sense of Place:**

#### **Discovering Missouri's Natural Heritage**

This is the first course in the Pathfinder program, and it will introduce students to their new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megafauna. We will explore many of the habitats found in Missouri (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals). This will provide a foundation that will inform the study of ecology, policy and management in other courses. In addition to weekly lectures and discussions, students in this course will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.

Same as L61 FYP 121

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### **L82 EnSt 122 Ampersand: Pathfinder - A Sense of Place:**

#### **Discovering the Environment of St. Louis**

Go exploring in and around St. Louis. You'll learn about the St. Louis backyard, and your "home" for the next four years. Through field trips, readings, and discussion, you'll see first-hand what challenges face the environment and the people who live here. You will learn how to examine multiple perspectives, how to think critically and how to approach problems from an interdisciplinary and holistic approach. You'll also learn why it is important to know a community at the local level if you're going to affect change on any level-state, national, or international. In addition to weekly readings and discussion, this class includes several field trips.

Same as L61 FYP 122

Credit 3 units. A&S: AMP A&S IQ: NSM BU: SCI

---

### **L82 EnSt 181 Ampersand: Pathfinder: Environmental Seminar**

A survey of pressing environmental issues, both local and global, as well as an introduction to the breadth of environmental work occurring on campus. Credit/no credit only.

Same as L61 FYP 181P

Credit 1 unit. A&S: AMP A&S IQ: NSM Art: NSM

---

### **L82 EnSt 201 Earth and the Environment**

Introduction to the study of the Earth as a dynamic, evolving planet. Emphasis on how internal and surface processes combine to shape the environment. Themes: Earth's interior as revealed by seismic waves; Earth history and global tectonics shown by changes to ocean floors, mountain-building, formation of continents, earthquakes, and volcanism; climate history and global biogeochemical cycles, influenced by circulation of atmosphere and oceans, ice ages, and human activity. Composition and structure of rocks and minerals. Part of the introductory sequence of courses for all Earth, Environmental, and Planetary Sciences and Environmental Studies majors. Three class hours and one two-hour lab a week.

Same as L19 EEPS 201

Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### **L82 EnSt 210 Undergraduate Teaching Assistant**

Credit 3 units.

---

### **L82 EnSt 215 Introduction to Environmental Humanities**

In this environmental humanities course we will explore the human and ecosystem impacts resulting from Euro- American colonization and agricultural settlement of the U.S. Our reflection will include the social, political and economic factors which shape individual relationships with and experiences of nature in Indigenous, enslaved and newly-arrived immigrant communities. Topics will include: the fragmentation of the Sioux American Indian ecosystem and subsequently the dispersion of Sioux people into settled, disparate reservation lands; agrarian democracy, including plantation agriculture, improvement farming and Homestead farming on the Great Plains; and the Dust Bowl. This course is for first-year students and sophomore students only.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:

H

---

### **L82 EnSt 222 Topics in Japanese Literature and Culture:**

#### **Environmental Consciousness in Modern Japanese Literature**

A topics course on Japanese literature and culture. Subject matter varies by semester; consult current semester listings for topic.

Same as L05 Japan 221

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

### **L82 EnSt 250 One Health: Linking the Health of Humans, Animals, and the Environment**

This course provides an introduction to One Health, a collaborative effort of multiple disciplines -- working locally, nationally, and globally -- to attain optimal health for people, animals, and the environment. The student will learn about the challenges threatening environmental, animal, and human health. More importantly, they will learn about the transdisciplinary/holistic/One Health approach, which is necessary if we are to develop the solutions to these challenges. To address the loss of biodiversity, climate change, and environmental pollutants, students will participate in project-based learning modules to understand the how and why of these challenges as well as the mechanisms available to study current threats to conservation and public health. Class lessons will consist of lectures, clicker-based discussions, and case-study discussions. Assignments will include regular readings, quizzes, three exams, the creation of one infographic to convey a concept to a lay audience, and one short final reflection essay. This course will be limited to first- and second-year students.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L82 EnSt 251 Metropolitan Environment

Understanding the forces shaping urban growth and change is increasingly important for addressing environmental issues. The United Nations projects up to 3/4ths of the world's population will live in urban areas by the end of the century. Urbanization rates now outpace population growth rates in many parts of the world. Changes within the metropolitan environment will have profound impacts on people and planet. This course provides an interdisciplinary overview of the metropolitan growth and change, paying particular attention to the role of planning, politics, and policy. Class time will be devoted to lectures, case studies, group activities and discussion. Student learning will be assessed through exams, online assignments, and a research paper on an environmental issues in a city of student's choice. This course is targeted toward first and second year students looking for foundational understand of urban environmentalism.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L82 EnSt 252 Sustainability in Business

In today's complex business environment, organizations are constantly challenged to develop innovative policies and processes that ensure profitability. Some leaders believe that the sole purpose of business is to maximize shareholder wealth and that fiscal sustainability is not compatible with environmental responsibility. In reality, ecological and economic performance need not—and should not—be mutually exclusive. Fortunately, the outmoded mindset of "profit-at-any-cost" is beginning to shift as organizations recognize the importance of adopting balanced business practices that promote social equity and environmental prosperity without sacrificing financial stability. Organizations that embed sustainability into their corporate strategies increase operational efficiency by using resources more responsibly and minimizing waste. In an increasingly crowded and competitive marketplace, sustainability has become a source of competitive advantage through which an organization can have a positive impact not only on the financial "bottom line" but also on the environment and society. In this course, we explore key concepts and issues driving sustainability in business. We also examine core sustainability principles, frameworks, and tools that companies can use to better understand and work within the natural systems that enable their existence and sustain their operations.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L82 EnSt 255 Systems Thinking

Our complex world is bound together by multiple overlapping systems. Social systems interact with physical and biological systems. Societies and individuals, ecosystems and species, interact in ways that influence each other. Systems thinking is the ability to see the relationships and patterns within and across systems, as well as the underlying structures which shape those relationships and patterns. This course provides an introduction into systems thinking for sustainability. We will explore the key features of systems and students will learn the basics of the systems thinking lens which they will be able to use for addressing sustainability in an ever-changing world. Class time will be devoted to lectures, case studies, group activities and discussions.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L82 EnSt 290 Sophomore Seminar in Sustainability and the Environment

This course will provide an opportunity for students to evaluate and explore potential paths in environmental studies, and learn presentation skills to carry forward in their careers. Students will also get the opportunity to get out of the classroom and participate in environmental field trips and activities.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L82 EnSt 2950 Introduction to Environmental Biology

Introduction to Environmental Biology is designed to teach important principles of environmental biology and general science literacy skills. We cover the foundational biological principles and contemporary issues within four main topics: human population growth, transfer of energy and carbon in the ecosystem, biodiversity, and food production. We focus on the biological principles involved as we examine these topics in the context of some contentious and confusing issues related to environmental biology in everyday life. The science literacy skills that you master in this course will help you address the issues you face in your everyday life regarding scientific and pseudoscientific claims about the environment and society and will form the foundation for your development as a critical consumer of science information in the media. This course is required for all environmental biology majors and environmental studies minors. We recommend you take this course in your first- or second-year if possible. If your interests align and your schedule allows, we recommend co-enrolling in ENST 215: Introduction to Environmental Humanities.

Same as L41 Biol 2950

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L82 EnSt 3060 Community Based Conservation: Madagascar Sustainability Initiative

This course in community-based conservation through the lens of Madagascar represents a partnership between Missouri Botanical Garden (MBG) and Washington University in Saint Louis. The course is designed to support MBG's Community Based Conservation Program sites, while building student understanding of challenges at the intersection of rural agricultural subsistence communities, climate change, and biodiversity "hot spots." The course involves preparatory learning during the WUSTL spring semester and ongoing communication and collaboration with Malagasy community representatives during this period. An additional lab credit option entails interactive research project deployment and monitoring on the ground in Madagascar during a summer window. MBG has been facilitating conservation work in Madagascar for over 40 years. Among these initiatives is a Community Based Conservation Program (CBCP) in Mahabo, a ten-community commune in southeastern Madagascar within a rare forest ecosystem. This commune is the most mature of MBG's eleven conservation sites, each of which share similar challenges for both biodiversity conservation and human wellbeing. Over several years MBG has established trusted relationships with rural Malagasy community members, building cooperation on community-specific, grassroots conservation efforts with indigenous communities. Such cooperation can be undermined by the forces of poverty, which compel communities to extract resources unsustainably from the sensitive forest. Therefore, the community-based conservation approach integrates a full understanding of the need for economic stability and health priorities alongside conservation of flora and fauna. Program targets range from forest conservation and use to nutrition, health, food security, clean water, and education. This course integrates study of biodiversity, poverty, and community-based conservation principles with research design, professional teamwork, and cultural competency skills. Through enrollment in this course and the optional subsequent field experience, students will select a focal area in community-based conservation, and build a robust understanding of a challenge in principle, as well as its specific manifestation in the Mahabo case. They will engage with preexisting and/or collaboratively proposed on-the-ground initiatives in MBG's CBCP, develop a study design to assess the efficacy of these initiatives, and support iterative implementation.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

### L82 EnSt 310 Ecological Economics

Our planet is finite but our economic theories and practices assume that our economy can grow forever. The paradoxical pursuit of infinite growth on a finite planet has real-world consequences: from climate change to increasing income inequality to stagnant and declining

quality of life for most of us to the ongoing mass extinction of species not deemed economically useful to us, but whose loss simplifies ecosystems to the point of collapse. If these trends continue, we will face very difficult times ecologically and socio-politically. One alternative to infinite-planet economic theory is Ecological Economics, which can be described as economics as if the laws of thermodynamics are true and apply to us. Alone among disciplines with aspiration to analytic rigor, the field of economics has remained unaffected by the thermodynamic revolution that transformed the fields of biology, chemistry, physics, even history in the late nineteenth and early twentieth centuries. This failure to take physical law into account is one great source of our society's environmental (and social, and political) problems. Ecological economics thus represents the continuation of the thermodynamic revolution begun in the 1880s. This course is designed to give you an appropriate grounding in the fundamental assumptions, the conceptual novelties, and the distinctive tools of analysis that comprise this emergent school of economic theory, while placing this theorizing in historical and ecological context. We'll pay particular attention to how the precepts and practice of Ecological Economics illuminate the largest challenge facing humans today, the necessity of developing an ecologically sustainable society, one that is sized to the limits of our finite planet.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### **L82 EnSt 315 Fallout: Analyzing Texts and Narratives of the Nuclear Era**

Nuclear technology has long been developed, used, studied, and debated. Capable of both healing and harm, it challenges our notions of risk versus benefit at every level. It is also poised to potentially play a significant environmental role in climate change mitigation by delivering large amounts of nearly carbon-free energy. In this class you will trace the public perception and experience of this technology, and scientific and medical assessments of it through an environmental humanities lens. You will use texts such as literary non-fiction, history, environmental anthropology, natural history, and public health. Topics will include but not be limited to, the Manhattan Project, the Chernobyl nuclear reactor accident, and nuclear waste (including that from uranium processing in St. Louis). The course will include a visit to the Weldon Springs Interpretive Center and is designed as an upper-level elective for third- and fourth-year students. Note: While we will talk about nuclear reactors in general, this course will not explore them from a detailed scientific or engineering perspective. For those who would like to pursue that understanding, see our new 1-hour course: EnSt 400 Topics in Environmental Science: Technical Overview of Nuclear Power. This course is taught by Lee Sobotka, nuclear scientist and Professor of Physics and Chemistry, who is also the science advisor for the Fallout course.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L82 EnSt 316 Beyond the Evidence**

This class is about the science of science communication. Why, when all evidence points to the growing threats of climate change, is it so difficult to create movement toward addressing it? Why, when we have so much evidence that vaccines reduce illness and death and are extremely safe, do individuals still choose not to vaccinate their children? What if I told you that the scientific evidence does not matter? Over the last few decades, not better education, nor guilt, nor fear has worked to produce change on important environmental and public health issues. In this class, we will explore how values, beliefs, emotions and identity shape how we receive and process information and make decisions. We will explore themes of moral world view, cognitive linguistics and framing, cognitive dissonance, risk perception, empathy, habit changes, and difficult dialoguing through the case studies of climate change and vaccination. Course activities will consist of regular reading, some online research, reflective journaling at home, and

engaging in conversation during class. There are no prerequisites, but the class is designed for fourth-year students in environmental majors and pre-health studies. Upper-level environmental majors and minors will receive priority enrollment from the waitlist.

Credit 3 units. A&S IQ: SSC Arch: ETH, S, SSC Art: SSC BU: BA EN: S

---

### **L82 EnSt 3171 Biology for Climate Solutions**

Human-induced climate change poses a pressing and pervasive threat to both human populations and to the biological world. The challenges of climate change are manifest and well known, increasing temperatures, greater variability of weather, sea level rise, leading to a host of consequences. Adapting to and mitigating climate change are essential activities for confronting the threats of climate change. The biological sciences offer great potential for addressing these threats. This course focus on efforts in biological research to adapt and to mitigate climate change. Topics will range across the biological sciences from microbial engineering and biotechnology to zoonotic diseases and one health, to ecosystem function and conservation of biodiversity. The course consists of lectures, discussion of assigned readings, and class projects. Class projects focus on science topics that addresses new approaches to climate adaptation and mitigation and constitute both of a written paper and class presentation. The goals of this class are: (1) to develop an understanding of basic climate science and the biological aspects of climate change, (2) to develop knowledge of the biological efforts towards adaption and mitigation for climate solutions. The class is open to both non-science and science majors. The course does not count for the biology major. 3 units credit. Class cannot be taken pass fail. Small class. Not for biology major credit Same as L41 Biol 3171

Credit 3 units. A&S IQ: NSM

---

### **L82 EnSt 3194 Environment and Empire**

In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures, and farm lands, rivers and rainfall, animals and humans? We'll ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course will cover examples from Asia to Africa, with a focus on the "jewel in the crown" of the British empire: the Indian subcontinent. We'll learn how the colonized contributed to the science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi.

Same as L22 History 3194

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

### **L82 EnSt 320 Pathfinder: Environmental Modernism**

As committed environmentalists, one of our greatest fears is that not enough people take climate change seriously. To ward off that fear, we assess the state of the world in the most dramatically pessimistic ways to indicate the seriousness of our situation and our personal commitment to "environmentalism." Highlighting (much less admiring) human progress in areas where solid evidence of its flourishing exists, seems blasphemous, dismissive of evident, copious human suffering and natural systems abuse. However, the absence of acknowledging human progress reinforces social fear and a sense of danger. The resulting panic leads to a preferencing of solutions which appear "in harmony with nature," limiting our understanding and trust of viable alternative solutions using our best social, economic and technological powers. As antidote to this cycle, in this course we will explore the precepts of environmental modernism, the reconciliation of environmental preservation with human development.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L82 EnSt 323 Biogeochemistry

Basic concepts of how elements cycle among Earth's crust, oceans, and atmosphere, including perturbations due to human activities. Carbon, nitrogen, phosphorus, sulfur, and water cycles. Isotopic tracers. Feedbacks, forcings, and residence times. Redox cycling and thermodynamics. Biogeochemical box models, and changes in biogeochemical cycles over Earth history. Biogeochemistry of greenhouse gases, biogeochemical feedbacks in the climate system. This course is appropriate for EEPS students, engineering students, environmental science majors, and other students with interest in the environmental or geological sciences. Prerequisites: EEPS 202 or EECE 210.

Same as L19 EEPS 323

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L82 EnSt 3410 Native American Storytelling - Healthy Land Practice

The earth does not belong to man, man belongs to the earth. All things are connected like the blood that unites us all. Man did not weave the web of life, he is merely a strand in it. Whatever he does to the web, he does to himself. - Chief Seattle The history of this country has had many stories and many practices which shaped the landscape pre-colonization. These Indigenous practices regularly teach methods of living within the world and can provide significant insight into current practices to manage public and private lands. This course looks to examine some of those stories, cultural beliefs, and Native American life practices which have shaped the land. For example the practice of valuing and gaining insight from natural elements such grain and fire bring one into harmony with the earth. Many people, from pre-1492 to the present and agencies, such as the U.S. Forest Service and Bureau of Land Management have changed the landscape into what we have today. Through this course we will look at common agency-based practices which have caused harm to the earth and current indigenous inspired practices designed to restore a healthy eco-system. The final portion of this course will not only look at these positive outcomes of integration of indigenous practices in the environment, but to look at additional positive health outcomes in regards to individuals living within their environment.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L82 EnSt 346 Environmental Justice

Environmental quality varies widely across race, class, gender and other forms of social difference. This course explores how and why these differences exist. It provides an overview of the history and foundations of the environmental justice movement in the United States while covering classic environmental justice issues, such as toxic waste and pollution, along with more recent issues such as food access, urban green space, transportation and climate change. Environmental justice concerns in St. Louis are featured as part of the course. Class time will be devoted to lectures, case studies, group activities and discussion. Student learning will be assessed through exams, reflection, online assignments, a policy brief on an environmental justice issue and a group presentation. This is an advanced elective targeted toward third and fourth year students.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

---

### L82 EnSt 347 Sustainable Cities

Urbanization is one of the most significant forces shaping today's environment. More than half of the world's population now lives in urban, rather than rural, areas. This migration has profound consequences for people and the planet, connecting a sustainable future to the developments in cities around the world. Many cities are already advancing sustainable policies and practices in all areas of urban systems and services - green infrastructure, renewable energy, waste management and climate mitigation. This course explores the

impact of the rise of cities in an interconnected world and the efforts to sustainably address environmental issues in urban settings. This course pays particular attention to the role of planning, politics and policy. Class time will be devoted to lectures, case studies, group activities and discussion. Student learning will be assessed through exams, online assignments, and a research paper on an environmental issue in a city of the student's choice.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L82 EnSt 350W Writing Skills for Environmental Professionals

For students interested in climate change, sustainability and the environment. Consider writing as a tool. Who will read it? Why are you writing it? What do you want the reader to know or do? What structure or format effectively makes your case? We will consider these questions while building effective written communications with a focus on climate change. Students will explore audience awareness, purpose, and format as they analyze document types and create their own. Activities will include writing, reading, discussion, and peer workshops. Major assignments include a letter of inquiry and a grant proposal. Students will write a grant proposal to an imaginary climate change foundation. Preference given to upper-level majors in Environmental Analysis.

Credit 3 units. A&S IQ: NSM, WI BU: SCI

---

### L82 EnSt 357 Multiparty Environmental Decision Making

This course aims to provide students with the opportunity to develop and apply problem-solving skills in the context of environmental challenges. Students will learn basic frameworks of negotiation and decision-making through readings and role-play. Through the role-play students will grapple with the perspectives of multiple stakeholders, the interplay of science and policy, and the ambiguity and uncertainty inherent in decision-making processes. This class is designed as an upper-level elective for third and fourth year students.

Credit 3 units. A&S IQ: SSC Arch: ETH, S, SSC Art: SSC BU: BA EN: S

---

### L82 EnSt 361 Culture and Environment

An introduction to the ecology of human culture, especially how "traditional" cultural ecosystems are organized and how they change with population density. Topics include foragers, extensive and intensive farming, industrial agriculture, the ecology of conflict, and problems in sustainability.

Same as L48 Anthro 361

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

---

### L82 EnSt 3615 Environmental Anthropology

This course will provide students with a working knowledge of how the study of humans across space and time has fundamentally impacted the way we understand the idea of nature, the environment and what it means to be human. The course will ground students in both historical and cutting-edge anthropological theories with units on subsistence, transformative nature, imagining wilds in the Anthropocene and pluralizing environmentalisms.

Same as L48 Anthro 3615

Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

---

### L82 EnSt 3630 Arctic Climate System

In this course we will learn about the Arctic region, with an emphasis on how the Arctic plays a key role in the global climate system. Students will be introduced to the basic physical characteristics of the Arctic and its climate. They will learn how the physical and geographic characteristics of the Arctic contribute to, and are shaped by, the Arctic climate system. Emphasis will be placed on studying the Arctic from a systems science perspective, highlighting the complex interactions between different subsystems of the Arctic, such as the hydrosphere, atmosphere, cryosphere, and biosphere. We will also explore how the Arctic has changed in the past, and what the future holds for the

Arctic. Students will develop critical thinking and analysis skills through our emphasis on applying systems-level thinking to understand the interplay between physical principles, geography, landscape, climate, and human society. Class sections will be a mix of lectures and collaborative discussions on readings and course content. Most class sections will begin with a short reading recap. Completion of ENST 202 may be helpful but is not required; please ask instructor if you have questions about enrolling in this class.

Credit 3 units. A&S IQ: NSM, AN Art: NSM

---

### L82 EnSt 364 Field Methods for Environmental Science

This course provides a broad survey of practical and applied methods for environmental field work for site assessments, ecological studies, conservation land management, habitat monitoring, and ecological restoration. A primary focus will be sources and techniques for obtaining and interpreting field data across a range of abiotic, organismal and system/community parameters, with emphasis on hands-on field experience providing students with direct knowledge highlighting the advantages and limitations of various methods. In the process, students will learn about multiple taxonomic and organismal groups and natural community types, and the relationships among these and the physical environment in functional natural systems. Course topics include theory and practice of methods for sampling biotic and abiotic resources, including vegetation, fauna, aquatic systems, stream geomorphology, and soils, as well as using these data for assessments, habitat monitoring, land management decisions, and developing ecological restorations. Students will gain familiarity with responding to issues driving applied environmental science and related fields today, including data quality, sampling design, field techniques, viability and threat analyses, and incorporating field data into multi-scale conservation planning and design work. The course consists of instructor presentations, guest lectures, readings and written response papers, student projects and presentations, classroom discussions, and extensive field exercises and hands-on training. Class logistics: one lecture (1.5 hours) and one lab (5 hours) per week, plus 2-3 all day Saturday field trips (see policy on absences for back-up plan regarding field trips).

Credit 3 units. A&S IQ: NSM Arch: ETH, S Art: NSM BU: SCI

---

### L82 EnSt 3640 Plants, People and the Environment

Human life, health, and civilization depend on plants. This course introduces basic plant biology, the role of plants in natural ecosystems, and the various uses of plants in both traditional cultures and in developed countries. Topics include the medicinal uses of plants, domestication of plants for agriculture, biotechnology and plant conservation. Prerequisite: Junior standing or permission of instructor. Does not count toward upper-division credits required for the major. Same as L41 Biol 343A

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

---

### L82 EnSt 365 Applied Conservation Biology

A practical, case-based approach to the concepts of conservation biology and applied conservation practice, including designing and implementing conservation projects. Readings, lectures, classroom activities and discussions, student presentations, and exercises will immerse students in all aspects of conservation in the contemporary landscape, and provide the tools and techniques needed for successful and sustainable conservation outcomes. Two Saturday field trips required. Prerequisites: a biology/ecology class or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L82 EnSt 374 Social Landscapes in Global View

From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists, and geographers have developed a wide body of research concerning these socially constructed and perceived settings -- commonly known as "landscapes". This course takes a tour through time and across the globe to trace the formation of diverse social landscapes, starting in prehistoric times and ending in modern times. We will cover various urban landscapes, rural landscapes, nomadic landscapes (and others) and the intersection of the natural environment, the built environments, and the symbolism that weaves them together. Chronologically, we will range from 3000 BCE to 2009 CE and we will cover all the continents. This course will also trace the intellectual history of the study of landscape as a social phenomenon, and will investigate the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world and trace the global currents of your social landscape!

Same as L48 Anthro 374

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S  
UColl: CD

---

### L82 EnSt 375 Urban Ecology

Urban Ecology is a field of study within ecology that focuses on the urban environment as an ecosystem and attempts to understand how humans and nature can better coexist in these highly modified environments. The ultimate goal is to aid efforts for more sustainable cities through better urban planning and practices. It is a multidisciplinary study including topics from ecology, evolution, and conservation biology, as well as architecture, economics, and business. The class format will include both lectures and discussions.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L82 EnSt 380 Applications in GIS

This introductory course in Geographic Information Systems (GIS) is designed to provide you with the knowledge, skills, and confidence to be an independent user of GIS. The course will use the latest version of ESRI ArcGIS. The course is taught using a combination of lectures, demonstrations, and hands-on, interactive tutorials in the classroom. You will also explore the scientific literature to understand how GIS is being used by various disciplines to address spatial questions. The course takes a multidisciplinary approach that is focused on learning the tools of GIS versus working with data from a particular field. The goal is to establish a solid foundation you can use to address spatial questions that interest you, your mentor, or your employee. The first weeks of the course will provide a broad view of how you can display and query spatial data and produce map products. The remainder of the course will explore the power of GIS with a focus on applying spatial analytical tools to address questions and solve problems. As the semester develops, more tools will be added to your GIS toolbox so that you can complete a final independent project that integrates materials learned during the course with those spatial analyses that interest you the most. Students will have the choice of using a prepared final project, a provided data set, or designing an individualized final project using their own or other available data.

Credit 3 units. A&S IQ: NSM Arch: ETH, NS, ETH, S, NSM Art: NSM

---

### L82 EnSt 381 Introduction to Ecology

This course explores the central theories and principles in ecology and evolution, and the use of these principles to study and predict human-induced environmental changes. It emphasizes understanding species interactions and population dynamics in biological communities,

and the relationships between communities and their environment. It regularly touches on applications of these principles such as ecological responses to global climate change, consequences of habitat fragmentation, disease ecology, and conservation medicine. Principles of experimental design, quantitative data analysis and interpretation, and mathematical models are critical to the field of ecology and are also emphasized throughout the course. Class meetings will include lectures, class activities, computer simulation labs, and smaller group discussions to familiarize students with peer-reviewed journals, scientific writing, and current issues in ecology. Assignments include regular homework reading, occasional problem sets, participation in tutorials/discussions, and a small term-paper. Prerequisite: Bio 2970 or Bio 2950 or permission of instructor.

Same as L41 Biol 381

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L82 EnSt 390 Independent Study

Independent study for undergraduates, to be supervised by a faculty member. Prerequisite: permission of instructor.

Credit variable, maximum 6 units.

---

### L82 EnSt 3900 Science for Agriculture and Environmental Policy

Government policies at the local, state, and national levels determine and regulate activities that range from local farmers markets to U.S. membership in the Paris Climate Agreement. Science can and should play a critical role in developing policy. This course focuses on the biological science behind policies for climate change and agricultural practice as well as the role of various organizations in providing science for policy. Now is a particularly interesting time for science-based policy with the election of a new U.S. President and the elevation of the President's science advisor to Cabinet level. This course is divided into three parts. First, we review how policy is developed and how various agencies and actors affect policy. The next section looks at biological topics that have policy implications. These case studies are presented by expert speakers who have had experience in various science-related roles in the federal government, foundations, professional associations, advisory organizations, and scientific publications. Finally, students conduct individual research projects on a science topic that affects current legislative efforts, either state or national. Students investigate the basic science of their chosen topic and how this could affect proposed legislation. As part of the research project, students give a class presentation, lead a class discussion, and write a term paper on the foundational biological science. The goals of this course are as follows: (1) to develop an understanding of how science is used to develop policy by examining case studies presented by experts; and (2) to critique a proposed science-based policy either at the state or federal level.

Same as L41 Biol 3900

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L82 EnSt 391 Directed Research in Environmental Studies

Research activities or project in environmental studies done under the direction of an instructor in the Program. Permission of an instructor and of the Chair of the program is required.

Credit variable, maximum 6 units.

---

### L82 EnSt 392 Directed Field Work in Environmental Studies

Fieldwork carried out under the direction or supervision of an instructor in the Program. Permission of an instructor and of the Chair of the Program is required.

Credit variable, maximum 6 units.

---

### L82 EnSt 400 Topics in Environmental Science

Credit 1 unit. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L82 EnSt 405 Sustainability Exchange: Community and University Practicum

The Sustainability Exchange engages interdisciplinary teams of students to tackle real-world energy, environmental, and sustainability problems through an experiential form of education. Students participate in projects with on- or off-campus clients, developed with and guided by faculty advisors from across the University. Teams deliver to their clients an end-product that explores "wicked" problems requiring innovative methods and solutions. New and varied projects are introduced each semester. Past projects have included conducting greenhouse gas inventories for a community organization; developing a tool to screen University investments for sustainability parameters; developing a sustainability plan for a local nonprofit; addressing water savings initiatives for local breweries; and assessing the vulnerability of city sanitation systems. Team-based projects are complemented by seminars that explore problem solving strategies and methodologies drawn from a wide range of creative practices, including design, engineering, and science, as well as contemporary topics in energy, environment, and sustainability. Students will draw on these topics to influence their projects. The course is designed primarily for undergraduates, with preference given to seniors.

Same as I50 INTER D 405

Credit 3 units. A&S IQ: SSC Arch: ETH, S, SSC Art: CPSC, SSC EN: S

---

### L82 EnSt 406 Urban Ecosystem Principles Integration

In today's world, your discipline has grand challenges whose solutions often lay in other realms. How will you train yourself to leverage the interdisciplinary partnerships required to innovatively solve and evolve in a rapidly changing world? The mission of this interdisciplinary course is to "Advance the interrelationships of ecological and human systems toward creating a healthy, resilient, and biodiverse urban environment", and will bring together experts and students in ecology, urban design, architecture/landscape architecture, economics, social work, and engineering, drawing from inside and outside the WU community. Building from our knowledge of ecosystem principles and function, a diverse group of leaders in their fields will provide lectures, readings, and student project leadership to understand and test Healthy Urban Ecosystems Principles among human and ecological (non-human) systems and the range of socio-political processes entailed with their implementation. Class content is developed by Washington University leaders in their disciplines as well as external organizations such as the Missouri Botanical Garden, the Field Museum in Chicago, and others. This course builds upon a 1-unit fall seminar (not a pre-requisite) that introduces challenges and solutions to achieving healthy urban ecosystems, and provides students an opportunity to more deeply engage and manipulate the interrelationships of symbiotic urban systems and apply those concepts in multi-disciplinary project applications. Projects will leverage student-defined challenges in the evolving laboratory of urban St. Louis using Healthy Urban Ecosystems Principles to develop multi-disciplinary integrated solutions to challenges encountered in urban areas such as climate change and resilience, security of ecosystem services, social inequity, economic strife, and community vitality. Students will present their work in a public forum at semester's end.

Same as I50 INTER D 406

Credit 3 units. A&S IQ: SSC Arch: SSP EN: S

---

### L82 EnSt 407 RESET - Renewable Energy Policy, Engineering and Business

RESET is an interdisciplinary course that explores the incredible potential of renewable energy, energy storage, and electrification to mitigate climate change. Students will gain an in-depth understanding of the complex dynamics that are driving rapid deployment of renewables and present both opportunities and challenges to decarbonization in the years ahead. Through the lenses of business, policy, and engineering, students in RESET will learn through classroom lectures from faculty, industry professionals, and policy-makers; group



discussions; field trips to solar arrays and a landfill gas power plant; and a final team project where students serve as consultants to a local government, proposing an on-site solar strategy, local policy changes to support decarbonization, and more. By the end of the course, students will have an understanding of many large-scale issues influencing decarbonization, as well as the real-world factors that are necessary for designing, financing, and building new renewable energy projects. Why renewables and the grid? Decarbonizing the electric grid paired with electrifying sectors that currently run on fossil fuels - including transportation, heating, buildings, and manufacturing and construction - together have the potential to reduce more than 50% of global greenhouse gas emissions. The global energy transition, which was already well-underway, accelerated in 2022 due to a combination of countries' energy security concerns following Russia's invasion of Ukraine and expanding climate ambition resulting in new policies that support renewable energy, including the Inflation Reduction Act in the United States. The International Energy Agency's 2022 Renewables report found that "renewables are set to account for over 90% of global electricity expansion over the next five years, overtaking coal to become the largest source of global electricity by early 2025." Registration for this course is direct to the waitlist, and students are selected by application. The application can be found here. The deadline for the application is 5 PM on April 24th.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### **L82 EnSt 408 Earth's Atmosphere & Global Climate**

Structure and dynamics of Earth's atmosphere. Basic factors controlling global climate of Earth. Quantitative aspects of remote sensing of atmosphere. Remote sensing instrumentation. Prerequisites: Math 232 and Phys 191.

Same as L19 EEPS 408

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L82 EnSt 413 Introduction to Soil Science**

Physical, chemical, and biological processes that occur within soil systems. Types of soils and their formation. Major components of soil, including soil water, minerals, organic matter, and organisms. Soils in wetlands and arid regions. Mapping of soils and their spatial variability. Cycling of nutrients and contaminants in soils. Sustainable use of soils and their role in climate change. Prerequisites: EEPS 202 and EEPS 323 or CHEM 106 or CHEM 112.

Same as L19 EEPS 413

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L82 EnSt 415W Writing Home: Creating Cultural Guides for Environmental Site Workers**

Each of you comes from a different cultural landscape, each with its own demographic, racial, religious, linguistic, economic profile, (and endless other attributes). Effectively describing your community is integral to its sense of being respected by outsiders and to its capacity to support others. For example, each community carries a different sense of what kind of landscape constitutes safety, well-being, and happiness. Whatever your cultural landscape, sharing the unique nature of your community with global citizen experts is integral to the success of applied environmental solutions to climate change. Towards the attainment of that success, join this guided, writing intensive class to identify and reflect upon the cultural attributes that constitute your community, and how those are reflected in its landscape requirements. Identify, assess, and prioritize those sensitivities deemed most important by you for others to understand. By semester's end, write a cultural guide for environmental site workers, leading them to a better awareness of how best to help and move through, your world. Revisions and resubmission of writing work will be emphasized, as well as camaraderie and mutual interest in each other's landscapes.

Credit 3 units. A&S IQ: HUM, WI Arch: ETH, S, HUM Art: HUM BU: ETH EN:

H

---

#### **L82 EnSt 419 Community Ecology**

Community ecology is an interdisciplinary field that bridges concepts in biodiversity science, biogeography, evolution and conservation. This course provides an introduction to the study of pattern and process in ecological communities with an emphasis on theoretical, statistical and experimental approaches. Topics include: ecological and evolutionary processes that create and maintain patterns of biodiversity; biodiversity and ecosystem function; island biogeography, metacommunity dynamics, niche and neutral theory; species interactions (competition, predation, food webs), species coexistence and environmental change. The class format includes lectures, discussions, and computer labs focused on analysis, modeling and presentation of ecological data using the statistical program R. Prereq: Bio 2970 required, Bio 381 recommended, or permission of instructor. (Biology Major Area C) Same as L41 Biol 419

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L82 EnSt 4193 Experimental Ecology Laboratory**

The goal of this course is to provide skills in the design, interpretation, and written presentation of ecological and evolutionary experiments, with emphasis on sampling methodology, hypothesis testing, and data analysis. A key objective of this course is to familiarize students with the importance of statistics and experimental design as unified tool, rather than two separate processes. We will practice how to abstract theories, hypotheses, predictions, mathematically, how to contrast them with data, and interpret the results. The course does not seek to be exhaustive of all experimental designs or statistical techniques, nor intensive in any given one. Rather, its focus is on providing the tools and concepts for the critical evaluation, choice, interpretation and further independent learning of the experimental and statistical tools needed for research. Practical analysis of data will be taught in program R, but no prior knowledge is required. During the course, students will plan and execute their own ecological studies, within the limitations of the current pandemic. This is a writing intensive course and grades are based on written assignments, including final projects, and in-class participation. This course fulfills the upper-level laboratory requirement for the Biology major. Prereq: Permission of instructor and at least one of the following: Bio Bio 3501, Bio 372, Bio 381, Bio 419, or Bio 472. Enrollment is limited to 10 students. Credit 4 units.

Same as L41 Biol 4193

Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

---

#### **L82 EnSt 426 Topics in American Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Prerequisites: L32 101B American Politics

Same as L32 Pol Sci 426

Credit 3 units. A&S IQ: SSC, SD Art: SSC EN: S

---

#### **L82 EnSt 428 Hydrology**

Survey of principles that govern the flow of water in river and groundwater systems in deep geologic environments. Basic equations of fluid flow, dynamics, and the characteristics of drainage basins, rivers, floods, and important aquifers. Exploitation of ground water systems. Prerequisite: EEPS 353 or Physics 191.

Same as L19 EEPS 428

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L82 EnSt 432 Environmental Mineralogy**

Topics connected with environmental mineralogy, some selected by students. Topics may include: mineral dust such as asbestos, containment materials for nuclear waste disposal, environmental ramifications of the processing and use of phosphate fertilizers, lead in the environment, acid mine drainage, microbial mediation of

sulfide oxidation, minerals in the human body, weathering of building materials, materials engineering, and engineering of materials for more effective recycling. Three class hours and one two-hour laboratory a week. Participation in discussions, term paper, two field trips required. Most readings from primary sources.

Same as L19 EEPS 430

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L82 EnSt 451 Environmental Policy

Course will examine the relationship between environmental economics and environmental policy. The course will focus on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course will examine critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; (2) use of market incentives (e.g., prices, taxes, or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Same as L11 Econ 451

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L82 EnSt 452 International Climate Negotiation Seminar

This course is designed to prepare students to attend and observe annual meetings associated with the United Nations Framework Convention on Climate Change (UNFCCC) as a delegate of Washington University. The course and meetings provide student delegates with a unique educational experience to observe the development of international climate policy through interdisciplinary negotiations and interactions inside the negotiating space. Students see the interaction between climate policy, science and technology as they identify and analyze policy decisions across the international climate regime. The COP 29 meeting will be held in Baku, Azerbaijan, from Monday, November 11, 2024 to Friday, November 22, 2024. While the number of students who can attend meetings is limited by the United Nations, we will do our best to have course participants attend one week of the COP. Course enrollment is limited. Indicate your interest by placing yourself on the waitlist and completing an application. The cost of meeting attendance is partially covered by the College of Arts & Sciences and need based support is available. More information on cost is included on the course FAQ page. Pre-requisite: junior standing. Contact the instructor with questions at martin@wustl.edu. Registration for this course is direct to the waitlist, and students are selected by application. The application can be found here . The deadline for the application is 5 PM on April 24th.

Credit 4 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L82 EnSt 4527 IPCC: Governance, Policy and Science

This course is a three-credit advanced seminar for students who are interested in the intersection of science and policy in the area of climate change. The Intergovernmental Panel on Climate Change (IPCC) is regarded as world's top scientific authority on climate change. Using the Synthesis Report of the IPCC's 6th Assessment Review as our guide, students will explore the unique role of the IPCC as an intergovernmental body. We will dig into what it means for the IPCC to be an intergovernmental body, the underlying reports that make up the AR6 assessment cycle, and what the future holds for the IPCC. In doing so we will explore the current science and knowledge around land use, oceans and cryosphere, mitigation, adaptation, loss and damage, vulnerability and how that is presented in a 'policy relevant but not policy prescriptive' format. Students will be able to evaluate key questions and concepts around climate change as they find and understand how they are included in the IPCC reports. They will then learn to assess and analyze the questions/concepts in the context of the IPCC findings and see how those findings are integrated in the international policy space. Prerequisites: junior level standing.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L82 EnSt 461 Intro to Environmental Law

Survey of the most prominent federal laws designed to control pollution and protect human health and the environment. Examines laws applicable to environmental impact statements, biodiversity, air pollution, water pollution, and hazardous waste. Discusses the role of state law and cooperative federalism, as well as the roles of the courts, the legislature, and the administrative state in protecting the environment.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L82 EnSt 481 Advanced GIS

This course is designed to move beyond tools and skills learned in Applications in GIS (EnSt 380/580). Classes will feature hands-on exercises selected to help you master advanced GIS analysis tools and techniques, while providing experience in the planning and execution of real-world projects. Primary emphasis will be on applying fundamental GIS concepts, performing spatial analysis, developing proficiency with core ArcGIS software (e.g., Network Analyst extension), resolution of problems, and efficient delivery of results. Readings from books and scientific literature will introduce key concepts and provide real-world examples that will be reinforced in the hands-on exercises, assignments, and projects. As the semester develops, you will gain a variety of new tools and techniques that will allow you to complete a final independent project that integrates the material learned during the course.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L82 EnSt 482 Applications in Geospatial Intelligence

This course introduces the concept of geospatial intelligence (GEOINT) and how to use location to see patterns, connections and relationships to ultimately "see what others can't". Learn about the Intelligence Cycle, the mission of the National Geospatial-Intelligence Agency (NGA), potential career pathways in GEOINT, and other members of the Intelligence Community (IC) leveraging GIS to solve problems and make decisions related to Intelligence. This course is designed to incorporate both a theoretical understanding with a variety of subject matter expert (SME) presentations from the industry, as well as a practical understanding with hands-on exercises using ArcGIS Pro and other Esri software applications.

Credit 3 units. A&S IQ: NSM

---

### L82 EnSt 483 Introduction to Spatial Epidemiology

This 14-week course is to introduce essential concepts and methods of spatial epidemiology. Spatial epidemiology is a methodology for dealing with spatial-correlated issues in environmental and public health, epidemiological, and medical research. The lecture will give the knowledge in the designs and approaches of spatial epidemiology. Homework assignments after each lecture will test student knowledge the concepts we covered. GIS mapping exercises will allow students to practice and apply their knowledge of basic geospatial analyses in epidemiology. The paper discussions and final project (presentation and paper) will help the students develop a better understanding how to integrate geospatial and GIS modeling into epidemiological and population health studies to address spatial-correlated research questions. This course requires a previous completion of a GIS course with basic skill in the application of GIS software (such as ESRI ArcGIS) for mapping. This course will be suggested to the third-, fourth-year undergraduate students and/or master students.

Credit 3 units. A&S IQ: NSM Art: NSM

**L82 EnSt 492 Environmental Studies Fourth-Year Reflection Seminar**

Over the course of your time at Washington University, you have taken a depth and breadth of coursework toward your major in Environmental Analysis. Your major coursework has likely been supplemented by your coursework in other departments and programs of study. The purpose of this course is for you to meet your peers who have done the same. As a group you will reflect on and share representations of your learning across the years, make connections among things you have learned and to experiences in other arenas of your life. Reflection will occur through personal writing, discussion with peers in the course and the sharing of favorite podcasts, films, etc.  
Credit 1 unit.

**L82 EnSt 498 Senior Honors Research**

This course is designed to support fourth-year students who are working on research and thesis development for mentored research, honors research, or Latin Honors with the Environmental Studies Program. In this pass/fail, one-hour seminar course, instructors will guide students through common elements of the research process and teach skills for thesis writing that cross disciplines, such as goal setting and planning, developing a proposal, outlining methodology and findings, and using bibliographic reference software. Instructors and students will co-create a supportive environment for students to share ideas, feedback, and support as they engage in their independent research processes. This course is REQUIRED for all students completing Latin Honors and STRONGLY ENCOURAGED for students conducting mentored "senior" research regardless of GPA. Students graduating in spring or summer should take ENST 498 in fall and ENST 499 in spring of their final year; students graduating in December should take ENST 498 in the fall of their graduating year.  
Credit 3 units.

**L82 EnSt 499 Senior Honors**

Independent work for undergraduate Honors, to be supervised by a faculty member. Prerequisites, senior standing, eligibility for Honors, and permission of instructor.  
Credit 3 units.

**L82 EnSt 4995 Foundations of Research: Building a literature review**

The goal of this course is to introduce you to many of the skills that are required to generate, contextualize, and justify research. The final product of the course will be a literature review and tractable research question about a topic of your choice. One of the most important pieces of conducting research is to generate an interesting and important research question that is grounded in what we already know, contextualized by previous research, and justified by what gaps yet remain in our knowledge. Researchers craft and share this motivation in a literature review, contextualizes, justifies, and motivates the research question. Drafting a literature review is a critical and large part of the process, because working through writing of ideas is often how the ideas are shaped and refined, in large part because writing is thinking. In class we will cover a variety of concepts and skills that are useful in any discipline in terms of searching for the right kind of background information and data, evaluating types and quality of sources, reading and summarizing literature, constructing a logical and persuasive written argument, reference management, and data management and visualization. This course serves all students in the interdisciplinary environmental space, because the content and skills of this course apply to the literature review process across the range of humanities, social science, and natural science disciplines. We will touch on disciplinary conventions where they differ, but most of the content and skills are common and apply to all disciplines. Some students will go on to pursue a senior thesis research project while others may not, but all students will be able to transfer the skills you learn here into other

course and capstone work, professional school and professional work going forward. Through reading, individual homework activities, and group discussion and class activities, you will learn and practice skills. Over the course of the semester, you will complete phased assignments that build up to a written literature review on a topic of your choice. Your course grade will be based on participation, homework, class activities, and assignments related to the literature review. This course is offered every semester. It is designed for third year students with a major or minor in Environmental Analysis/Environmental Studies. It is not required but is strongly recommended for any student who is considering senior thesis research in Environmental Analysis. Fourth-year and second-year Environmental Analysis/Environmental Studies students will be considered on a case-by case basis based on available seats.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

## Environmental Analysis Major

### Program Requirements

- **Total units required:** 49

The environmental analysis major is a flexible, 49-credit program that focuses on developing critical skills and competencies in interdisciplinary environmental problem-solving. It is ideal for students seeking interdisciplinary training focused on the environment and sustainability, and it is designed to stand alone or to complement another major.

### Required Courses

Students must complete a total of 28 units of required courses as described below:

- Choose three of the following (9 units):

Code	Title	Units
Biol 2950	Introduction to Environmental Biology	3
EnSt 101	Earth's Future: Causes and Consequences of Global Climate Change (160 course)	3
EnSt 102	To Sustainability and Beyond: People, Planet, Prosperity	3
EnSt 111	Environmental Racism and the Health of Everyone	3
EnSt 215	Introduction to Environmental Humanities	3
EnSt 250	One Health: Linking the Health of Humans, Animals, and the Environment	3
EnSt 251	Metropolitan Environment	3
EnSt 252	Sustainability in Business	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3
Pol Sci 2010	Introduction to Environmental Policy	3

\* These Beyond Boundaries courses, open to first-year students only, may apply to this section; students may count up to two toward the major.

- Required core courses in analysis and communication; choose four of the following (12 units):

Code	Title	Units
Drama 214	Public Speaking: Embodied Communication	3
Drama 4081	Theater for Social Change	3
EnSt 315	Fallout: Analyzing Texts and Narratives of the Nuclear Era	3
EnSt 316	Beyond the Evidence	3
EnSt 350W	Writing Skills for Environmental Professionals	3
EnSt 357	Multiparty Environmental Decision Making	3
EnSt 364	Field Methods for Environmental Science	3
EnSt 380	Applications in GIS	3
EnSt 415W	Writing Home: Creating Cultural Guides for Environmental Site Workers	3
EnSt 481	Advanced GIS	3
EnSt 4995	Foundations of Research: Building a literature review	3
IPH 3123	Introduction to Digital Humanities	3
SDS 2200	Elementary Probability and Statistics	3
or SDS 3200	Elementary to Intermediate Statistics and Data Analysis	
or SDS 3211	Statistics for Data Science I	

**Note:** Students may count a fifth analysis and communication course toward the depth electives.

- Required course in social identity and environment; choose one of the following (3 units):

Code	Title	Units
AFAS 1130	Introduction to Race	3
AAS 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
EnSt 111	Environmental Racism and the Health of Everyone	3
GeSt 232	Intergroup Dialogue: Race/Ethnicity	3
JIMES 2910	Racism and Antiracism	3
SOC 2110	Social Inequality in America	3
SOC 2520	Inequality By Design: Understanding Racial/Ethnic Health Disparities	3
SOC 3212	The Social Construction of Race	3
SOC 3910	Economic Realities of the American Dream	3

SOC 4289	Neighborhoods, Schools, and Social Inequality	3
SOC 4810	Global Structures and Problems	3
SOC 4830	Global Racial Systems	3

- Required interdisciplinary environmental capstone course; choose one of the following (3 units):

Code	Title	Units
EnSt 405	Sustainability Exchange: Community and University Practicums	3
EnSt 407	RESET - Renewable Energy Policy, Engineering and Business	3
EnSt 452	International Climate Negotiation Seminar	var.; max. 6
EnSt 498	Senior Honors Research	3
EnSt 539	Interdisciplinary Environmental Clinic	var.; max. 6

**Note:** Due to the intensity of these project-based courses, students may only take one per semester. Students may count a second capstone course toward the depth electives.

- Fourth-year reflection seminar (1 unit):

Code	Title	Units
EnSt 492	Environmental Studies Fourth-Year Reflection Seminar	1

**Note:** The purpose of this seminar is to create a written narrative portfolio that synthesizes, integrates, and reflects on the student's learning across the courses and experiences of the major. Reflection will occur through personal writing and discussion with peers in the course.

## Elective Courses

Students will choose 21 units of depth and breadth elective courses from the three categories below: Social Sciences, Humanities and Arts, and Natural Science. Students must choose seven elective courses, with at least four courses from one category and at least one course in each of the other two categories. This requirement means that students can choose a 5/1/1 combination or a 4/2/1 combination from the elective categories.

The following flexibility is allowed regarding substitutions:

- Students may count a fifth analysis and communication course toward the depth electives.
- Students may count a second capstone course toward the depth electives.
- Students may request one course substitution outside of the electives listed below to take advantage of unique one-time or rarely-offered courses.

Students must complete no fewer than 18 units of courses numbered 300 or above within the major with a grade of C- or better. There is no double counting of advanced (300- and 400-level) courses between two majors or between a major and a minor. This "no double-counting rule" also applies to students who are double majoring across schools.

- Social sciences electives:

Code	Title	Units
AMCS 227	Topics in Native American Culture	3
AMCS 299	The Study of Cities and Metropolitan America	3
Anthro 3102	Topics in Anthropology: Sustainability in Extractive Communities	3
Anthro 3215	Food, Culture, and Power	3
Anthro 3472	Global Energy and the American Dream	3
Anthro 3602	Environmental Inequality: Toxicity, Health, and Justice	3
Anthro 361	Culture and Environment	3
Anthro 374	Social Landscapes in Global View	3
Anthro 379	Meltdown: The Archaeology of Climate Change	3
Anthro 4281	Ecological Anthropology	3
Econ 451	Environmental Policy	3
EnSt 255	Systems Thinking	3
EnSt 3060	Community Based Conservation: Madagascar Sustainability Initiative	3
EnSt 310	Ecological Economics	3
EnSt 316	Beyond the Evidence	3
EnSt 346	Environmental Justice	3
EnSt 347	Sustainable Cities	3
EnSt 4527	IPCC: Governance, Policy and Science	3
EnSt 461	Intro to Environmental Law	3
EnSt 481	Advanced GIS	3
EnSt 482	Applications in Geospatial Intelligence	3
EnSt 4995	Foundations of Research: Building a literature review	3
MGT 450R	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 460L	Introduction to Social Entrepreneurship	3
MPH 5002	Epidemiology	3
MPH 5323	TPS: Climate Change and Public Health	3
Pol Sci 332B	Energy Politics	3
Pol Sci 3760	Globalization, Urbanization, and the Environment	3
Pol Sci 363	Quantitative Political Methodology	3
Pol Sci 389A	Power, Justice, and the City	3

Pol Sci 4043	Public Policy Analysis, Assessment and Practical Wisdom	3
Pol Sci 495	Research Design and Methods	3
SOC 3350	Poverty and the New American City	3
SOC 4810	Global Structures and Problems	3

\* Students should request permission from the instructor to enroll in this course.

- Environmental humanities and arts electives:

Code	Title	Units
AFAS 3075	Recipes for Respect: Black Foodways in the United States	3
ARCH 209	Design Process	3
ART 318P	Photography: Art Practice (Art, Environment, Culture & Image)	3
Art-Arch 3961	Art & Ecology	3
Comp Lit 4111	Pastoral Literature	3
Drama 351	Intro to Playwriting	3
Drama 4081	Theater for Social Change	3
EnSt 315	Fallout: Analyzing Texts and Narratives of the Nuclear Era	3
EnSt 3410	Native American Storytelling - Healthy Land Practice	3
EnSt 415W	Writing Home: Creating Cultural Guides for Environmental Site Workers	3
History 2561	Urban America	3
History 3194	Environment and Empire	3
IPH 312	Introduction to Digital Humanities	3
IPH 431	Statistics for Humanities Scholars: Data Science for the Humanities	3
LAND 530F	Foodscapes: Art Food Space Activism	3
LAND 553A	Seeds	3
Phil 235F	Introduction to Environmental Ethics	3
Writing 309	Writing the Natural World	3

\* This course has a prerequisite.

- Natural science electives:

Code	Title	Units
Anthro 3053	Nomadic Strategies and Extreme Ecologies	3
Anthro 3660	Primate Ecology, Biology, and Behavior	3
Anthro 3662	Writing for Primate Conservation Biology	3
Anthro 4285	Environmental Archaeology	3
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3
Biol 3171	Biology for Climate Change Solutions	3
Biol 3220	Woody Plants of Missouri	3

Biol 3221	Research and Public Education in the Arboretum	3
Biol 343A	Plants, Environment and Civilization	3
Biol 3494	Microbes and the Environment	4
Biol 370	Animal Behavior	3
Biol 373W	Laboratory on the Evolution of Animal Behavior (Writing Intensive)	3
Biol 381	Introduction to Ecology	3
Biol 3900	Science for Agriculture and Environmental Policy	3
Biol 419	Community Ecology	3
Biol 4193	Experimental Ecology Laboratory	4
Biol 4195	Disease Ecology	4
EEPS 317	Soil Science	3
EEPS 323	Biogeochemistry	3
EEPS 340	Minerals, Rocks, Resources and the Environment	4
EEPS 342	Environmental Systems	3
EEPS 385	Earth History	3
EEPS 386	The Earth's Climate System	3
EEPS 387	Geospatial Science	4
EEPS 407	Remote Sensing	3
EEPS 409	Surface Processes	3
EEPS 428	Hydrology	3
EEPS 442	Aqueous Geochemistry	3
EEPS 454	Exploration and Environmental Geophysics	4
EEPS 468	Geospatial Field Methods	3
EEPS 486	Paleoclimatology	3
EnSt 3630	Arctic Climate System	3
EnSt 364	Field Methods for Environmental Science	3
EnSt 365	Applied Conservation Biology	3
EnSt 375	Urban Ecology	3
EnSt 481	Advanced GIS	3
EnSt 483	Introduction to Spatial Epidemiology	3
LAND 551A	Landscape Ecology	3

## Additional Information

### Grades and Credits

The program has set the following policy concerning the minimum acceptable grade performance. A grade of C- is the minimum acceptable performance for each unit of credit for all course work for the major. Courses with grades of D may fulfill the College's requirement for 120 total units of credit, but they do not meet the program requirements. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses. Please visit the Academic Regulations page (p. 1132) of the College of Arts &

Sciences Bulletin for more information. **Note:** Students must make sure that, while completing the major, they complete a minimum of 18 units of upper-level course work (300 level or above). At least half of the units (i.e., 25 units) for the major must be completed in residence.

### Substitutions and Transfer Credit

Requests for substitutions for courses from other institutions (transfer credit) need approval by the College Office. Please visit the Policies and Procedures for more information.

For Majors requesting a course substitution, please complete the Course Petition Form.

### Study Abroad

To study abroad, students must be in their junior or senior year and have at least a 3.0 grade point average. Students must understand the language of the country in which they plan to study. Grades do not transfer back to Washington University. Credits can be applied toward the 120 credits needed to graduate, and courses taken abroad can substitute for courses for the environmental major and minors. These substitutions should be worked out before leaving for Study Abroad. Final decisions for course credit will be made once the student has returned and the courses and grades are reported back to Washington University. The minimum grade for study abroad coursework to apply to major/minor credit is C-.

Environmental Studies will accept up to 4 courses (12-16 units) from a study abroad program toward the Environmental Analysis Major. This can include courses in the social identity and environment and breadth and depth elective sections of the major, as well as a research methods courses taken on a field-based program, but not other sections of the major. Requests for substitutions should be submitted to the director and study abroad coordinator for Environmental Studies, Dr. Jeff Catalano.

### Considerations

- Participating in a Washington University program allows financial assistance, and students may earn full academic credit for study abroad if they participate in Washington University programs.
- Students wishing to participate in non-Washington University programs must petition for credit before participating in the program.
- Students must communicate regularly with their advisors while abroad and report to them upon return.
- Each student must contact the Overseas Office to arrange for the transfer of credit.
- For details, contact the Overseas Office.

Phone: 314-935-7047  
Email: bowinston@wustl.edu  
Website: <http://enst.wustl.edu>

# Environmental Studies Minor

## Program Requirements

- **Total units required:** 18

This minor is a good fit for students for many reasons:

- **Exposure:** Includes introductory-level courses
- **Accessibility:** Includes introductory courses
- **Flexibility:** Wide degree of choice in elective categories
- Pairs easily with many majors to provide interdisciplinary exposure

Students must have at least 9 units of course work at the 300 level or higher that are unique to this minor.

## Required Courses

Required core introductory courses (students choose two of the following; 6 units):

Code	Title	Units
Biol 2950	Introduction to Environmental Biology	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3
EnSt 101	Earth's Future: Causes and Consequences of Global Climate Change*	3
EnSt 102	To Sustainability and Beyond: People, Planet, Prosperity*	3
EnSt 111	Environmental Racism and the Health of Everyone*	3
EnSt 215	Introduction to Environmental Humanities	3
EnSt 250	One Health: Linking the Health of Humans, Animals, and the Environment	3
EnSt 251	Metropolitan Environment	3
EnSt 252	Sustainability in Business	3
Pol Sci 2010	Introduction to Environmental Policy	3

\* Students may count one of these Beyond Boundaries courses (first year only): EnSt 101, EnSt 102, or EnSt 111.

## Elective Courses

One elective in analysis and communication (3 units):

Code	Title	Units
EnSt 315	Fallout: Analyzing Texts and Narratives of the Nuclear Era	3
EnSt 316	Beyond the Evidence	3
EnSt 350W	Writing Skills for Environmental Professionals	3
EnSt 357	Multiparty Environmental Decision Making	3

EnSt 364	Field Methods for Environmental Science	3
EnSt 380	Applications in GIS	3
EnSt 405	Sustainability Exchange: Community and University Practicums	3
EnSt 407	RESET - Renewable Energy Policy, Engineering and Business	3
EnSt 415W	Writing Home: Creating Cultural Guides for Environmental Site Workers	3
EnSt 452	International Climate Negotiation Seminar	var.; max 6
EnSt 481	Advanced GIS	3
EnSt 4995	Foundations of Research: Building a literature review	3
EnSt 539	Interdisciplinary Environmental Clinic	var.; max 6

One elective in environmental humanities and arts (3 units):

Code	Title	Units
AFAS 3075	Recipes for Respect: Black Foodways in the US	3
ARCH 209	Design Process	3
ART 318P	Photography: Art Practice (Art, Environment, Culture & Image)	3
Art-Arch 3961	Art & Ecology	3
Comp Lit 4111	Pastoral Literature	3
Drama 351	Intro to Playwriting	3
Drama 4081	Theater for Social Change	3
EnSt 315	Fallout: Analyzing Texts and Narratives of the Nuclear Era	3
EnSt 3410	Native American Storytelling - Healthy Land Practice	3
EnSt 415W	Writing Home: Creating Cultural Guides for Environmental Site Workers	3
History 2561	Urban America	3
History 3194	Environment and Empire	3
IPH 312	Introduction to Digital Humanities	3
IPH 431	Statistics for Humanities Scholars: Data Science for the Humanities	3
LAND 530F	Foodscapes: Art Food Space Activism	3
LAND 553A	Seeds	3
Phil 235F	Introduction to Environmental Ethics	3
Writing 309	Writing the Natural World	3

One elective in social sciences (3 units):

Code	Title	Units
AMCS 227	Topics in Native American Culture	3
AMCS 299	The Study of Cities and Metropolitan America	3
Anthro 3102	Topics in Anthropology: Sustainability in Extractive Communities	3
Anthro 3215	Food, Culture, and Power	3

Anthro 3472	Global Energy and the American Dream	3
Anthro 3602	Environmental Inequality: Toxicity, Health, and Justice	3
Anthro 361	Culture and Environment	3
Anthro 374	Social Landscapes in Global View	3
Anthro 379	Meltdown: The Archaeology of Climate Change	3
Anthro 4281	Ecological Anthropology	3
Econ 451	Environmental Policy	3
EnSt 255	Systems Thinking	3
EnSt 3060	Community Based Conservation: Madagascar Sustainability Initiative	3
EnSt 310	Ecological Economics	3
EnSt 316	Beyond the Evidence	3
EnSt 346	Environmental Justice	3
EnSt 347	Sustainable Cities	3
EnSt 4527	IPCC: Governance, Policy and Science	3
EnSt 461	Intro to Environmental Law	3
EnSt 481	Advanced GIS	3
EnSt 482	Applications in Geospatial Intelligence	3
EnSt 4995	Foundations of Research: Building a literature review	3
MGT 450R	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 460L	Introduction to Social Entrepreneurship	3
MPH 5002	Epidemiology	3
MPH 5323	TPS: Climate Change and Public Health	3
Pol Sci 332B	Energy Politics	3
Pol Sci 363	Quantitative Political Methodology	3
Pol Sci 3760	Globalization, Urbanization, and the Environment	3
Pol Sci 389A	Power, Justice, and the City	3
Pol Sci 4043	Public Policy Analysis, Assessment and Practical Wisdom	3
Pol Sci 495	Research Design and Methods	3
SOC 3350	Poverty and the New American City	3
SOC 4810	Global Structures and Problems	3

One elective in natural science (3 units):

Code	Title	Units
Anthro 3053	Nomadic Strategies and Extreme Ecologies	3
Anthro 3660	Primate Ecology, Biology, and Behavior	3
Anthro 3662	Writing for Primate Conservation Biology	3
Anthro 4285	Environmental Archaeology	3
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3
Biol 3171	Biology for Climate Change Solutions	3
Biol 3220	Woody Plants of Missouri	3

Biol 3221	Research and Public Education in the Arboretum	3
Biol 343A	Plants, Environment and Civilization	3
Biol 370	Animal Behavior	3
Biol 373W	Laboratory on the Evolution of Animal Behavior (Writing Intensive)	3
Biol 381	Introduction to Ecology	3
Biol 3900	Science for Agriculture and Environmental Policy	3
Biol 3494	Microbes and the Environment	4
Biol 419	Community Ecology	3
Biol 4193	Experimental Ecology Laboratory	4
Biol 4195	Disease Ecology	4
EEPS 317	Soil Science	3
EEPS 323	Biogeochemistry	3
EEPS 340	Minerals, Rocks, Resources and the Environment	4
EEPS 342	Environmental Systems	3
EEPS 385	Earth History	3
EEPS 386	The Earth's Climate System	3
EEPS 387	Geospatial Science	4
EEPS 407	Remote Sensing	3
EEPS 409	Surface Processes	3
EEPS 428	Hydrology	3
EEPS 442	Aqueous Geochemistry	3
EEPS 454	Exploration and Environmental Geophysics	4
EEPS 468	Geospatial Field Methods	3
EEPS 486	Paleoclimatology	3
EnSt 3630	Arctic Climate System	3
EnSt 364	Field Methods for Environmental Science	3
EnSt 365	Applied Conservation Biology	3
EnSt 375	Urban Ecology	3
EnSt 481	Advanced GIS	3
EnSt 483	Introduction to Spatial Epidemiology	3
LAND 551A	Landscape Ecology	3

Phone: 314-935-7047

Email: [bowinston@wustl.edu](mailto:bowinston@wustl.edu)

Website: <http://enst.wustl.edu>

## Film and Media Studies

During the 21st century, as our national and global cultures become increasingly dominated by the visual in ubiquitous modes of technology-based communication, the need to become critical viewers — knowledgeable in the history of the most popular art forms of our time and possessing the analytical skills to understand and interpret mass media — is acute.



To address this need, the major in Film and Media Studies requires the rigorous study of history and aesthetics so that students come to understand the creative force of moving image texts, whether digital, electronic, or filmic. Courses examine the place of these texts in culture and how their production of meaning relates to industrial and business practices as well as to other artistic endeavors. By complementing the critical studies undergraduate curriculum in Film and Media Studies, courses in production and screenwriting provide — through acts of creation and collaboration — an understanding of the aesthetic and ethical choices that artists confront when working with moving image-based media. Such practical experience integrates theoretical and historical awareness to further enhance students' understanding of the ways in which visual culture makes meaning with established and emergent technologies in contemporary society. This major will benefit any student interested in gaining an intellectual perspective on the relationship between art and technology, culture and industry, and history and theory. This major trains students in rigorous analytical thinking and provides them with research skills and historical knowledge that will assist them in becoming effective participants in the mediated culture of the 21st century.

The program of Film and Media Studies' academic mission is focused on the intellectual and professional development of students, but our faculty regard educating the larger Washington University and St. Louis communities about our field of study to be another important element of our work. To that end, we are committed to sponsoring events — including film festivals, academic lectures, and symposia — that further the discussion of and intellectual engagement with all forms of moving image media.

Contact: Pat Henry  
Phone: 314-935-4056  
Email: fms@wustl.edu  
Website: <https://fms.wustl.edu/>

## Faculty

### Director

#### Ian Bogost

Barbara and David Thomas Distinguished Professor  
PhD, University of California, Los Angeles

### Department Faculty

#### Colin Burnett

Associate Professor  
PhD, University of Wisconsin-Madison

#### Richard Chapman

Senior Lecturer

#### Jianqing Chen

Assistant Professor  
PhD, University of California, Berkeley

#### James Fleury

Senior Lecturer  
PhD, University of California, Los Angeles

#### Reem Hilu

Assistant Professor  
PhD, Northwestern University

#### Deirdre Maitre

Senior Lecturer

#### Raven Maragh-Lloyd

Assistant Professor  
PhD, University of Iowa

#### William Paul

Professor Emeritus  
PhD, Columbia University

#### John Powers

Assistant Professor  
PhD, University of Wisconsin-Madison

#### Gaylyn Studlar

David May Distinguished Professor in the Humanities  
PhD, University of Southern California

#### Diane Wei Lewis

Associate Professor  
PhD, University of Chicago

## Majors

- Film and Media Studies Major (p. 613)
- Film and Media Studies Major, Film and Media Production Specialization (p. 613)

## Minors

- Film and Media Studies Minor (p. 614)
- Global Film and Media Studies Minor (p. 615)

## Courses

Visit online course listings to view semester offerings for L53 Film.

---

### L53 Film 110 First-Year Seminar: Science Fiction Literature & Film: A Contrast in Hyper-imaginative Media

This course will present a historical overview of the forms that racial and ethnic representations have taken in American television. The course will chart changes in public perception of racial and ethnic difference in the context of sweeping cultural and social transformations. The course examines how notions of medium and ponders the implications for these identities of the contemporary practice of "narrowcasting." Required Screening.  
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

---

---

**L53 Film 112 First-Year Seminar: Race and Ethnicity in American Cinema**

From the early documentary roots of cinema through the Civil Rights movement and to the recent democratization of the means of media production, questions of race and ethnicity have proved crucial both to the content of American films and also to the perspective from which they are made. This class will look at the representation of historical moments from the Civil War to Hurricane Katrina, the production of cinematic stereotypes as well as their appropriation for subversive purposes, and the gradual evolution of multi-culturalism as a central factor in the stories told and the telling of stories on the American screen. Students will use film texts to develop a critical understanding of one of the most important issues in American history. REQUIRED SCREENING: [day, time].

Credit 3 units. A&S: FYS A&S IQ: HUM, SD Art: HUM BU: BA EN: H

---

**L53 Film 1122 First-Year Seminar: Multiverses and Mind Games in Film and TV**

Over the past three decades, contemporary film and television have seen a trend of increasingly complex storytelling, in the US and worldwide. We see such innovative narrative forms in Hollywood films such as *Source Code* (Duncan Jones, 2011), *Inception* (Christopher Nolan, 2010), and *Butterfly Effects* (Eric Bress and J.Mackye Gruber, 2004), as well as in TV series such as *FlashForward* (ABC, 2009-10) and *Russian Doll* (Netflix, 2019), not to mention global art cinema *Too Many Ways to Be No.1* (Wai Ka-fai, 1997) and *Peppermint Candy* (Chang Dong Lee, 1999). Named "puzzle films," "mind-game films," or "complex TV," these films and series manifest common new features, such as non-linear narratives, jumbled chronologies, labyrinthine spatial orientation; they creatively use time travel, multiverse, compulsive repetition, and loops to transcend spatial-temporal limitations. These films play with our perception of the reality, present new psychological and cognitive challenges, and thereby create new spectatorial pleasure. This course teaches students to enjoy, view, closely analyze, and critically think about films and series of complex storytelling. Reading these films along with recent film and television studies scholarship, students learn analytical skills and conceptual frameworks to untangle the convoluted narrative logic and discern in the narrative architecture new modes of rethinking identity, reality, history, and future in our contemporary societies. Required Screenings: Wednesdays @ 4pm. This course is appropriate for first-year students.

Credit 3 units. A&S: FYS A&S IQ: HUM EN: H

---

**L53 Film 114 First-Year Seminar: Superhero Media**

This course will examine the superhero as American myth and media industry commodity. We will consider historical, cultural, and industrial aspects of the superhero genre across comic books, films, television series, and video games. Focusing on multiple media allows us to examine an array of medium-specific and cross-media issues (e.g., how criticism of superhero films as "not cinema" reflects a legacy of comics being perceived as juvenile). Our study will encompass a number of critical frameworks, including myth, adaptation, gender, race, and transmedia storytelling. Each course unit will focus on how different media have presented one or more superhero franchises (e.g., Superman, Batman, Black Panther, Captain Marvel, Watchmen). Required screenings. Enrollment limited to first-year students.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L53 Film 115 First-Year Seminar**

This course will explore the complex relationship between moving images and ideas of the real in both movies and television. It will explore theories of representation, surveillance, authenticity, truth, and realism in this context. From the earliest "actuality" films to the recent phenomenon of reality television programming, it will ask if screen images capture what is "really" happening in front of the camera or if conventions of representation, genre, and narrative mediate the

reality of these images. More significantly, it will inquire into why such questions matter. At issue is the role that moving images on both the big and the small screen have in our understanding of the world as it is and ourselves as we experience it.

Credit 3 units. A&S: FYS A&S IQ: SSC BU: HUM EN: S

---

**L53 Film 116 First-Year Seminar: Cult TV: Critical Approaches to Fans and Fictions**

What do such disparate television series as *Dr. Who*, *Star Trek*, *The Avengers*, *Monty Python's Flying Circus*, *The X-Files*, *Buffy the Vampire Slayer*, *Xena: Warrior Princess*, and *Sealab 2021* have in common? They all attract loyal audiences, stimulate "subcultural" sensibilities, lend themselves to "textual poaching," and thus qualify as examples of "Cult TV," a term that has become increasingly salient within critical studies of the medium. In this course we will explore the subject of cult television from a variety of social, cultural, and thematic perspectives, so that by the end of the semester students will have gained a deeper understanding of its historical importance as a barometer of both popular and oppositional tastes. We will examine how these and other examples of genre-based network and cable programming complicate distinctions between lowbrow and highbrow tastes while sustaining worldwide "interpretative communities" years after their original airdates. Students will also examine the importance of syndication, home video technologies, ancillary markets, publishing, and the Internet in the construction of fan cultures. Required Screening.

Credit 3 units. A&S: FYS A&S IQ: HUM EN: H

---

**L53 Film 117 First-Year Seminar: Asians in American Film**

This course surveys the history of Asian representations in American cinema from the silent period to the contemporary era. Throughout the semester we will focus on images of Chinese, Japanese, Koreans, Filipinos, and Vietnamese that have become most ingrained in American popular culture over the last century, from *Fu Manchu* and *Madame Butterfly* stereotypes popular during the classical studio era to more recent reconfigurations of racialized imagery in *Jackie Chan* and *Jet Li* films. We will also examine selected works by Asian American independent writer-directors-films and videos like *Chan is Missing*, *History and Memory*, and *Better Luck Tomorrow* that challenge the stereotypes and normative tropes of "Orientalism" still permeating mainstream media. Students will be asked to frame textual analyses of key films (such as *The Cheat*, *Daughter of Shanghai*, *Battle Hymn*, *Flower Drum Song*, and *Enter the Dragon*) within various political, social, cultural, and industrial contexts (e.g. anti-Asiatic immigration and labor policies; U.S. foreign policies; the practice of "yellowface;" censorship codes; wars in East and Southeast Asia; anti-miscegenation laws; grassroots campaigns to stem the tide of stereotypes and hate-crimes; etc.).

Credit 3 units. A&S: FYS BU: HUM, IS EN: H

---

**L53 Film 118 First-Year Seminar: Mr. Kiss Kiss Bang Bang: James Bond in Film, Literature and Popular Culture**

Originally a character in Cold War spy literature, James Bond has emerged as an international pop culture phenomenon. In this course, we will explore the evolution of James Bond from Ian Fleming to the "spy" parodies in international cinema. We will read several of Fleming's novels and short stories, including *Casino Royale* (1953), *"Octopussy"* (1966) and *"The Property of a Lady"* (1967), and discuss these texts in light of post-war spy literature. We will screen numerous Bond films, and compare and contrast James Bond the literary and cinematic character, how Bond emerged as a franchise hero through the vision of producers Harry Saltzman and Albert "Cubby" Broccoli, and critical aspects of the film franchise, including its storytelling roots in Hollywood serials, its use of gadgets and special effects, and the role of stardom in their marketing (Sean Connery, Ursula Andress, Roger Moore, Madonna, Pierce Brosnan and Daniel Craig). Finally, we will

explore the re-envisioning of Bond in various media and art forms in global popular culture, including music, DC and Marvel Comics, games, children's television and in Asian cinema (Stephen Chow's 1994 *From Beijing with Love*). Required Screenings.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L53 Film 119 First-Year Seminar: Anime as Popular Culture

In the contemporary media landscape, film, television, games, publishing, and merchandizing are increasingly connected and help distribute cultural products across the globe. Japanese animation is one of the earliest and most successful examples of this powerful strategy. This course examines the global franchising industry of Japanese anime to explore basic questions about media and popular culture: How do we define a medium? How do consumer practices shape media and popular culture? What is the impact of globalization on media, and global media on national culture? Our investigations of Japan "cool" and its avid consumer cultures will cover: animation aesthetics and technology; media convergence; anime fan cultures; science-fiction and remaking the body, history, and identity through global media. No prerequisites. Enrollment limited to fifteen college freshmen. In addition to class meetings, there will be a mandatory weekly scheduled screening.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: IS EN: H

---

### L53 Film 120 First-Year Seminar: Horror Across Media

In spite of -- and because of -- its propensity for terrifying readers and viewers, horror has proven to be one of the most resilient and popular genres across all forms of media. Why are audiences attracted to a genre that causes fear, revulsion, and distress? This course will consider the cultural, philosophical, and generic dimensions of horror and explore how it operates across an array of media platforms: film, literature, television, comics, and video games. We will read two literary masters of the genre, H.P. Lovecraft and Stephen King, and we will screen some of the most successful horror films of the last 50 years. We will also study horror through a variety of critical frameworks, including gender, stardom, special effects, transnationality, adaptation, transmedia storytelling, and interactivity. The course will culminate in two extended case studies. In the first, we will compare and contrast literary, filmic, and televisual adaptations of "The Shining." In the second, we will consider "The Walking Dead" as a franchise that spreads its narrative across comics, multiple television programs, and video games. Required screenings. Enrollment limited to first-year students.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L53 Film 121 First-Year Seminar: Youth Culture and Visual Media

Since the advent of cinema through the recent development of online social networking, visual media in the United States and around the world have been identified with a market of youthful consumers and producers. This course will look at the development of youth culture in the United States and its unique relationship to visual media, including film, television, comic books, video games, and the Internet, in the twentieth and twenty-first centuries. We will examine youth culture as a social phenomenon generated by the young, a means of representing the experience of being youthful, and as part of the ongoing debates over the effects of media on the young. As alternately mass culture, popular culture, counter culture, and participatory culture, youth culture holds a privileged place in the history of American visual media and continues to influence production and innovation within the media marketplace.

Credit 3 units. A&S: FYS A&S IQ: HUM BU: BA EN: H

---

### L53 Film 200 Special Projects

This course is intended for freshmen and sophomores who wish to register for internships. Students must receive Program approval prior to beginning the internship. Please consult the Program guidelines governing internships. Credit variable, maximum 3 units.

Credit variable, maximum 3 units.

---

### L53 Film 220 Introduction to Film Studies

How do film images create meaning? What are the tools the film artist uses to create images? This course will introduce students to basic techniques of film production and formal methodologies for analyzing film art. Students will learn the essential components of film language -- staging, camera placement, camera movement, editing, lighting, special effects, film stock, lenses -- to heighten perceptual skills in viewing films and increase critical understanding of the ways films function as visual discourse. The course is foundational for the major in Film and Media Studies. Required Screening

Credit 3 units. A&S IQ: HUM Arch: ETH, NS, HUM Art: HUM BU: HUM EN: H

---

### L53 Film 225 Making Movies

This course introduces the core concepts and skills for producing dramatic narrative film and video, building on the Hollywood paradigm. No previous technical experience is required, but students should have taken or be concurrently enrolled in Film 220. This course teaches students how films are put together to tell stories, negotiating between the possibilities of cinematic language and the practicalities of working with machines and other people. In order to develop an understanding of filmic narration, students will learn the basics of camera operation, lighting, digital video editing, sound design and recording, casting and directing actors, visual composition and art direction, and production planning and organization. These concepts will be put into practice through a series of exercises culminating in a creative, narrative short digital video. This course fulfills the prerequisite for 300 and 400 level video and film production courses in Film and Media Studies and the production requirement in the FMS major. Admission by waitlist only. Prereq: Film 220.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L53 Film 305 Music and Masculinity in the Movies of Martin Scorsese

This course considers the work of American filmmaker Martin Scorsese, with close attention to (1) how Scorsese uses music (and sound) to construct intense cinematic worlds and (2) how his film characters and plots represent various sorts of white American men. The consistent collision between Scorsese's interest in music as a driver of film style and content and his penchant for male-centered, frequently violent narratives makes him an ideal central figure for our study of white American masculinities at the movies over the last five decades. Films to be studied include "Mean Streets," "Taxi Driver," "Raging Bull," "Goodfellas," "Cape Fear," "The Departed," "Shutter Island," and "The Wolf of Wall Street." Required screenings.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H

---

### L53 Film 310 Video Production

An advanced course exploring the creative and technical aspects of video production. Students sharpen their knowledge of cameras, directing, lighting, sound recording, non-linear systems, and narrative structures. In addition to acquiring a theoretical understanding of the production process, students will gain practical experience by producing, outside of class time, a short project reflecting their visual and conceptual maturity. Prerequisite: L53 Film 230 (Moving Images and Sound) or permission of the instructor.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

### L53 Film 311 Documentary Production

In parallel with an overview of various documentary genres, ranging from the personal, the poetic, the agitprop, and cinema vérité, this course will offer students the opportunity to produce a short documentary piece on the topic of their choosing. Aesthetic and ethical issues will be explored by considering the overall methodology in terms of subjectivity, content, structure, and the possible usage of music and/or voice-over. For the sake of completing the project in time, it is recommended that students be familiar with the subject matter of their investigation, before taking the course. Prerequisite: L53 Film 230 (Moving Images and Sound) or permission of the instructor. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L53 Film 3164 Adaptations: Literature / Film / TV

"The book was better than the movie." "The movie wasn't faithful to the book." "The TV series didn't capture the book like the movie did." These have forever been the complaints of readers watching their favorite works of literature adapted to the screen, and, in a media ecosystem increasingly flooded with adaptations and reboots of existing intellectual property, these complaints won't be going away any time soon. Film and literature have been interconnected since the very first films screened at end of the nineteenth century, but the dynamic between literature and media has sometimes been strained: film reviled as the cheap degradation of a vital art form, the novel anxious at the rise of narrative film - and later television - as rival storytelling media. But, viewing literature and visual media in opposition can obscure what becomes visible if we view them together. This is a course about the history, theory, and practice of adaptation from literature to film and television and back again rooted in both canonical and non-canonical case studies. We will study authors whose works have been repeatedly adapted across eras and media; filmmakers whose works are pastiches of various literary and cinematic sources; rigorously, obsessively "faithful" adaptations; radically transformative "unfaithful" adaptations; and works of literature and media that are themselves about the process and ethics of adaptation. The course will be anchored by a reading of Emily St. John Mandel's 2014 novel *Station Eleven* and a serial viewing - replicating the unusual original release - of HBO Max's miniseries adaptation. Same as L14 E Lit 3164. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L53 Film 319 Documentary Film and Media

From movie screens to cell phones, moving images that "document" life have never been more ubiquitous. What do these images tell us about the relationship between representation and reality? How have film and media makers used moving images to represent major cultural, political, and social upheavals as well as communicated an understanding of everyday life? To answer these questions, this course will survey the rich, vibrant legacy of documentary filmmaking as well as demonstrate its ongoing artistic and cultural relevance to newer media. We will examine key modes of documentary film while contextualizing the historical development of these forms within aesthetic, industrial, and political factors. We will also consider ethical issues in filmic representation, especially in relation to the ethnographic tradition. In addition to studying the work of documentary pioneers, we will explore contemporary activist documentaries, as well as new industrial developments such as serialized online documentary. Required screenings. Tuesdays @ 4pm. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

### L53 Film 320 British Cinema: A History

British cinema has gotten a bad rap. French film director François Truffaut once declared that cinema and Britain were incompatible terms since "the English countryside, the subdued way of life, the stolid routine-are anti-dramatic. . . [even] the weather itself is anti-cinematic." Yet British films proudly rank among some of the most acclaimed and beloved in film history: Monty Python and the Holy

Grail, *A Hard Day's Night*, *Lawrence of Arabia*, *The Third Man*, *Zulu*, *The Ladykillers*, *A Night to Remember*, *Trainspotting*, *The King's Speech*, and the James Bond franchise. Admittedly, British cinema has had its ups and downs, never quite knowing whether to position itself as a distinctive national cinema or as a rival to Hollywood. This uncertainty has fostered a rich diversity and complexity that this course will emphasize in a survey approach. We will give equal attention to the work of high-profile directors like Alfred Hitchcock and Michael Powell and to important "genres" in which the British seem to excel—like black comedy, imperialist adventure, "kitchen sink" drama, documentary, and the so-called "heritage" films that paved the way for television's *Downton Abbey*. Required Screenings. Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

### L53 Film 3211 Contemporary Chinese Popular Culture

With the rise of the Chinese economy and global capitalism, popular culture has proliferated in mainland China in recent years. This course traces the development of Chinese popular and youth culture and society from the 1990s to the present. It also refers back to modern times and ancient Chinese Confucian philosophy for historical background information. The course covers various forms of Chinese popular culture, such as movies, music, television programs, Internet literature, religion, sports, and food. Students observe primary resources and read academic articles to engage in a multiperspective and multimedia view of present-day China in the age of globalization and East Asian regionalization. Same as L04 Chinese 3211. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L53 Film 322 Contemporary East Asian Cinema

This course focuses on films made in Japan, Mainland China, Taiwan, Hong Kong and South Korea over the past three decades. Students will examine how the global/local geopolitics specific to the post-Cold War period, the passing of authoritarian regimes, the boom and bust of the Asian economy, and international film festivals have influenced the shaping of New East Asian cinemas across borders. REQUIRED SCREENING: [day, time]. Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

### L53 Film 323 The Cinema of Eastern Europe in the Cold War Era

This course has two objectives. On the one hand, we will watch masterpieces of European cinema, awarded at international festivals and directed by legendary names such as Milos Forman, Emir Kusturica and Andrzej Wajda, and focus on their artistic genius. On the other hand, we will study the way in which the confrontational politics of the Cold War inform these films, with a special focus on the perplexing predicament of a divided and antagonized Europe. The readings for this class emphasize our dual exploration. We will work with texts dealing with both film history and its aesthetics and with broader analyses of the intellectual and political landscape of the Cold War context. Required Screenings. Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

### L53 Film 324 History of Chinese Cinemas: 1930s-1990s

This course offers an overview of Chinese cinemas, including those of Mainland China, Hong Kong, and Taiwan, over the twentieth century. We will study major trends such as the left-wing filmmaking in the 1930s, the Maoist revolutionary narratives, Taiwanese healthy realism, the New Cinemas of the three regions, and contemporary transnational productions. Major topics include urban modernity, gender formation, national and transnational cinemas within specific historical contexts. All films come with English subtitle. Required Screenings. Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

### L53 Film 325 French Film Culture

Called "the seventh art," film has a long tradition of serious popular appreciation and academic study in France. This course will offer an overview of French cinema, including the origins of film (Lumière brothers, Méliès), the inventive silent period (which created such avant-garde classics as *Un chien andalou*), the poetic realism of the 30s, the difficulties of the war years, the post-war emphasis on historical/nationalist themes in the "tradition of quality" films, the French New Wave's attempt to create a more "cinematic" style, the effects of the political turmoil of May '68 on film culture, the "art house" reception of French films in the US, and the broader appeal of recent hyper-visual ("cinéma du look") films, such as *La Femme Nikita* and *Amélie*. While the primary focus of the course will be on French cinema, we will also discuss the reciprocal influences between American and French film culture, both in terms of formal influences on filmmaking and theoretical approaches to film studies. French film terms will be introduced but no prior knowledge of the language is expected. REQUIRED SCREENING: [day, time].

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L53 Film 326 Samurai, Rebels, and Bandits: The Japanese Period Film

Tales of heroism, crime, revolt, and political intrigue. Bloody battles, betrayal, madness, and flashing swords. This is the world of *jidaigeki eiga*, the Japanese period film. In this course, we will analyze the complex (and often flamboyant) narrative, visual, and thematic structures of films about the age of the samurai. We will discuss *jidaigeki* representations of violence and masculinity, self-sacrifice and rebellion, and the invention of tradition as well as critical uses of history. In addition to the historical content of the films, we will study the historical contexts that shaped *jidaigeki* film production and discuss relevant transformations in Japanese cinema and society. Period films have been shaped by and exert strong influences on Japanese theater, oral storytelling, popular literature, comics, and international film culture, all of which are helpful for understanding the films. As we track changes in *jidaigeki* style and subject matter, the course will introduce theories for interpreting narrative structure, genre repetition and innovation, intertextuality, and representations of "the past." All readings will be in English. No knowledge of Japanese required. No prerequisites. Required Screenings Tuesdays @ 7 pm.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

### L53 Film 327 Anime and Manga

This course examines the production and reception of Japanese animation and comics, with special emphasis on animation techniques and technology, industrial practices, cultural analysis, and fan cultures. Students will learn about the intertwined histories of anime and manga, and engage with contemporary examples. No prerequisites or Japanese language necessary. This course is appropriate for first year students.

Credit 3 units. A&S IQ: HUM, LCD Art: VC EN: H

---

### L53 Film 328 History of German Cinema

This course explores the major developments of German cinema throughout the twentieth century. More specifically, this course will engage with issues relating to German film culture's negotiation of popular filmmaking and art cinema, of Hollywood conventions and European avant-garde sensibilities. Topics will include the political functions of German film during the Weimar, the Nazi, the postwar, and the postwar eras; the influence of American mass culture on German film; the role of German émigrés in the classical Hollywood studio system; and the place of German cinema in present-day Europe and in our contemporary age of globalization. Special attention will be given to the role of German cinema in building and questioning national identity, to the ways in which German feature films over the past hundred years have used or challenged mainstream conventions to recall the national past and envision alternative futures. Films by

directors such as Murnau, Lang, Fassbinder, Herzog, Tykwer and many others. All readings and discussions in English. May not be taken for German major or minor credit. Required screenings. This course is appropriate for first year students.

Credit 3 units. BU: IS EN: H

---

### L53 Film 329 Italian Neorealism

This course explores the visual language of one of the most influential film movements of the twentieth century. We will concentrate on the origins of neorealism in Italian post-war cinema and history, and focus on the works of film-makers such as Roberto Rossellini, Vittorio De Sica and Luchino Visconti. We will also consider the longer-term influence of the movement both in Italy and elsewhere. Throughout this course, we will reflect on the possibilities of mimesis in cinema, on the social and political engagement of neorealist film, and on the factors that caused its decline.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

### L53 Film 330 History of American Cinema

This course traces the history of the American cinema from the earliest screenings in vaudeville theaters through the birth of the feature film to movies in the age of video. The course will examine both the contributions of individual filmmakers as well as the determining contexts of modes of production, distribution, and exhibition. The course aims to provide an understanding of the continuing evolution of the American cinema, in its internal development, in its incorporation of new technologies, and in its responses to other national cinemas. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

### L53 Film 331 The New Hollywood Cinema

This course will examine the history of film culture and the film industry in the United States since the end of the classical Hollywood studio system. It will pay special attention to the period of auteur-centered filmmaking in the 1970s. During this time, the end of the production code, the financial crisis of the industry, the unparalleled influence of European New Wave and Art films, and the introduction of the first generation of film school graduates (the so-called "movie brats") all combined amidst the tumultuous cultural politics of such movements as the counterculture, civil rights, and second wave feminism to form a film-historical moment often called the Hollywood Renaissance. This brief period was soon followed by a newly reinvigorated Hollywood industry focused on the high-concept blockbuster. Such rapid transformations in the practice and nature of American film not only continue to influence commercial filmmaking today but also continue to shape our understanding of the role of authorship, genre, and ideology within Hollywood. The course will consider films of the New Hollywood in the context of tensions between radicalism and populism, progressivism and nihilism, entertainment and ideology, artistic and commercial success. Required screenings.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

### L53 Film 333 Making Movies II: Intermediate Narrative Filmmaking

In *Making Movies II*, students advance their skills in filmmaking through a series of exercises and individual short films culminating in a final narrative project shot in high definition digital video and edited in Adobe CC and Premiere Pro. With faculty guidance, and working in groups, students collaborate in producing a narrative film that is a minimum of 10 minutes in length, following three-act structure and involving elements of motivation, conflict, and resolution. In addition to this structured approach to content, students are encouraged to achieve a unified aesthetic approach to picture and soundtrack that reinforces/enhances the meaning of their final projects. The course develops student skills through lectures, demonstrations, in-class screening of excerpts and critiques. Topics covered include idea

development, preproduction planning, directing actors, composition, lighting, and editing. Students are required to assist other students in their productions and attend all classes. 3 credits. Admission by waitlist only. Prerequisite: Film 220 and Film 225 or 230.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L53 Film 336 Cinema and Ireland

Like many other anglophone and francophone countries, Ireland only even started to develop a robust national cinema in the 1970s. As in, for instance, Australia and New Zealand, growth had previously been blocked by the dominance of local screens by films from, on the one hand, the overbearing 'imperial' power, Britain, and, on the other, Hollywood, center of an even stronger cultural imperialism. Increased national self-assertion coincided with the weakening of the grip of those two cinemas in the post-classical period. A major focus of the class is on some of the key works of the film-makers who established themselves in the 1980s, notably Neil Jordan and Jim Sheridan. But, as the title indicates - not simply Irish Cinema - it deals with more than this. Like Ireland itself, Irish cinema is deeply marked by, and preoccupied with, the political and cultural struggles of the past, and recent cinema is illuminated by seeing it in the context of earlier films: Hollywood and British versions of Ireland, whether shot on location or in the studio, as well as the isolated earlier landmarks of an indigenous Irish cinema. We also look at the rich topic of the representation of Irish immigrants in Hollywood films. Required Screenings.

Credit 3 units. A&S IQ: LCD BU: IS EN: H

---

### L53 Film 337 Retro Game Design

Before they became "retro," games played on platforms of the 1970s and 1980s were just games. But early game-console hardware was designed with very particular ideas of what made a game a game, and under extreme constraints of cost and technical viability. Creators designed for these constraints, and their work then influenced the design of later hardware and software. This is a course about the history, design, and technology of one retro game console, the 1977 Atari Video Computer System (also known as the Atari VCS or the Atari 2600). The first popular home console, the Atari VCS is a truly weird computer: It "boasts" 128 bytes of RAM, no video buffer, and a custom graphics and sound chip designed to interface with then-universal cathode ray tube televisions. Against all odds, creators made fun and successful games within these extreme constraints. Just as an artist benefits from learning the fundamentals of their craft, so a game designer or developer can benefit from returning to these early and crude hardware platforms. In this course, students will learn the technical and creative history of the Atari, and they will also learn the fundamentals of programming its unfamiliar hardware. Students will carry out programming exercises, mostly in the assembly language instructions required to operate this unusual computer. They will then make their own games for the Atari, which will be able to run on the actual, 45-year-old hardware.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H

---

### L53 Film 338 Global Game Industries

This course examines the history and practices of the video game industry from a global perspective. We will begin by charting the history of video games through corporate case studies that reflect industrial turning points. Next, we will review frameworks by which to understand the industry both historically and contemporarily. The final part of the course will be spent breaking down processes involved in the creation, distribution, and consumption of video games. Our analysis of the global video game industry will be based on game studies scholarship, trade press reports, and historical material. Lab meetings will provide the opportunity for engagement with documentaries, gameplay demonstrations, and guest speakers. By the end of the course, you will have gained a better sense of how to both study and participate in the increasingly global video game industry. Weekly required screening/lab: Tuesdays @ 7pm. This course is appropriate for first-year students.

Credit 3 units. A&S IQ: HUM, LCD Art: VC EN: H

---

### L53 Film 340 History of World Cinema

The course surveys the history of cinema as it developed in nations other than the United States. Beginning with the initially dominant film producing nations of Western Europe, this course will consider the development of various national cinemas in Europe, Asia, and third world countries. The course will seek to develop an understanding of each individual film both as an expression of a national culture as well as a possible response to international movements in other art forms. Throughout, the course will consider how various national cinemas sought ways of dealing with the pervasiveness of Hollywood films, developing their own distinctive styles, which could in turn influence American cinema itself. Priority given to majors. REQUIRED SCREENING: [day, time].

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L53 Film 341 Transnational Cinema(s): Film Flows in a Changing World

Across a century of extreme nationalism, Cold War imperialism, and increased globalization, moving image culture remains deeply tied to the evolution of global economics, shifting notions of local identity, and human migration. Recent changes in the dynamic of international economics and cultural flow have led to new critical approaches that reassess international cinema as being constructed by relationships that transcend national borders. This course examines multiple ways in which cinema works "transnationally", focusing on recent theories of modernism, globalization, and borderless cultures. Exploring a range of contexts from American domination of the early international market, to the recent evolution of Chinese blockbuster action films, to contemporary Palestinian video art, this course looks at the way in which material developments, narrative and aesthetic conventions, and film professionals have circulated over the past century. We will also look at how new technologies of production, distribution, and exhibition challenge traditional notions of cultural borders. Required screenings and in-class textual analysis will be used to complement industrial studies of how transnational flows have come to define contemporary audio-visual media practices. Required Screenings.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

### L53 Film 342 Introduction to Video Game Studies

This course will introduce students to multiple facets of video games as an art form, as a business, and as a part of American popular culture. The course will begin with a broad establishment of game studies and an investigation of the uniqueness of video games as a medium. Subsequent weeks will introduce different approaches to studying video games -- including historical, industrial, technological, cultural, theoretical, and aesthetic -- drawn from a variety of sources. Weekly lab sections will provide the opportunity for screenings -- including documentaries, news reports, television episodes, web series, and feature films -- and video game play. Students will complete a final research project on a video game of their choice and present on their projects in class. Required lab.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H

---

### L53 Film 344 Children's Television

How does contemporary television imagine children? How does the industry speak to them, with what aims, and using what types of representational strategies and modes of address? In turn, how do young people respond, both as viewers and, with the advent and increasing accessibility of new technologies, as media producers? This seminar will address these and other related questions while introducing students to the study of children's television in cultural and critical media studies. Throughout, we will address the theoretical question suggested by the course's title, a reference to the work of literary scholar Jacqueline Rose: is children's television possible?

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L53 Film 345 Sexual Politics in Film Noir and Hard-boiled Literature**

Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we will explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We will explore how and why sexual paranoia and perversion seem to animate this genre and why these movies continue to influence "neo-noir" filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called "hard-boiled" school of writing. We will read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We will also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films to be screened in complete prints or in excerpts will likely include many of the following: *The Maltese Falcon*, *Double Indemnity*, *Murder My Sweet*, *Phantom Lady*, *Strangers on a Train*, *The Big Sleep*, *The Killers*, *Mildred Pierce*, *The High Wall*, *Sudden Fear*, *The Big Combo*, *Laura*, *The Glass Key*, *The Big Heat*, *Kiss Me Deadly*, *The Crimson Kimono*, *Touch of Evil*, *Alphaville*, *Chinatown*, *Taxi Driver*, *Devil in a Blue Dress*, *The Bad Lieutenant*, and *Memento*. Required Screenings.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L53 Film 346 From Golden Age to Wasteland: U.S. Television in the 1950s and 1960s**

How did television become the dominant news and entertainment medium of the second half of the 20th Century? How did the medium come to define itself and American identities in the post-WWII era? In an era where various social movements began to lay claim to the cultural center, why did "mad men" eventually give way to magical women and fantastic families? This course examines the cultural, industrial, and aesthetic changes in U.S. television broadcasting during a time that was crucial to defining its relationship to the public as well as to Hollywood, the government, critics, and American commerce. The class explores the relationships and shifts that made television the U.S.'s most popular consensus medium but one that also would profit by the expression of alternative tastes, politics and identities. Required screenings.

Credit 3 units. A&S IQ: HUM EN: H

---

**L53 Film 349 Media Cultures**

This course is an introduction to methods in media and cultural studies. We will analyze intersections of media with race, gender, and sexuality by focusing on television and digital media examples. The course begins by exploring questions of representation in media then continues by interrogating how media are implicated in existing structures of inequality and differences of social and cultural power. We will end by discussing some ways that scholars have theorized media consumers as actively engaging with media texts, including scholarship on fan cultures and social media. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: BA EN: H

---

**L53 Film 350 History of Electronic Media**

This course traces the history of electronic media as they have become the dominant source for entertainment and information in contemporary culture, starting with over-the-air broadcasting of radio and television through to cable and the "narrowcasting" achieved by digital technologies. While some attention will be paid to other national industries, the chief focus of the course will be on electronic media in the United States to determine, in part, the transformative role they

have played in the cultural life of the nation. The course will explore the relationship of the electronic media industries to the American film industry, determining how their interactions with the film industry helped mutually shape the productions of both film and electronic media. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: ETH, NS, HUM Art: HUM BU: HUM EN: H

---

**L53 Film 352 Introduction to Screenwriting**

Writers will explore the various elements, structures and styles used in crafting a motion picture screenplay. They will experience this process as they conceive, develop and execute the first act of a feature-length script. Writers will create a screenplay story, present an outline for class discussion and analysis, then craft Act One. Writers will be encouraged to consult with the instructor at various stages: concept, outline, character and scene development, and dialogue execution. While the students fashion their screenwriting independently, the class will also explore the general elements of THEME, GENRE, and VOICE. A more specific examination of mechanics, the nuts and bolts of story construction, plotting, pacing, etc. will follow to support the ongoing writing process. In-class exercises will aid the writer in sharpening skills and discovering new approaches to form and content. Writers' work will be shared and discussed regularly in class. Screening of film scenes and sequences will provide students with concrete examples of how dramatic screenwriting evolves once it leaves the writer's hands.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L53 Film 353 Writing Episodic Television**

This class will focus on all the factors that go into preparing and writing an episode for a network TV series (dramas only). Students begin with a "pitch" (verbally or in short outline form) for an idea for a show currently on a network schedule. Once the "pitch" is accepted, the student will then complete a "beat sheet," and ultimately a spec script that can run from 62 to 75 pages. Two drafts of the script will be required. During the course of this process, students will also learn how to research their narrative premises by contacting legal, medical, and law enforcement experts in order to guarantee the accuracy of their scripts. In addition to learning the actual writing process, students will be expected to watch several television shows and to read books, scripts, and industry trade papers as they pertain to the craft and business of television writing. Finally, students will also meet agents, producers, directors, and other television industry professionals in order to gain their insights into the script writing process and to gain a more global view of the steps involved in bringing their ideas to the screen.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L53 Film 356 Television Culture and Cult TV: Critical Approaches to Fandom**

Why do television series inspire passionate involvement on the part of some viewers? What are the differences among being a viewer, an audience member, and a fan? How can we make scholarly sense of cultural practices such as learning to speak Klingon or building a repli-car of the General Lee? Studies of fandom have attempted to answer such questions and continue to explore issues that are crucial to understanding contemporary television culture. The phenomenon of "Cult TV" offers fertile ground for examining the complex dynamics at play among fans, popular culture, the institutions of American media, and individual programs. In its exploration of cult television and fans, this course will engage with key issues in contemporary media such as the proliferation of new media technologies and the repurposing of existing media forms, the permeable boundaries between high and low or mass and oppositional culture, and the fragmentation and concentration of media markets. The class will combine close textual analysis with studies of fan practices to examine a variety of television programs, from canonical cult texts such as *Star Trek* and *Doctor Who* to "quality" fan favorites such as *Designing Women* and *Cagney &*

Lacey to contemporary cult/quality hybrids such as *Lost* and *Heroes*. In mapping out this cultural territory, we will develop a set of critical perspectives on audience identities and activities and examine the continuing and conflicted imagination of fans by media producers, distributors, regulators, and critics. Required Screening. Prerequisite: Film Studies 220 or Film Studies 350 or consent of instructor. Credit 3 units. A&S IQ: HUM Art: HUM BU: BA EN: H

---

### L53 Film 357 Quality Television and the "Primetime Novel"

Over the past four decades, the cultural status of television in the United States has been reconfigured and complicated with changes in industrial structures, audience formations, regulatory presumptions, and production techniques and strategies. This course examines these interrelated forces, particularly as they have fostered a set of programs and practices often hailed as Quality Television. The class will survey the institutional paradigms that gave rise to particular generations of programming celebrated as "quality" and analyze the systems of distinction and cultural value that make the label socially and industrially salient. We will critically investigate the role of audiences and the conceptions of viewer choice at play in these developments. In addition, the course will analyze the textual features that have come to signify narrative complexity and aesthetic sophistication. We will examine foundational historical examples of this phenomenon from *The Mary Tyler Moore Show* to *Hill Street Blues* and *Cagney & Lacey* to *Northern Exposure* as well as more contemporary broadcast and cable fiction such as *LOST*, *The Wire*, and *Mad Men*. In addition, students will be expected to watch a complete series, chosen in consultation with the instructor, as part of their final research project. REQUIRED SCREENING. Prerequisite: Film Studies 220 or Film Studies 350 or consent of instructor. Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

### L53 Film 358 Combat Movie Music and Sound after Vietnam

This course considers the Hollywood combat movie genre after the Vietnam War (post 1975) by listening closely to how these always noisy films use music and sound effects to tell stories of American manhood and militarism. Centering on an elite group of prestige films--actions movies with a message for adult audiences--the course examines thirty-five years of Hollywood representations of World War II, the Vietnam War, the Gulf War, and post-9/11 wars against terrorism. Close analysis of how combat film directors and composers have used music and sound in conjunction with the cinematic image will be set within a larger context of ancillary texts (source materials, soundtrack recordings, published and unpublished scripts), media folios (press kits, reviews, editorials, newspaper and magazine stories and interviews), and scholarly writing from across the disciplines. Films to be screened include *Apocalypse Now*, *Platoon*, *Hamburger Hill*, *Courage Under Fire*, *Saving Private Ryan*, *The Thin Red Line*, *We Were Soldiers*, *Flags of our Fathers*, *The Hurt Locker*, and *Act of Valor*, as well as pre-1975 combat films starring John Wayne. The ability to read music is not required. Required Screenings. Prerequisites: None. Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L53 Film 359 The American Musical Film

Film musicals were crucial to the success of the American film industry from the dawn of sound film in the late 1920s to the demise of the studio system in the late 1950s. This course examines the American film musical from a variety of aesthetic, critical, and historical perspectives, with particular attention to how the genre interacted with popular music and dance and the major political and social trends of the Thirties, Forties, and Fifties. REQUIRED SCREENING: [day, time]. Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L53 Film 360 The History of the Film Score

This course looks at the role of music in Hollywood films from the beginning of the sound era to the present. Larger themes include the importance of technology, industry structures shaping the nature of scores, notable film music composers, the relationship between music, gender and genre, music's role in the adaptation of literary texts to film, the power of directors to shape the content of film scores, and the importance of popular music as a driving economic and aesthetic force in film music history. Films to be screened include *From Here to Eternity*, *Stagecoach*, *High Noon*, *The Night of the Hunter*, *Butch Cassidy and the Sundance Kid*, *Born on the Fourth of July*, *Casino*, *Jarhead* and *The Social Network*. Required Screenings. Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

### L53 Film 361 Film Sound

Although film critics and theorists tend to think of cinema as a "visual art," this shorthand description of the medium overlooks the importance of film sound in cinematic storytelling. This course is intended to provide a general overview of the way in which film theorists have treated the issue of sound in the cinema. Among the issues addressed in the course are: the contribution sound technology and practice makes to film form; the various possible formal relationships between sound and image; the effects of sound technologies on notions of realism and verisimilitude; the importance of sound to particular genres, like the horror film; and lastly, the role of sound in film spectatorship. The course will also showcase the work of the most important sound stylists in film history, such as Fritz Lang, Orson Welles, Alfred Hitchcock, Robert Altman, and David Lynch. Required screenings. Credit 3 units.

---

### L53 Film 363 Video Post-Production

While post-production of the soundtrack has been around for years, post-production of the "visual track" has increasingly become a major phase in the video and movie-making process. It often allows filmmakers to enhance existing footage with potentially dazzling results. As in all our production courses, we will be concerned with developing strong content. The focus is not on special effects per se, but rather on how they may be used to enhance the message. Students find a non-profit organization of vital importance in need of exposure and produce a Public Service Announcement to be broadcast. Key post-production software like *Comotion*, *AfterEffects* and *Motion* are explored throughout the semester. Prereq: Film 230 (*Moving Images and Sound*) or consent of instructor. 3 units. Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L53 Film 3644 "Look Here, Karen": The Politics of Black Digital Resistance to White Femininity

In this course, we will explore the ways in which Black online publics use resistance strategies, such as mimetic imagery and racial humor, to call attention to white femininity and its deployment of the police against African Americans. We will trace the relationship between the police state and white femininity through the historical lens of 'innocence' and protection of the U.S. nation as well as the similarities and differences of Black online publics' responses in relation to past resistance strategies. What does it mean to be a 'typical' Karen in Internet culture? What are the aesthetic boundaries of Karens? And, what do digital platforms afford to Black users who make Karens visible? While paying attention to race, gender and class, this course offers students the skills to be able to collect and analyze online data, such as 'Karen' memes, in order to make critical arguments and observations that are grounded in historical accuracy. Same as L90 AFAS 3644. Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA EN: H



---

**L53 Film 366 Women and Film**

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the twentieth century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we will consider the specific historical and cultural context of each filmmaker's work. In addition we will be discussing the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen and the gender politics of film production. Required screenings.

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

---

**L53 Film 368 Contemporary Women Directors**

Despite recent media attention to the gender gap in Hollywood, women still account for less than 10% of all directors, and only five women have ever been nominated for the Best Director Oscar. However, these abysmal statistics do not reflect the reality that female directors are producing some of the most innovative and exciting films of the 21st century. This course is intended to provide a general overview of the remarkable contributions of women directors to contemporary cinema (1990 to present). First, we will turn our attention to women in the commercial industry, examining topics such as female authorship, popular genres, and the gender politics of production cultures in Hollywood. Then, we will survey women directors working outside of the system in documentary, independent, and experimental filmmaking modes. Finally, we will adopt a transnational perspective to investigate the contributions of women directors to world cinema, contextualizing the films of "women cinéastes" from countries such as Hong Kong, Argentina, and Iran in relation to their national cinemas and international film festival networks. In addition, we will discuss the films of women directors in terms of feminist and gender issues and as texts that clarify critical issues in film analysis, interpretation, and criticism. Required screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L53 Film 370 American Horrors**

Horror movies. Fright films. Scream marathons. Blood and gore fests. Why should we want to look at movies that aim to frighten us? What is the attraction of repulsion? Is there an aesthetics of ugliness? Except for some early prestige literary adaptations like *Dr. Jekyll and Mr. Hyde*, the horror film began as a low class genre, a notch above exploitation movies. In the 1970s-1980s, it became the dominant commercial genre by offering increasingly graphic images of violence and mayhem. The horror film had arrived: lavish budgets, big stars, and dazzling special effects in mainstream major studio films competed with low-budget, no frills productions that helped establish artistically ambitious and quirky filmmakers like George Romero and David Cronenberg. By a chronological survey of the American horror film, this course will explore how differing notions of what is terrifying reflect changing cultural values and norms. Throughout, we will consider the difficult questions raised by horror's simple aim of scaring its audience. In addition to weekly screenings, work for the course will include analytical and theoretical essays on the horror film. Written analyses of films with a close attention to visual style will be required. Prerequisite: Film 220. REQUIRED SCREENING TIME: [day, time].

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L53 Film 371 Making War**

This course examines the cinematic representation of war. Using World War Two as a case study, students will examine a series of combat pictures, documentaries, and "home front" films from the 1940s to the present. Several key questions will guide the class discussion: How do war films respond to and shape the political worlds in which they are produced? How do these films confront the aftermath of war and the soldier's homecoming? Where is the line between the home front and the front line? More broadly, what does it mean to portray the violence and suffering that war inevitably brings? At the close of the

semester, students will partake in an in-class symposium presenting their research on the cinematic treatment of other conflicts, from the Civil War to the "War on Terror." Films include: *The Boat*, *Saving Private Ryan*, *The Thin Red Line*, *Why We Fight*, and *Mrs. Miniver*. Readings will include works by Susan Sontag, Kaja Silverman, and W.G. Sebald. Required screenings.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

**L53 Film 376 French New Wave**

French cinema from 1958-1968 offered "La Nouvelle Vague" or "The New Wave," one of the most innovative, influential, and critically discussed movements in film history. The New Wave marked a major turning point in the relationship between film, thought, and politics in France, as well as a unique bridge between art cinema and pop-culture. Speaking for more than just the youth generation of its own country, it had a major influence on new approaches in subsequent European, American and Asian cinemas. This course offers a detailed look at the social values, artistic motivations, and aesthetic experiments embodied in the French New Wave through the films of Jean-Luc Godard, Agnès Varda, François Truffaut, Alain Resnais, Claude Chabrol, Eric Rohmer, and others, positioning their work within the larger social, political, and cultural environment of this period. As many of these directors collaborated as filmmakers and also were active as film critics and theorists, this class provides a unique insight into the overlapping between visual theory and practice, film and other media, culture and society. Weekly screening required.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L53 Film 379 Expressionism in Theater and Film**

This course is designed as an advanced introduction to the aesthetic movement of Expressionism as it appeared in Germany and the United States in the media of theater and film. Characterized by stylized settings that "ex-press" the internal spiritual/emotional/psychological state of its central character, Expressionism is usually discussed as a reaction to Realism, given its overt symbolism, telegraphic diction, and episodic action. Beginning with a brief general introduction to the movement (including its manifestation in the visual arts), we will consider its cultural, political, and critical history, while exploring more recent scholarly investigations into the significance of its performance dimensions.

Same as L15 Drama 379

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

**L53 Film 3826 Contemporary Latin American Cinema: Market Economy, Social Injustice, New Technologies**

This class studies the relationship between cinema and society in Latin America between 1988 and the present. Latin American cinema in this period has gone to a period of deep crisis to the consolidation of industries and production with significant global recognition and impact. In this, cinema has strong correlations with neoliberalism, the political doctrine tied to free-market reform, democratization and privatization, among other ideas. The class will be based on the study and discussion of key films of the period to develop two themes. First, we will study the way in which cinema has become a cultural practice central to the discussion of the effects of neoliberalism in the region, as well as the opposition to neoliberalism. Topics in this regard will include: the social impact of free market reforms, growing economic and social inequality, the emergence of working class, Black and indigenous communities, the rise and fall of the New Left, the creation of new elites and other related themes. Second, we will study the way in which films are made and distributed and the changes on film production over the past decades. Topics will include the privatization of production and exhibition, the role of home video and streaming, the importance of film festivals and the move from national to translational

scenes of production. Prereq: L45 165D or L53 220 or other coursework in Latin American Studies, or Film and Media Studies, desirable but not required. Students without this background are encouraged to contact the instructor.

Same as L45 LatAm 3826

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### **L53 Film 3900 EALC Seminar: Screening East Asia: From Scroll Painting to Haptic Interface**

EALC Seminar; topic varies by semester. This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission.

Same as L81 EALC 3900

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H

---

### **L53 Film 419 Theories of Mass Media**

This course explores theories of the mass media with an emphasis on television as well as its convergences with other media and computer technologies. It starts by examining theories that posit the media as instruments of societal maintenance or transformation and then examines the ways in which various theorists have refined or rejected elements of these theories in a quest for both specificity and complexity. In particular, the course examines media and cultural studies' attempts to synthesize critical paradigms ranging from political economy to semiotics to feminism. The course concludes with an examination of the challenges and opportunities posed to theorizations of the mass media by contemporary circumstances such as media conglomeration, niche marketing and micro-casting, and global flows of information, capital, and people. REQUIRED SCREENING: [day, time].

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

### **L53 Film 420 Film Theory**

This course is an introduction to both classical and contemporary film theory. Beginning with the earliest attempts to treat cinema as a new and unique art form, the course will initially review the various ways in which film theory attempted to define cinema in terms of its most essential properties. The course will then examine more contemporary developments within film theory, more specifically its attempt to incorporate the insights of other critical and analytical paradigms, such as semiotics, psychoanalysis, feminism, queer theory, and postmodernism. Throughout the course, we will consider questions regarding the ontology of cinema, its relation to spectators, and the various ways in which its formal properties create meaning. Readings for the course will include the major works of Sergei Eisenstein, Andre Bazin, Christian Metz, Laura Mulvey, and Fredric Jameson. Required screenings.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

---

### **L53 Film 421 Film Historiography**

This course is a seminar on the writing of film history for advanced students. Through an engagement with the historiographical writings of scholars, such as Dominic LaCapra, Hayden White, and Michel Foucault, students will gain an understanding of various genres of film historical writing, an appreciation for the kinds of research that film historians do, and a familiarity with the ways in which film historians delimit their field of study, form research questions, and develop hypotheses. In addition to reading and classroom discussions, students will be expected to write a fairly lengthy paper (17-20 pages) that involves original historical research and the close examination of trade press, professional journals, fan magazines, and news articles. As preparatory assignments leading up to the final project, students will also prepare project descriptions, bibliographies, and outlines that will be shared and discussed in a workshop format.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### **L53 Film 422 Film Stardom, Performance, and Fan Culture**

This course focuses the Hollywood star system. We will explore stars in relation to celebrity and consumerism, especially how "stardom" is created by a system that seeks to create effects in film viewers whether conceived as audiences, fans, or spectators. We will examine the performance element of stardom and its relationship to genre, style, and changing film technology. Also of concern will be how stars and the discursive construction of stardom intersect with gender representation, race, ideology, sexuality, age, disability, nationality, and other points of theoretical interest to and historical inquiry in contemporary film studies. While emphasis will be placed on mainstream commercial U.S. cinema, students are encouraged to pursue questions beyond this framework within their own research. REQUIRED SCREENING: [day, time].

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

### **L53 Film 423 Histories of Media Convergence**

Entertainment and communications forms combine and blend, and they have done so across millennia. However, the phenomenon of media convergence has taken on a special salience over the last one-and-a-half-centuries, as exemplified by the growing intermixture of film, radio, television, gaming, and the internet. In particular, critics, consumers, politicians, and producers used convergence as structuring principle in understanding, regulating, and planning for the future of media culture. This course engages with contemporary worries and enthusiasms about convergence by considering the specific conditions in which the phenomenon has been understood and practiced. Tracing a historical arc through the Twentieth Century, we will first examine convergences of radio and film, film and music publishing, television and film exhibition, and disparate corporate entities as basis for understanding more recent media combinations. Building on that foundation, the majority of the course will consist of case studies of media convergence since 1980, considering it in terms of industry, technology, regulation, and audiences. These case studies will also provide students with a survey of and inquiry into questions of historiographic theory and method. Note: This course satisfies the history & historiography requirement for the FMS Graduate Certificate. Required Screenings.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L53 Film 424 Broadcasting Equality: Radio, Television, and Social Change in Postwar America**

The period between World War II and the 1970s was one of profound cultural, political, and demographic shifts that brought the problems of ethno-religious and racial prejudice to the forefront of U.S. national consciousness. Religious leaders, secular social activists, media industry professionals, and African American civil rights leaders often worked together to combat intolerance, bigotry, and inequality. What did these activists achieve in their attempts to deploy U.S. broadcast media in what they sometimes referred to as "propaganda against prejudice"? How did this activism relate to the institutions of broadcast media, including governmental agencies, national networks and local broadcasters? What was television and radio's impact on the Civil Rights Movement of the 1950s and 1960s? In addressing these questions, we will consider a wide range of media: public service programming as well as commercially produced series, specials, network news and documentaries produced between the 1940s and the 1970s. Programs considered will include *A New World 'A Coming*, *Amos 'n Andy*, *American Bandstand*, *NBC White Papers: Sit In*, *Sanford and Son*, *Eyes on the Prize*, and *Soul Train*, among many others. Required screenings.

Credit 3 units. A&S IQ: HUM, SC, SD EN: H

---

**L53 Film 425 Seminar in Video Games: Video Games, Gender and Sexuality**

This seminar considers different topics that illuminate the relationship of video games to culture. Topics vary by semester. The course may have a variety of analytical frames: gender and sexuality, interactivity and reception, narrative and aesthetic theory, industrial or technological history. Prerequisite is graduate status or completion of a 300-level FMS or WGSS course and permission of the instructor. Credit 3 units. REQUIRED LAB/SCREENING TIME weekly.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L53 Film 429 Mass Culture and Modern Media: Fantasylands: Cinema, Spectatorship, and the Spatial Imagination**

This course provides an introduction to cultural theories that are pertinent to the study of cinema, mass culture, and modernity. Rotating topics will highlight different aspects of cinema's relationship to popular culture, urbanism, modern technology, capitalism, and mass media. Students will encounter key theorists for understanding modern life and subjectivity, such as Marx, Freud, Foucault, Benjamin, and Raymond Williams. In addition, the course introduces core readings in the history and cultural theory of early cinema, which may include work by Miriam Hansen, Anne Friedberg, Tom Gunning, Charles Musser, Giuliana Bruno, Jacqueline Stewart, and others. Topics may include cinema and modernity, cinema and mass culture, cinema and leisure, cinema and urbanism, and cinema and consumer culture.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

**L53 Film 430 Clown Princes**

"Dying is easy, comedy is hard," runs an old theatrical adage. Nevertheless, some of the most popular actors in American film have chosen the hard path by typecasting themselves in comedy, playing repeated variations on the same character. "Comedian comedy," representing films that showcase the distinctive skills of great clown-actors, is the central concern of this course. We will analyze how individual comedians rework performance traditions through the distinctive concerns of their time and culture to create idiosyncratic comic personae. We will look at films starring Charles Chaplin, Buster Keaton, Harold Lloyd, Laurel and Hardy, the Marx Brothers, Jack Benny, Peter Sellers, Jim Carey and Eddie Murphy. Work for the course will require reading in comic theory and analytical essays. Required screenings.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L53 Film 4300 Topics in Chinese Media Culture: Charting Identity in the Digital Age**

Topics course in Chinese media culture. Subject matter varies by semester; consult current semester listings for topic. Same as L81 EALC 430  
Credit 3 units. A&S IQ: LCD BU: IS EN: H

---

**L53 Film 431 Renegades and Radicals: The Japanese New Wave**

In 1960, the major studio Shochiku promoted a new crop of directors as the "Japanese New Wave" in response to declining theater attendance, a booming youth culture, and the international success of the French Nouvelle Vague. This course provides an introduction to those iconoclastic filmmakers, who went on to break with major studios and revolutionize oppositional filmmaking in Japan. We will analyze the challenging politics and aesthetics of these confrontational films for what they tell us about Japan's modern history and cinema. The films provoke as well as entertain, providing trenchant (sometimes absurd) commentaries on postwar Japanese society and its transformations. Themes include: the legacy of WWII and Japanese imperialism; the student movement; juvenile delinquency; sexual liberation; and Tokyo

subcultures. Directors include: Oshima Nagisa, Shinoda Masahiro, Terayama Shuji, Masumura Yasuzo, Suzuki Seijun, Matsumoto Toshio, and others. No knowledge of Japanese necessary. Credit 3 units.  
Mandatory weekly screening:  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L53 Film 432 Global Art Cinema**

How do art films tell stories? The dominant storytelling genre of the contemporary festival circuit, the art film has since World War Two combined "realist" and "modernist" impulses. Influenced by Italian neorealism, art films grant priority to characters from working class, sexual, and other exploited and imperiled minorities. Drawing on the fine arts, literature and music, art films also experiment with modernist themes and formal principles, such as subjectivity, duration, serial structure, denotative ambiguity and reflexivity. This course explores art cinema from a variety of national contexts, analyzing storytelling techniques and themes that challenge the "economical" and diverting forms associated with mainstream commercial filmmaking. Required Screenings.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L53 Film 443 Memory, Tears, and Longing: East Asian Melodrama Film**

Excessive emotion, unreasonable sacrifice, hidden truth, untimely knowledge, and forbidden desire—the power of melodrama and its moving representations have fueled the popularity of hundreds, if not thousands, of books, plays, and films. Melodrama has variously been defined as a genre, a logic, an affect, and a mode, applied to diverse media, divergent cultural traditions, and different historical contexts. The course provides a survey of East Asian melodrama films—as well as films that challenge conventional definitions of melodrama—by pairing Japanese, Korean, and Chinese-language productions with key critical texts in melodrama studies. We will see classics such as Tokyo Story, Two Stage Sisters, and The Housemaid. We will examine melodrama's complex ties to modernity, tradition, and cultural transformation in East Asia; special emphasis will be placed on representations of the family, historical change, gender, and sexuality. In addition to historical background and film studies concepts, we will also consider a range of approaches for thinking about the aesthetics and politics of emotion. No prerequisites. No prior knowledge of East Asian culture or language necessary. Mandatory weekly scheduled screening.  
Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L53 Film 444 Topics in Chinese Language Cinema**

Variable topics associated with the shaping of Chinese-language cinema, whether originating from the PRC, Hong-Kong, or Taiwan. This course may take up themes, directors, film genres, special subjects (such as independent film), formal elements (such as cinematography or sound), or issues (the relationship of film to literature, specific cultural movements or political events). Required Screenings.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L53 Film 445 Horror in Japanese Media**

Elements of the macabre and horrific have been present in Japanese culture and media since time immemorial. The 11th-century work *The Tale of Genji*, for example, features an elite lady's "living ghost" killing off her main rivals for the prince's affections. Tales of ghosts, demons, and the supernatural entities known as *yokai* continued to appear in collections of Buddhist didactic and folktale literature of the following centuries, finding renewed popularity in the 17th-19th centuries in the form of *kaidan* or "strange tales" which were enjoyed as printed works, parlor games, and stage plays. Some of the very first films made at the turn of the 20th century in Japan were about the popular ghosts of yore. Building on this long legacy of fearsome creatures in popular media of times now past, this course will consider selections of Japanese horror media (film, literature, anime, manga, and video

games) from the mid-20th to early 21st centuries, highlighting the intertextuality that different media within the horror genre has and how the horror genre itself even bleeds into other genres. Analyzing major figures and themes in each work, this course will explore how Japanese horror -the strange realm home to ghosts with a grudge, misunderstood monsters, and merciless murderers-can function not only as thrilling entertainment but can also reflect Japanese societal and cultural anxieties present in the real world, ranging from the problems that technology may create in a changing world to the threats posed by shifts in traditional family dynamics. Although this course will focus on horror media in the Japanese context, understanding how horror can function to highlight such anxieties will prepare students to consider the deeper possibilities of horror media in their own respective cultural contexts. All readings will be in English, and visual media will be in Japanese with English subtitles. Required Screenings

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L53 Film 446 The Israeli-Palestinian Conflict Through Cinema

The Israeli-Palestinian "conflict" is often considered the longest-running national conflict in the world. The "dispute," which started in the early 20th century, attracts much attention more than a hundred year later, stirring intense passions and generating controversial headlines. This course explores the Israeli-Palestinian conflict through Palestinian and Israeli cinema. We examine the ways in which cinema depicts the conflict in the Middle East, starting from the British Mandate to the present day. Adopting a relational history reading, the course examines the "treatment," the influences, and the representation of major historical and political events in the region - Israeli independence/Palestinian Nakba (1948), the Six-Day War/Arab Naksa (1967), the Yom Kippur war (1973), the Lebanon War I (1982), the Palestinian uprising Intifada I (1987), the Oslo accords (1993), Intifada II (2000) - in both Israeli and Palestinian films. The course examines the social and historical processes which shape Palestinian and Israeli cinematic narratives, self-representation, the representation of the Other, the relationship to the land, diaspora, national narratives, collective memory, and trauma. This course offers a dialectical cinematic and historic journey from national films to transnational modernist and experimental films, from the collective to the individual, and from hope to despair. Required Screenings:

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L53 Film 450 American Film Genres

By close examination of three or four specific types of film narratives, this course will explore how genre has functioned in the Hollywood mode of production. Students will gain an understanding of genre both as a critical construct as well as a form created by practical economic concerns, a means of creating extratextual communication between film artist/producers and audience/consumers. Genres for study will be chosen from the western, the gangster film, the horror movie, the musical, screwball comedy, science fiction, the family melodrama, the woman's film, and others. In addition to film showings, there will be readings in genre theory as well as genre analyses of individual films. Required screenings

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

### L53 Film 451 American Television Genres

Questions of genre are central to any exploration of television's texts, whether they are being analyzed as craft, commerce, or cultural phenomenon. Genre has been used by critics and historians to ascribe "social functions" to groups of programs and to diagnose cultural preoccupations, while genre has been used industrially to manage expectations among audiences, advertisers, programmers, producers, and creative professionals. Investigating genres ranging from the soap opera to the western, workplace situation comedies to sports, and game shows to cop shows, this course will explore the role of genre in the production, distribution, and reception of American television. Students will gain a critical understanding of genre theory and key

arguments about the form and function of television texts and will develop a set of tools for analysis of televisual narrative and style, the social uses and meanings of genre, the institutional practices and presumptions of the American television industry, and the persistence of textual forms and audience formations in the face of structural changes such as deregulation, media convergence, and globalization. Required Screenings.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

### L53 Film 452 Advanced Screenwriting

This course is intended for students who have already taken Film Studies 352, "Introduction to Screenwriting." Building on past writing experiences, students will explore the demands of writing feature-length screenplays, adaptations, and experimental forms. Particular attention will be paid to the task of rewriting.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L53 Film 453 Experimental Design for Immersive Media

The term "metaverse" (originally coined by novelist Neal Stephenson) has recently come into vogue to describe a loose constellation of emerging technologies related to immersive media-particularly virtual, augmented, and mixed reality. In this course, we will explore new forms of creative practice enabled by this ecosystem. Students will analyze a variety of immersive experiences, ranging from 360 films and animations to interactive room scale experiences to multisensory installations, to understand the creative opportunities and challenges offered by these media. Students will then develop their own creative proposals and prototype an XR experience using a combination of 360 camera systems, digital production software, head-mounted displays, and physical and spatial computing elements.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC EN: H

---

### L53 Film 454 American Film Melodrama and the Gothic

American film melodrama has been considered both the genre of suffering protagonists, incredible coincidences, and weeping spectators as well as a mode of action, suspense, and in-the-nick-of-time rescues. In this course, we will examine American film melodrama as a dialectic of sentiment and sensation which draws heavily on Gothic tropes of terror, live burial, and haunted internal states. We will trace the origins of film melodrama and the cinematic Gothic to their literary antecedents, the horrors of the French Revolution, and classical and sensational stage melodramas of the nineteenth century. In addition to the 1940s Gothic woman's film cycle, we will excavate the Gothic in the maternal melodrama, the suspense thriller, film noir, domestic melodrama, the slasher film, and the supernatural horror film. Required screenings.

Credit 3 units. A&S IQ: HUM EN: H

---

### L53 Film 457 From Vitaphone to YouTube: Popular Music and the Moving Image

This course considers American popular music as represented in audiovisual media from 1926 to the present. The relationship between the popular music industry (a commercial sphere oriented primarily towards the selling of sheet music and audio recordings) and audiovisual technologies (various screens and formats encountered in changing social and commercial contexts) will be explored along two complementary tracks: popular music performers as presented in performance-centered media and popular music as a narrative topic or resource in feature films. Three related analytical frames will shape our discussions: industrial and technological history (the material conditions for the making and distribution of popular music and moving images) the question of "liveness" in recorded audiovisual media aesthetics of various popular music styles as translated into audiovisual forms and contexts The course is in seminar format. The

ability to read music is not required but students with music reading or transcription skills will be encouraged to draw upon these tools. Prerequisites: graduate status or completion of a 300-level FMS or Music course and permission of the instructor  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L53 Film 458 Major Film Directors

What does the film director do? In the earliest movies, film directors modeled themselves on their theatrical counterparts: they chiefly focused on how to stage an action in a confined space for a stationary camera that represented an ideal member of the audience. As the camera began to be used to direct audience attention, first through cutting, then through actual movement, the film director evolved from a stager of events to a narrator. By analyzing the work of one or more major film directors, this course will explore the art of film direction. We will learn how film directors may use the camera to narrate a scene, to provide their own distinctive view of the actions playing out on the movie screen. May be repeated for credit with permission of the instructor. REQUIRED SCREENING: [day, time].  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L53 Film 460 Taboo: Contesting Race, Sexuality and Violence in American Cinema

Pushing the envelope or going too far? What is the boundary between films that challenge us and films that offend us? This is a course about films that crossed that boundary, most often by presenting images of race, sexuality and violence, images that could attract audiences as much as they offended moral guardians and courted legal sanctions. Because they were denied the First Amendment protection of free speech by a 1915 Supreme Court decision, movies more than any prior art form were repeatedly subject to various attempts at regulating content by government at federal, state, and even municipal levels. Trying to stave off government control, Hollywood instituted forms of self-regulation, first in a rigid regime of censorship and subsequently in the Ratings system still in use. Because taboo content often means commercial success, Hollywood could nonetheless produce films that pushed the envelope and occasionally crossed over into more transgressive territory. While control of content is a top-down attempt to impose moral norms and standards of behavior on a diverse audience, it also reflects changing standards of acceptable public discourse. That topics once barred from dramatic representation by the Production Code - miscegenation, homosexuality and "lower forms of sexuality," abortion, drug addiction - could eventually find a place in American movies speaks to changes in the culture at large. In trying to understand these cultural changes, this course will explore films that challenged taboos, defied censorship, and caused outrage, ranging from films in the early 20th Century that brought on the first attempts to control film content through to films released under the Ratings system, which has exerted subtler forms of control. REQUIRED SCREENING:  
Credit 3 units. A&S IQ: HUM, SC, SD Art: CPSC EN: H

---

### L53 Film 465 Theory and Practice of Experimental Film

Filmmaker Stan Brakhage famously wrote the following: "Imagine an eye unruly by man-made laws of perspective, an eye unprejudiced by compositional logic, an eye which does not respond to the name of everything but which must know each object encountered in life through an adventure of perception." In this course, we will embark upon our own adventures of perception, examining and producing works of art that challenge our preconceptions of what cinema is or can be. From city symphonies to pop collages, portraiture to handcrafted animation, and ethnography to gender studies, we will explore the multifaceted and transformative avant-garde cinema through the work of its greatest practitioners, contextualize films in relation to aesthetic aspirations (e.g., formalism, opposition, reflexivity, transcendence) and movements in art and cultural theory (e.g., Dadaism, Abstract Expressionism, Pop, Performance Art, Minimalism), and acquire

the digital production skills needed to make our own experimental videos. Each week, we will mix the classic with the contemporary to demonstrate the ongoing vitality of -- and make our own contributions to -- this often misunderstood cinematic tradition. Required screenings.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L53 Film 475 Screening the Holocaust

This course surveys the history of Holocaust representation on film, examining a wide range of documentary and fictional works from 1945 to the present day. Discussions will consider a number of key questions, including: What challenges does the Holocaust pose to cinematic representation, and how have filmmakers grappled with them? How have directors worked within and against notions of the Holocaust as unrepresentable, and how have they confronted the challenge of its association with a limited set of highly iconic images? What are the more general ethical and political dimensions of representing the Holocaust onscreen -- its victims as well as its perpetrators, the systematic genocidal violence that characterized it, and the sheer absence of so many dead? We will also probe the changing significance of cinematic representation of the Holocaust, exploring the medium's increasingly memorial function for audiences ever further removed from the historical moment of its occurrence. Screenings may include *The Last Stage*; *Distant Journey*; *Night and Fog*; *Judgment at Nuremberg*; *Shoah*; *Europa, Europa*; *Schindler's List*; *Train of Life*; *The Specialist*; *Photographer*; *A Film Unfinished*. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidra Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings  
Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L53 Film 478 Topics in Transmedia Franchises

This variable topics course for advanced undergraduate and graduate students is an interdisciplinary seminar on transmedia franchises. In particular, it is recommended for those seeking to understand transmedia storytelling as an artistic, industrial, and cultural practice. As such, this course will bring into conversation various methodologies and perspectives, including film and media scholarship as well as other fields of study in the humanities and social sciences. The goal of this interdisciplinary approach is to illuminate how transmedia franchises have developed since the early 20th century to become the dominant product of the American -- and, increasingly, global -- cultural industries. Foci of this course may include such topics as individual franchises; global transmedia history; the franchise strategies of individual cultural industries (e.g., the Japanese media mix); or representation within franchise texts, production cultures, and fan communities. This course serves as a capstone for Film & Media Studies majors. Weekly or bi-weekly screenings or hands-on media labs are required.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L53 Film 479 (In)Visible Media: Connection and Crisis in Contemporary Japan

This variable topics course is an interdisciplinary seminar on film/media designed for advanced undergraduate and graduate students. In particular, it is recommended for those seeking to understand film/media as a lived experience that takes place within cultural frameworks. As such, this course will bring into conversation various methodologies and perspectives, including film/media scholarship, as well as ones drawn from other fields of study in the humanities, sciences, or social sciences. The goal of this interdisciplinary approach is to illuminate how film/media both elicits and represents human response. The foci of this course may include such topics as violence and film/media, the body and film/media, the cognitive impact of film/media viewing, the relationship of environment to experiencing film/media,

or the relationship of culturally specific events or trends to film/media production and reception. This course serves as a capstone for Film & Media Studies majors. Weekly or biweekly screenings or hands-on media labs required.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

### L53 Film 485 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000

This seminar examines film and modern art within the framework of "Orientalism" Reading foundational texts by Said, and incorporating theory and historical discourse concerned with race, nationalism, and colonialism, we explore artistic practice in European photography, painting, and decorative arts from 1850 to recent times and European and Hollywood Film. We study how power and desire have been inscribed in western visual culture across the bodies of nations and peoples through conventions such as the harem, the odalisque, the desert, and the mysteries of ancient Egypt. To that end, we will look at artists such as Delacroix, Ingres, Gérôme, Beardsley, and Matisse and will screen films such as *The Sheik*, *The Mummy*, *Salome*, *Cleopatra*, *Pepe le Moko*, *Naked Lunch*, *Shanghai Gesture*, *Thief of Bagdad*, *Princess Tam Tam*, and *The Sheltering Sky*. Subjects include the representation of gender, sexuality, desire, race, and identity as well as the cultural impact of stereotype and "exotic" spectacle. Students will study methods of visual analysis in film studies and art history. All students must attend film screenings. 3 credits  
Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

### L53 Film 495 Special Projects

This course is intended for juniors and seniors who wish to register for internships. Students must receive Program approval prior to beginning the internship. Please consult the Program guidelines governing internships. Credit variable, maximum 3 units.  
Credit variable, maximum 3 units.

### L53 Film 499 Study for Honors

This course is intended for majors pursuing honors in Film and Media Studies. In order to enroll for this course, students must apply in advance for honors and be approved by a faculty committee. Please consult the Program guidelines for application deadlines and other requirements.  
Credit 3 units.

## Film and Media Studies Major

### Program Requirements

- **Total units required:** 30

#### Required Courses

Code	Title	Units
Film 220	Introduction to Film Studies	3
Film 225	Making Movies	3
or Film 352	Introduction to Screenwriting	
Film 330	History of American Cinema	3

Film 340	History of World Cinema	3
Film 350	History of Electronic Media	3
Film 420	Film Theory	3
<b>Total Units</b>		<b>18</b>

### Elective Courses

In addition to these required courses, students must take 12 credits in advanced electives (300 level or higher). All students must take one 3-credit elective that focuses on a national cinema other than that of the United States. In addition, all students must take one 3-credit critical studies elective at the 400 level or above. A 400-level elective in a national cinema may satisfy both of these elective requirements, but a total of 12 units in electives is still required. Electives in critical studies may be drawn from courses on individual directors, specific genres, limited historical periods, individual crafts (e.g., acting), and so on. Students with an interest in production may count two production and/or screenwriting courses toward the major within these 12 elective units.

A total of 6 Film & Media Studies–approved units can be applied for credit toward this program from study abroad work at the 300 level or higher: 3 units can be applied to the national cinema elective, and the other 3 units would count toward the remaining 9 units of advanced electives.

The program allows Film & Media Studies–approved transfer credits from other universities for advanced electives.

### Additional Information

**Senior Honors** (Film 499) is intended for majors pursuing honors in Film and Media Studies. In order to enroll for this course, students must apply in advance for honors, possess a minimum cumulative grade point average of 3.65, and be approved by a faculty committee.

A grade of C- or higher is required for a course to count toward the major.

Contact: Pat Henry  
Phone: 314-935-4056  
Email: fms@wustl.edu  
Website: <https://fms.wustl.edu/>

## Film and Media Studies Major, Film and Media Production Specialization

### Program Requirements

- **Total units required:** 36

## Required Courses

Code	Title	Units
Film 220	Introduction to Film Studies	3
Film 225	Making Movies	3
Film 330	History of American Cinema	3
Film 340	History of World Cinema	3
Film 350	History of Electronic Media	3
Film 352	Introduction to Screenwriting	3
Film 420	Film Theory	3
<b>Total Units</b>		<b>21</b>

## Elective Courses

The specialization in film and media production provides majors in Film and Media Studies with the opportunity to enhance their skills in and knowledge of various forms of moving image media creative production. The student must also complete 15 credit units of electives consisting of the following:

1. One 3-credit critical studies course in a national or regional (non-U.S.) cinema at the 300 or 400 level (required of all majors)
2. One 3-credit critical studies course at the 400 level (screenwriting or production does not count toward this requirement)
3. 9 units total credit or three 3-credit electives in digital or film production or screenwriting (3 credits may be for courses at the 200 level or above; 6 credits must be for courses at the 300 level or above)

Courses taken in overseas study are eligible to be used to satisfy the above C category for up to a total of 6 credit units with permission of the Film and Media Studies overseas advisor. Courses offered by another academic department or school at Washington University may be accepted in the above C category for up to 6 credit units with the prior permission of the student's Film and Media Studies advisor. A minimum of C- must be earned for any course to count toward the 36 credit units required for the film and media production specialization.

A total of 6 Film & Media Studies–approved units can be applied for credit toward this program from study abroad work. If the course was production-based, 3 units can be applied toward the production electives at the 200 level or higher. If the course was not production-based, 3 units can be applied to the national cinema elective, and the other 3 units would count toward the remaining 12 units of advanced electives.

The program allows Film & Media Studies–approved transfer credits from other universities for advanced electives.

## Additional Information

**Senior Honors** (Film 499) is intended for majors pursuing honors in Film and Media Studies. In order to enroll for this course, students must apply in advance for honors, possess a minimum cumulative grade point average of 3.65, and be approved by a faculty committee.

A grade of C- or higher is required for a course to count toward the major.

Contact: Pat Henry  
Phone: 314-935-4056  
Email: fms@wustl.edu  
Website: <https://fms.wustl.edu/>

## Film and Media Studies Minor

### Program Requirements

- Total units required: 15

### Required Courses

Code	Title	Units
Film 220	Introduction to Film Studies	3
Film 330	History of American Cinema	3
Film 340	History of World Cinema	3
Film 350	History of Electronic Media	3
<b>Total Units</b>		<b>12</b>

### Elective Courses

In addition to the required courses, students must also take a 3-credit advanced elective course (300 level or above) to complete the minor.

A total of 3 Film & Media Studies–approved units can be applied for credit toward this program from study abroad work at the 300 level or higher, which will satisfy the advanced elective requirement.

The program allows Film & Media Studies–approved transfer credits from other universities for advanced electives.

### Additional Information

Elective courses change every academic year, so please visit the Program in Film and Media Studies website for current course listings.

A grade of C- or higher is required for a course to count toward the minor.

Internships and independent study do not count toward any Film and Media Studies minor.

Contact: Pat Henry  
Phone: 314-935-4056  
Email: fms@wustl.edu  
Website: <https://fms.wustl.edu/>

# Global Film and Media Studies Minor

## Program Requirements

- **Total units required:** 15

### Required Courses

Code	Title	Units
Film 220	Introduction to Film Studies (offered every fall)	3
Film 340	History of World Cinema (offered every fall)	3
<b>Total Units</b>		<b>6</b>

### Elective Courses

- A. Two courses (3 credits each) at the 300 or 400 level dealing with national or regional cinemas, such as the following:

Code	Title	Units
Film 320	British Cinema: A History	3
Film 3211	Contemporary Chinese Popular Culture	3
Film 325	French Film Culture	3
Film 4300	Topics in Chinese Media Culture: Charting Identity in the Digital Age	3
Film 431	Renegades and Radicals: The Japanese New Wave	3
Film 443	Memory, Tears, and Longing: East Asian Melodrama Film	3
Film 479	(In)Visible Media: Connection and Crisis in Contemporary Japan	3

- B. One course (3 credits) at the 300 level or higher that analyzes film or moving image media from different countries or parts of the world. Options in this category include the following:

Code	Title	Units
Film 319	Documentary Film and Media	3
Film 342	Introduction to Video Game Studies	3
Film 368	Contemporary Women Directors	3
Film 420	Film Theory	3
Film 423	Histories of Media Convergence	3
Film 432	Global Art Cinema	3
Film 443	Memory, Tears, and Longing: East Asian Melodrama Film	3
Film 465	Theory and Practice of Experimental Film	3
Film 478	Topics in Transmedia Franchises	3
Film 507	The 007 Saga: James Bond and The Modern Media Franchise	3

**Note:** With the permission of the director of undergraduate studies, one course (3 credits) on media/film taken in another department or program at the 300 or 400 level may count toward the global media studies minor. Students should consult with their Film and Media Studies advisor or the Film and Media Studies director of undergraduate studies before enrolling in a course offered outside of the program that they hope to count toward this minor.

A total of 6 Film & Media Studies–approved units can be applied for credit toward this program from study abroad work at the 300 level or higher, which could satisfy the national cinema advanced elective requirements.

The program allows Film & Media Studies–approved transfer credits from other universities for advanced electives.

## Additional Information

Elective courses change every academic year, so please visit the Program in Film and Media Studies website for current course listings.

A grade of C- or higher is required for a course to count toward the minor.

Internships and independent study do not count toward any Film and Media Studies minor.

Contact: Pat Henry  
Phone: 314-935-4056  
Email: fms@wustl.edu  
Website: <https://fms.wustl.edu/>

## Global Studies

Students in Global Studies develop a broad understanding of the world while exploring the diversity and richness of other cultures. The complex relationship between globalization and local differences is a hallmark of the contemporary era. Globalization increases the movement of people, goods, capital, technology, and ideas throughout the globe. At the same time, strong attachments to local languages, cultures, and societies remain. Global Studies students seek to understand globalization and the relationship between the global and the local.

The Global Studies major is unique, emphasizing the interdisciplinary study of the cultural, economic, ecological, historical, social, and political processes that contribute to interdependence or globalization. Global Studies courses span the humanities and social sciences, and they encourage both contemporary and historical points of view. In addition, Global Studies challenges students to master a modern language and to understand the cultural contexts in which the language is spoken. It encourages the exploration of contemporary foreign affairs through speakers, conferences, and faculty panels, and it provides an introduction to international careers. Global Studies also provides robust support for foreign study and independent research. Through this approach, students explore the effect of global and local factors



on historical events, current affairs, and public policy. They develop analytical skills, cross-cultural awareness and sensitivity, proficiency in another language, and overall abilities to be productive and ethical global citizens.

There are six concentrations available to Global Studies majors: (1) Global Studies with a concentration in development; (2) Global Studies with a concentration in Eurasian studies; (3) Global Studies with a concentration in European studies; (4) Global Studies with a concentration in global Asia; (5) Global Studies with a concentration in global cultural studies; and (6) Global Studies with a concentration in international affairs.

Contact: Toni Loomis  
Phone: 314-935-5073  
Email: [aloomis@wustl.edu](mailto:aloomis@wustl.edu)  
Website: <https://globalstudies.wustl.edu>

## Faculty

### Interim Director

#### Steven B. Miles

Professor  
PhD, University of Washington  
(History)

### Director of Undergraduate Studies

#### Seth Graebner

Associate Professor  
PhD, Harvard University  
(Romance Languages and Literatures; Global Studies)

### Program Faculty

#### Cindy Brantmeier

Professor  
PhD, Indiana University  
(Applied Linguistics; Global Studies)

#### Eric Fournier

Senior Lecturer  
PhD, University of Georgia  
(Center for Teaching and Learning; Global Studies)

#### Linling Gao-Miles

Senior Lecturer  
PhD, Nagoya University, Japan  
(Global Studies)

#### Amy Heath-Carpentier

Academic Coordinator; Lecturer in Global Studies  
PhD, California Institute of Integral Studies  
(Global Studies)

#### Steven Hirsch

Professor of Practice  
PhD, George Washington University  
(Global Studies)

#### Kristina Kleutghen

David W. Mesker Associate Professor  
PhD, Harvard University  
(Art History and Archaeology)

#### Sarah Koellner

Assistant Professor  
PhD, Vanderbilt University  
(German)

#### Tabea Linhard

Professor  
PhD, Duke University  
(Romance Languages and Literatures; Comparative Literature [by courtesy])

#### Mikhail Palatnik

Senior Lecturer  
MA equivalent, University of Chernovtsy  
MA, Washington University  
(Russian Language)

#### Peng Peng

Assistant Professor  
PhD, Duke University  
(Political Science; Global Studies)

#### Elizabeth Reynolds

Lecturer  
PhD, Columbia University  
(Global Studies)

#### Trevor Joy Sangrey

Lecturer; Assistant Dean, College of Arts & Sciences  
PhD, University of California, Santa Cruz  
(Women, Gender, and Sexuality Studies)

#### Andrew Sobel

Professor  
PhD, University of Michigan  
(Global Studies; Political Science [by courtesy])

#### Nicole Svobodny

Teaching Professor  
PhD, Columbia University  
(Global Studies; Russian Literature)

#### Lynne Tatlock

Hortense and Tobias Lewin Distinguished University Professor in the Humanities  
PhD, Indiana University  
(Germanic Languages and Literatures; Comparative Literature)

#### **Anika Walke**

Georgie W. Lewis Career Development Professor  
PhD, University of California, Santa Cruz  
(History; Women, Gender, and Sexuality Studies; Jewish, Islamic, and Middle Eastern Studies; Global Studies)

#### **Lori Watt**

Associate Professor  
PhD, Columbia University  
(History; Global Studies)

## Affiliated Faculty

#### **Lingchei Letty Chen**

Associate Professor  
PhD, Columbia University  
(East Asian Languages and Cultures)

#### **Geoff Childs**

Professor  
PhD, Indiana University  
(Anthropology)

#### **Chris Eng**

Assistant Professor  
PhD, City University of New York  
(English)

#### **Michael Frachetti**

Professor  
PhD, University of Pennsylvania  
(Anthropology, Archaeology)

#### **Ji-Eun Lee**

Associate Professor of Korean Language and Literature  
PhD, Harvard University  
(East Asian Languages and Cultures)

#### **Zhao Ma**

Associate Professor of Modern Chinese History and Culture  
PhD, Johns Hopkins University  
(East Asian Languages and Cultures)

#### **Rebecca Messbarger**

Professor  
PhD, University of Chicago  
(Romance Languages and Literatures)

#### **Jennifer Moore**

Head of Data Services  
MLIS, University of Illinois  
(Olin Libraries)

#### **Sunita Parikh**

Associate Professor  
PhD, University of Chicago  
(Political Science)

#### **Igancio Sanchez Prado**

Jarvis Thurston and Mona Van Duyn Professor in the Humanities  
PhD, University of Pittsburgh  
(Latin American Studies)

#### **Hayrettin Yücesoy**

Associate Professor  
PhD, University of Chicago  
(Arabic and Islamic Studies [JIMES])

## Emeritus Faculty

#### **James V. Wertsch**

David R. Francis Distinguished Professor  
PhD, University of Chicago  
(Anthropology; Global Studies)

## Majors

- Global Studies Major, Development Concentration (p. 666)
- Global Studies Major, Eurasian Studies Concentration (p. 669)
- Global Studies Major, European Studies Concentration (p. 673)
- Global Studies Major, Global Asias Concentration (p. 675)
- Global Studies Major, Global Cultural Studies Concentration (p. 680)
- Global Studies Major, International Affairs Concentration (p. 682)

## Minors

There are no minor programs in Global Studies.

## Courses

Visit online course listings to view semester offerings for L97 GS.

---

#### **L97 GS 1020 Introduction to Modern European History**

The history of Europe since 1500 is a remarkable array of contradictions: freedom and fascism; democracy and imperialism; industrialization and Romanticism; international capitalism and fervent nationalism; social change and scientific racism. What produced these developments in European social, economic, and political spheres and how did these different currents diverge and converge? How did European developments affect global actors and vice versa? What are the consequences for our own time of these contradictory aspects of Europe's modernization? Class assignments include textbook and primary source reading (c. 75 pages/week), discussion participation, 2 short analytical papers, 3 in-class exams, and a final cumulative take-home essay. This course satisfies the Introductory Survey requirement for the history major and minor. DISCUSSION SECTION IS REQUIRED. Same as L22 History 102D  
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L97 GS 111 First-Year Seminar: The Vietnam Wars**

US-centric historical treatments of the Vietnam War tend to obscure the perspectives and lived experiences of Vietnamese and Southeast Asians. Equally problematic they tend to foster a historical interpretation that ignores the diversity of anti-colonial and anti-imperialist struggles and glosses over the wider regional dimensions of the war(s). To address these weaknesses, this course adopts a Vietnamese and Southeast Asian Studies approach. It highlights the belief systems, values, agency, and experiences of northern and southern Vietnamese, rural and urban Cambodians and Laotians, and Thais. It analyzes anti-colonial regional networks, the rise of

Indochinese nationalist and communist movements, wars for national liberation, processes of decolonization, the rise and fall of the Khmer Rouge, and memories and meanings of the Vietnam Wars for Southeast Asians. Course is for first-year, non-transfer students only.  
Credit 3 units. A&S: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L97 GS 1133 Ampersand: Legacies of the Silk Road**

Stretching from China to Europe, the Silk Road looms large in contemporary imagination, as visions of caravans, monks, and scholars still animate the deeper reaches of our minds. But what was the Silk Road, and how did it turn from a "road" that connected diverse cultures and civilizations to one that is dominated by geopolitical and national interests? This course investigates the foundations of political and religious identities across Central Eurasia from the Taliban's rise in Afghanistan to the internment camps in Xinjiang, to self-immolation protests in Tibet. Through a diverse array of religious texts, literary works, museum pieces, and state documents, this course invites students to examine the historical roots of present-day conflicts by rethinking the Silk Road. Throughout the course, we will explore how environmental conditions have shaped the rise and fall of civilizations, how technologies, people, and diseases have traveled across Eurasia, and how imperialism, capitalism, and globalization fundamentally transformed the historical landscape of the region. Ultimately, we will discuss whether the "Silk Road" may still offer us a critical framework to understand global connectivity in our current day when borders are becoming more rigid than ever. This course is restricted to first-year students in the Global Citizenship Program.  
Same as L61 FYP 1133  
Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM

---

**L97 GS 116 Ampersand: Geographies of Globalization and Development**

This course provides an overview to the geographies of globalization and development in the world today. We begin by engaging with a variety of theoretical perspectives, definitions, and debates in order to establish the foundations upon which students can conceptualize and understand existing patterns of inequality, social injustice and environmental conflicts. In order to further highlight the different ways in which development and globalization interventions are experienced and contested, in the second half of the course we will focus our considerations towards specific contemporary issues at the forefront of globalization and development debates, including migration and refugees, urbanization, sustainable development, tourism, and alter-globalization social movements. This course is restricted to first-year students in the Global Citizenship Program.  
Same as L61 FYP 116  
Credit 3 units. A&S: AMP A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: HUM, IS EN: S

---

**L97 GS 117 FYS: Global Population on the Move: Language & Resettlement with Law, Healthcare & Education**

Today, the number of displaced people is as its highest: one out of every 113 people on Earth. In this course, we begin with an understanding of what it means to be a refugee, and we discuss readings that lead us to an understanding of the modern refugee as we contextualize the significance of such terms as 'refugee,' 'asylum,' 'sanctuary,' 'non-refoulement,' or 'forced displacement.' With this foundation, we move to the role that language plays with resettlement into society and examine factors in the legal, healthcare and educational systems. We examine global work done through the United Nations Educational, Scientific and Cultural Organization and more, and we concentrate on the current state of refugees and New Americans in St. Louis and the USA. The course fosters critical thinking

across academic disciplines, encourages practical implications of research on resettlement and language policy, and includes invited guest lectures by local practitioners and other Washington University scholars. This course is for first-year, non-transfer students only.  
Same as L61 FYP 117

Credit 3 units. A&S: AMP A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L97 GS 124 First-Year Sem: Bridging London: An Interdisciplinary Exploration of One of the World's Great Cities**

This course provides a multi-disciplinary perspective on the past, present, and future of London. Topics include the historic roots of the city, the development of the British urban system, transportation and the shaping of the city; social, political, and economic dynamics of the Greater London Area; urban growth, decline, and revitalization; suburbanization; and the challenges facing the city in the 21st Century.  
Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L97 GS 127 Migration in the Global World: Stories**

The expression "Stories of Migration" has a variety of meanings. A "story" is a narrative that has a beginning, middle, and an end; an account of imaginary or real people and events told for entertainment, a report of an item of news in a newspaper, magazine, or broadcast; or an account of past events in someone's life or in the development of something. A story also can be a way to make sense of the world, and, as we will discuss throughout the semester, a tool to change the world. This course is based on the premise that in order to shape the future of migration in the global context, it is imperative to understand how stories of migration emerge, are told, passed on, shared, translated, disseminated, collected, challenged, and retold. For these purposes we will examine a wide range of stories of migration from the past decade. We will experiment with both low-tech and high-tech media in order to come up with different ways to showcase stories of migration, and to assess the actual repercussions that these stories of migration have. While we will address migration in the global context, we will focus on three regions: the US Mexican border, the Mediterranean, and St. Louis. We will study immigrant communities in these different locations and analyze a variety of narrative forms and structures in order to discern the impact that stories of migration have both locally and globally. Course materials include novels, memoirs, journalism, essays, short stories, graphic novels, radio programs, film, and performance pieces.  
Credit 3 units. A&S IQ: HUM EN: H

---

**L97 GS 135 First-Year Seminar: Chinatown: Migration, Identity, and Space**

"Chinatown," as a cultural symbol and a spatial entity, links various topics and studies in this course. Our survey starts with a historical and geographical glimpse of Chinatowns and ethnoburbs in the U.S. through real-life stories of their residents. We then expand our horizon to global Chinatowns with selected case studies of Chinatowns in Japan, Southeast Asia, Europe, and Australia. Our historical and ethnographic inquiries also investigate the ways in which Chinese food has been adapted to each local culture and society. Through the lens of Chinatown, this seminar looks into migration and settlement while tackling questions about representations of identity and culture as well as spatial constructions by immigrant communities. In doing so, we reconsider popular narratives about Chinatowns or ethnic enclaves in general. The assignments include ethnographic surveys of Chinese businesses.  
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L97 GS 140 East Asia in the World

This course covers the geopolitical history of twentieth-century East Asia, from its colonial constellation through its transformation into cold war nation-states. We then use an interdisciplinary approach to investigate contemporary problems accompanying the emergence of regional economies and institutions. We grapple with the question of when people in East Asia -- China, Taiwan, the Koreas, and Japan -- act as members of a transnational region and when they act in ideological, national, or local terms. We evaluate different disciplinary approaches in order to understand the combination of knowledge and skills necessary for drawing meaningful research conclusions. In reading articles produced by a range of scholars and institutions, the course is also an introduction to the politics of the production of knowledge about East Asia. We then apply our knowledge to a real-world conflict and give team presentations on our proposed solutions. This course is restricted to first-year students in the Global Citizenship Program.

Credit 3 units. A&S: FYS A&S IQ: HUM EN: H

---

### L97 GS 144 FYS: Collecting Art/Excluding People: The

#### Contradictions of Chinese Art in U.S. Museums

Tomb raiders, curators, archaeologists, politicians, dealers, and collectors all contributed to the arrival of Chinese art in the United States since the late nineteenth century. But at the same time as Chinese objects arrived in great quantities, Chinese people were actively excluded from the U.S. In this course we consider the contradiction between U.S. enthusiasm for collecting Chinese art and negative U.S. responses to Chinese immigrants, from the 1882 Chinese Exclusion Act to contemporary anti-Asian racism. Through the lens of museums, private collections, and public exhibitions, we study what the movement of Chinese art into the United States says about changes in U.S.-China relations from the nineteenth century through today. No prerequisite: enrollment limited to first-year students.

Same as L01 Art-Arch 144

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: BA, HUM EN: H

---

### L97 GS 1500 Silver, Slaves, and the State: Globalization in the 18th Century

In this course, students will look at how silver, and also porcelain, tobacco and salt, shaped the early modern world. The course will look at how merchants and adventurers, as well as pilgrims, pirates, migrants, and captives, encountered very different facets of that world, and tried to make sense of it. Students will also study how these attempts at exchange, how that process of "making sense," transformed how men and women of the 18th century, around the globe, saw their territories and their fellow humans. This is a world history class.

Same as L22 History 1500

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

### L97 GS 1503 Workshop for the Global Citizenship Program

This yearlong workshop, which is restricted to and required of participants in the Global Citizenship Program (GCP), is a companion to the core GCP fall course. The first semester of the workshop asks students to reflect critically on their own relationship to the concept of Global Citizenship. Through popular education and creative-based methods, students will explore their situated knowledges, worldviews, positionalities, and biases. The course engages with social, environmental, and epistemic justice themes through a decolonizing lens to question and reimagine how to embody critical global citizenship. By the end of the workshop, students will have tools to support their analysis and intentional engagement with the global-local community.

Same as L61 FYP 1503

Credit 1 unit. A&S: AMP

---

### L97 GS 1504 Workshop for the Global Citizenship Program

This workshop, which is restricted to and required of participants in the Global Citizenship Program, is a continuation of the Fall L61 FYP 1503 workshop. The spring Global Citizenship Workshop is praxis-oriented and asks students to apply and further reflect on the concepts learned during the Fall. Students are required to volunteer in the community for at least 10 hours per month. Each workshop session will provide a space for collective sharing about our experiences in the community and offer tools for meaningful engagement, social change, community building, and collective care. Towards end of this journey, students will have gained important frameworks to understand the global and its relationship to our local realities, meaningful life experiences collaborating across differences, and powerful tools for future community engagement. An optional trip at the end of the semester, after exams, will provide further opportunities for hands-on learning and interaction with organizations and people involved in the themes of the course.

Same as L61 FYP 1504

Credit 1 unit. A&S: AMP

---

### L97 GS 155 First-Year Seminar: Mapping the World: Introduction to Human Geography

What is human geography and why is it important? This course addresses these questions by introducing students to the fundamentals of the discipline of human geography. A geographic perspective emphasizes the spatial aspects of a variety of human and natural phenomena. This course first provides a broad understanding of the major concepts of human geography, including place, space, scale and landscape. It then utilizes these concepts to explore the distribution, diffusion and interaction of social and cultural processes across local, regional, national and global scales. Topics include language, religion, migration, population, natural resources, economic development, agriculture, and urbanization. In addition to providing a general understanding of geographic concepts, this course seeks to engender a greater appreciation of the importance of geographic perspectives in an increasingly interconnected and globalized world. No prerequisites. NOT AVAILABLE TO STUDENTS WHO ARE ENROLLED IN OR WHO HAVE TAKEN L61 116. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: IS, SCI EN: S

---

### L97 GS 160 World Politics and the Global Economy

Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nations, communities and economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces major approaches, questions, and controversies in the study of global political-economic relations. In a small group seminar we will examine the building blocks of world politics, the sources of international conflict and cooperation, and the globalization of material and social relations. This course is restricted to first-year students in the Global Citizenship Program.

Credit 3 units. A&S: FYS A&S IQ: SSC BU: IS EN: S

---

### L97 GS 164 Introduction to World History: The Second World War in World History

This course introduction to World History uses World War II as a lens to examine the methodologies, approaches and sources historians employ to understand and analyze historical periods. The class will explore the global connections and interactions which characterize World History. The emphasis of this course will be on digging into topics traditionally neglected: the impact of the war on race, gender, family and children; daily life; and daily ethical decision making. Same as L22 History 164

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: HUM, IS EN: H

---

### **L97 GS 1640 Health and Disease in World History**

Health and disease are universal human experiences, yet vary profoundly across time and place. Extending from ancient times to the present, this course surveys that variety from a global perspective. We will explore medical traditions from around the world, then examine how these responded to major epidemic diseases such as the Black Death. We will study the globalization of disease and the emergence of scientific medicine after 1450, then turn to the interrelated histories of health and disease in the modern era. Throughout, we will attend carefully to how the biological aspects of health and disease have shaped world history, while at the same time exploring the powerful mediating role of social, cultural, economic, and political factors--from religious beliefs and dietary practices to inequality, poverty, empire, and war--in determining the myriad ways in which health and disease have been experienced and understood. Introductory course to the major and minor.

Same as L22 History 1640

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L97 GS 165D Latin America: Nation, Ethnicity and Social Conflict**

This class is an interdisciplinary introduction to the academic study of modern and contemporary Latin America. The course focuses on main issues in Latin American politics, history and culture, both in the continent at large and in the specific regions and sub-regions within it. The class will particularly explore topics such as nation creation, national identity, modes of citizenry, the role of race, ethnicity, gender and class in the region's historical development, as well as social and political conflicts, which have defined the region over the centuries. This course is suggested before taking any other upper-level courses on Latin America or going abroad to other countries, and required for all Latin American Studies majors and minors. Through the course, students gain basic bibliographic knowledge and experience with research tools for a comparative study of Latin American politics society and culture. Prereq. None.

Same as L45 LatAm 165D

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: IS EN: H

---

### **L97 GS 174 Medicine East and West: Comparing Healthcare in the US and China**

This course provides a foundational introduction to comparative health studies by examining the health care systems of the United States and China. Using the tools and interpretive frameworks of the field of medical anthropology, students in this course will be exposed to a broad range of topics dealing with health and healthcare in Eastern and Western contexts. These include the study of medical pluralism, meaning of illness, health care financing, preventive care, political-economic perspectives, and sociobehavioral perspectives on health and wellness. Students taking this class will be better prepared to understand and address on-going health care concerns affecting U.S. and Chinese society.

Same as L48 Anthro 174

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

### **L97 GS 207 Crossing Borders: An Introduction to Institutions and Concepts in Global Studies**

This course provides an overview of the emergence of international governing institutions, the ideologies that shaped them, and concepts helpful for understanding them. Identifying the systems that have emerged to govern modern human societies at the national and international levels provides the means to consider how human beings are categorized within those systems, as citizens, subjects, asylum seekers, refugees, and the stateless. We engage a few classic works --

including "The Communist Manifesto," "Imagined Communities," and "Orientalism" -- and consider how they have transformed knowledge. The goal is for students to gain an empirical grasp of world institutions and a critical vocabulary that will provide the means for an informed engagement with international issues across different world regions and academic approaches.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: IS EN: S

---

### **L97 GS 208 Introduction to Jewish Civilization: History and Identity**

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course--designed as an introduction to Jewish history, culture, and society--will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: 7th century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JIMES 208F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### **L97 GS 209B African Studies: An Introduction**

This course will introduce students to a variety of approaches to the study of Africa by considering the ways that scholars have understood the African experience. It will expose students to the history, politics, literary, and artistic creativity of the continent. Emphasis will be placed on the diversity of African societies, both historically and in the present, and explore Africa's place in the wider world. Required for the major.

Same as L90 AFAS 209B

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### **L97 GS 210C Introduction to Islamic Civilization**

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Same as L75 JIMES 210C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### **L97 GS 223 Korean Civilization**

This course introduces Korean civilization from earliest times to the present. While a broad survey, the course emphasizes cultural themes and social institutions, and explores the Korean past in East Asian and global perspectives. To help with building this comprehensive view, the class follows a chronological progression of history using a textbook. But throughout, students also learn from diverse media--including film, drama, music, games, and primary historical sources--to make their own sense of Korea and Korean culture. In terms of methodology, the class adopts various approaches, from source criticism and material

studies to critically engaging modern-day representations of Korea in print and new media. Some of the topics covered include: foundation myths, ancient literature, colonialism, civil war, authoritarianism, rapid industrialization, and democratization in Korea.

Same as L51 Korean 223C

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

---

### **L97 GS 2242 Ampersand: Comparative Refugee Resettlement and Integration**

This Course will continue our investigation of the Dynamics of Migration in the MENA and African countries primarily and re-orient the discussions towards a/the much-overlooked cause of migration: Colonialism. To achieve genuine refugee/ Migrant oriented reform policies, the Global North needs to reconcile with its colonial past. Towards this end, we will highlight how the history of Migration is deeply entangled with colonialism. Our readings-based discussions will focus on analyzing how colonial logics continue to shape the dynamics of migration as well as fuel the growing Xenophobia and Anti-migration rhetoric in the Global North towards intercontinental human mobility. To understand the enduring legacies of colonialism on the contemporary politics of migration, our discussions will argue the premise that colonial histories should be central to migration studies today for there to be real reform in refugee, asylum, and migrant policies. We will explore a wide range of inspiring and challenging perspectives on migration and learn what postcolonial and decolonial scholarships can offer us studying international migration today. We will address these areas through our weekly readings of Migration Studies and Colonialism as a primary source; we will also survey a selection of articles as a secondary source. To supplement the readings, we will watch short documentaries addressing the topic as well as hear from activists, journalists, and specialists in the field. Course is for first-year, non-transfer students only.

Same as L61 FYP 2242

Credit 3 units. A&S: AMP A&S IQ: LCD, SSC BU: BA EN: S

---

### **L97 GS 226C Japanese Civilization**

This course will present a comprehensive overview of Japan, its history, its institutions and cultural products, and its society and people. The first half of the course will comprise a survey of Japanese history, with an emphasis on its social and cultural aspects, from the earliest period to the present day. Having established the historical framework with its interweave of native and foreign elements, Kyoto-based imperial aristocracy, the samurai class and their crucial role, Zen-inspired meditative arts, and exquisitely diverse cultural products—the class will move on, in the second half, to an examination of recent and contemporary trends and issues. These will center on Japanese education, social and family structures, urban centers and the rural periphery, economic and socio-political trends, Japan's distinctive and vibrant popular culture, contemporary problems and challenges, and the nation's dramatically shifting position in East Asia and in the 21st-century global order.

Same as L05 Japan 226C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### **L97 GS 227C Chinese Civilization**

This course is an introduction to Chinese culture through selected topics that link various periods in China's past with the present. Ongoing concerns are social stratification, political organization, and the arts, gender relationships and the rationales for individual behavior, and the conceptions through which Chinese have identified their cultural heritage. Readings include literary, philosophical, and historical documents as well as cultural histories. There will be regular short writing assignments. No prerequisites.

Same as L04 Chinese 227C

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN:

H

---

### **L97 GS 229 Modern European History: Migrations, Nation States, Identities**

Politicians in several European countries recently declared the failure of multiculturalism, emphasizing immigration as the cause of social and political conflict. These statements deny that the European continent as a whole has been shaped by various forms of migration, ranging from Teutonic and Slavic settlement migration in the first ten centuries A.D., and rural-to-urban migration and religious expulsions in the Middle Ages, to recent guest worker programs and immigration from former colonies. Encounters between different cultures, religions, and forms of social organization are a staple of European societies' development. The course will begin with a brief overview of significant population movements since the Early Modern Era and then focus on important mass movements since the French Revolution. Course units study the nexus between migration and modernization, people's movement and the nation-state, empire and citizenship, and economic and social development. The class also poses the questions: Why are some migrations remembered and others not? Why do we know what we know about migration and migrant experiences? How do notions of 'otherness' and 'diversity' come to be central points of contention within current discourses in Europe? How do race, class, and gender interact in shaping the experience and perception of immigrants? Primary sources, autobiographical narratives, scholarly analyses and a range of visual material including films and maps are the basis for class lectures and individual and group work assignments, helping students to develop critical thinking and effective oral and written communication skills.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### **L97 GS 244 Introduction to European Studies**

This course provides an introduction to the study of contemporary Europe through an historical examination of the moments of crisis, and their political and cultural aftermath, that shaped modern Europe and continue to define it today. These crises will include: the revolutions of 1848, the advent of 19th-century nationalisms, the Great War, the Spanish Civil War, the rise and defeat of state fascism, the Cold War, the formation of the EEC and Union, May 1968, and the return of right-wing politics. After the study of these traditions, the final portion of the semester will consider contemporary Europe since 1991, considering such subjects as Green politics, internal migration and immigration, and the culture of the European Union.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### **L97 GS 263 Democracies & Dictatorships in the Middle East**

What makes a country a democracy? A dictatorship? How do we know? In this course, we take a comparative approach toward the regimes of the Middle East and North Africa in order to critically examine the history, politics, religions, demographics, and economies of different case studies. Students will learn to identify key characteristics of contemporary governments of prominent Middle Eastern countries, the extent to which they can be called democratic, and the different degrees and nuances of authoritarianism. With the 2011 Arab Spring and its aftermath in mind, students will also explore academic debates over why regimes do, or do not, respond to popular pressure for change as they continually adapt and upgrade their capacities to remain in power.

Same as L75 JIMES 263

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L97 GS 2700 Sophomore Seminar: U.S.-China Relations: Perceptions and Realities**

The United States and China are the two most important global powers today, and the bilateral relationship is one of the most comprehensive, complex, consequential, and competitive major-power relations in the world. The course aims to examine the attitudes, ideas, and values that

have shaped the relationship, from the era of colonial expansion in the 1800s to the rise of China as a major political and economic power in the 21st century. Drawing upon visual images, literature, films, policy statements, and other materials, the course will analyze the patterns of perceptions that have informed and shaped the understanding of realities. This course, which uses an interdisciplinary approach, will include discussions and debates from both American and Chinese perspectives. Prerequisite: sophomore level only.  
Same as L04 Chinese 270

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 280 Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film**

This course is an examination of key turning points in Japan from the mid-19th century to the present. It focuses on the important role that bureaucracies, staffed by public servants, have played in shaping the political and social life on the archipelago and in the region. We will engage representations of political and social life in Japan by making use of its rich visual culture by viewing and discussing Japanese films. The assigned films, which will be screened in Japanese with English subtitles, will likely include "The Twilight Samurai," "To Live," and "Shin Godzilla," among others. These films provide representations of how people in Japan have responded to crises, including revolution, war, and natural disasters. Through written and visual materials, students will gain a better understanding of history in Japan, public service, and the utility of film for engaging the past. Film screenings are mandatory.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L97 GS 3005 Research Design in Global Studies**

How does one develop a research project? From developing questions to laying the framework for the project, the goal of this course is for students to understand key conceptual foundations of research design. This course explores conceptualization, theory, research design, and strategies for framing questions and understanding the tools needed to build a project. This is neither a statistics course nor a qualitative methods course, although students are highly encouraged to take disciplinary-based methods courses. This course will help students navigate the path from academic curiosities to research design. Good research questions are important to academics, of course, but this course will help students develop skills that are useful in settings beyond the academy. This course has as its aim that, upon completion, students will have a better understanding of the skill set needed to answer the kinds of questions that are most interesting to them and to prepare them for future projects, whether these will be answered in a thesis or in a future professional career. Along the way, we will explore some basic techniques for collecting, interpreting, and analyzing data. We will pay attention to both the theoretical approaches to different types of research and focus on some practical techniques of data collection, such as identifying key informants, selecting respondents, developing field notes, conducting interviews, analyzing data, writing, and presenting findings.  
Credit 3 units. A&S IQ: SSC EN: S

---

**L97 GS 3006 Global Health and Language**

Long before COVID-19, scholars across the globe postulated that language in health care is one of the most significant, and yet underexplored, social determinants of health in underserved linguistic diverse communities. This new course attempts to harmonize work across the disciplines of Global Public Health and Applied Linguistics by analyzing studies that examine language acquisition and language use across contexts with populations that experience serious health disparities- immigrants, refugees, indigenous peoples, racial and ethnic minority groups- and the course offers corresponding implications for health equity. Broadly speaking, this course addresses global health literacy issues, in both spoken and written communications, and its

relationship to public health. As part of the seminar, students will apply the theory and research they learn to help meet the local language health needs of a changing population of refugees and immigrants in St. Louis community.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, ETH, IS EN: S

---

**L97 GS 3008 Topics in Global Studies**

Topics course on Global Studies. Subject matter varies by semester; consult current semester listings for topic.

Credit 3 units. A&S IQ: LCD EN: H

---

**L97 GS 301 Historical Methods: Transregional History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301T

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3010 Microhistories: Sacle and Narrative in Historical Research and Writing**

Historical Methods (Transregional): How much can we learn about the past through the story of a single person, place, object, or event? Since the 1970s, historians have attempted to show that 'microhistories' can powerfully illuminate the grand sweep of history. By narrowing their focus to magnify the small, the particular, and the local, 'microhistorians' have argued that studies of apparently inconsequential subjects can have a major impact on our understanding of the past. This course is based on the intensive reading and discussion of several outstanding examples of the 'micro-historical' study of individuals, families, communities, events, and social interactions. These will be primarily drawn from the literature on early modern Europe, which has a long and continuing tradition of work of this kind. Some, however, are taken from the historiography of Early America and recent approaches to 'Global' history. Particular attention will be paid to questions of evidence and of its potential in the hands of imaginative historians; and to the deployment of particular analytical and narrative techniques in the construction of history. We will often be less concerned with whether the historians we study are 'right' in their arguments than with how they develop and present them.

Same as L22 History 301N

Credit 3 units. A&S IQ: HUM EN: H

---

**L97 GS 301L Historical Methods - Latin American History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301L

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3020 Global Futures**

In this core Global Studies (GS) course, students will develop a broad understanding of our interconnected world by exploring a series of global issues that may include but are not limited to: border crossing and forced migration, climate change, human rights, inequality, or war and conflict. We will study these issues and their interrelated qualities from a variety of perspectives and intellectual frameworks. Students

will situate major developments in a historical and cultural perspective and identify and understand discipline-specific methodologies as well as the benefits and challenges of a transdisciplinary approach. Throughout the semester students will attain a shared, critical vocabulary and theoretical expertise that will enable them to bring together the range of approaches -quantitative, qualitative, mixed, - used in other GS courses. Students will also hone argumentation and communication skills for their post-graduation careers, and different forms of community engagement in global contexts. This course is required for all GS majors matriculating in Fall 2023.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

#### **L97 GS 3024 International Institutions**

This course surveys in an historically and theoretically informed fashion the role of various international institutions in international relations. It addresses the fundamental question of the contribution of international institutions to world order. The course first traces the historical evolution of international organizations before turning to international institutions since World War II. It then focuses on the following: the most important regional international organization, the European Union; the most important international organizations dealing with the issues of peace and security, the United Nations and NATO; and the major international economic institutions, the WTO, the IMF, and the World Bank. Prerequisite: L32 103B.

Same as L32 Pol Sci 3024

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L97 GS 302B Peoples and Cultures of the Middle East**

This course will introduce the cultural diversity and unity of the peoples of the Middle East. The emphasis is on historical and ethnological relationships, social and political structure, religious pluralism and contemporary youth issues. We will explore the lived experiences of the peoples in the modern nation-states of Egypt, Lebanon, Syria, Jordan, Israel, the Palestinian Territories, Turkey, Saudi Arabia and the countries of the Arabian Peninsula, Iraq, and Iran. We will access this material through short stories, poetry, biographies, essays, videos, blogs, and political and anthropological reports.

Same as L48 Anthro 302B

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

---

#### **L97 GS 3030 Daoist Traditions**

This course offers an introduction to the history, practices, and worldviews that define the Daoist traditions. Through both secondary scholarship and primary texts, we consider the history of Daoism in reference to the continuities and discontinuities of formative concepts, social norms, and religious practices. Our inquiry into this history centers on consideration of the social forces that have driven the development of Daoism from the 2nd century to the modern day. Special consideration is given to specific Daoist groups and their textual and practical traditions: the Celestial Masters (Tianshi), Great Clarity (Taiqing), Upper Clarity (Shangqing), Numinous Treasure (Lingbao), and Complete Perfection (Quanzhen). Throughout the semester we also reflect on certain topics and themes concerning Daoist traditions. These include constructions of identity and community, material culture, the construction of sacred space, and cultivation techniques.

Same as L23 Re St 303

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

---

#### **L97 GS 3035 Antisemitism: History, Causes, Consequences**

Why do people hate other people? Why have religion, race, gender, ethnicity and so on led to sectarian violence with terrifying regularity throughout history? Focused on antisemitism from Biblical times to today, this class will grapple with those questions. Please note: L75 5035 is intended for graduate students only.

Same as L75 JIMES 3035

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA EN: H

---

#### **L97 GS 3042 Making Sex and Gender: Understanding the History of the Body**

This course provides an overview of history of the body in Europe and the United States from medieval to modern times using feminist and queer theoretical frameworks. We explore the shifting authority in defining a "normal" body as the fields of medicine and science become professionalized, the cultural interaction with science and medicine in the modern era, and how aesthetics and popular perception of science inform the notion of ideal body, gender, race, sex, and sexuality in the modern era. Prerequisite: Any -100 or -200 level Women, Gender, and Sexuality Studies course or permission of instructor.

Same as L77 WGSS 3041

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

#### **L97 GS 3043 Survey of Brazilian Culture: Race, Nation and Society**

This course will introduce students to Brazilian culture from the colonial period to the present through literature, art, music, film and other cultural forms. The course gives a historical overview of Brazilian culture and society, exploring major sociohistorical and artistic moments from the colonial, imperial, and republican periods, and their "legacies" or influences on Brazilian society. Students will learn about the Amerindian, European, and African influences of Brazilian culture through the study of representative texts and cultural practices. The course also illustrates Brazil's place within Latin America and the world. The course will seek to deconstruct and expand preconceived notions of Brazil, such as Lusotropicalism and racial democracy. Classes will combine lectures by the instructor, student presentations, collective debates and cooperative learning, and will entail the use of required bibliography and audiovisual materials. Prereq. None.

Same as L45 LatAm 304

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: IS EN: H

---

#### **L97 GS 3045 Hot Peace: U.S.-Russia Relations Since the Cold War**

This course is an historical analysis of U.S.-Russia relations since the end of the Cold War. Focusing on "reset" diplomacy during the terms of five American and three Russian presidents since 1990, it reveals a familiar historical pattern that begins with high hopes, dialogue, and optimism only to be followed by vast disappointment, standoffs, and pessimism. Despite this dynamic, the course shows how and why the two countries have been able to cooperate at times to make substantial headway on critical issues such as arms control, nonproliferation of WMD, NATO expansion, counterterrorism, and economic and energy development, whereas at other times they have run afoul of major obstacles such as further NATO expansion, missile defense, and democracy and human rights in Russia. The course also examines how many political events created substantial challenges to U.S.-Russia relations, including the Balkan Wars; U.S. wars in Iraq and Afghanistan; Russia's wars in Chechnya, Georgia and Ukraine/Crimea; the "Color Revolutions"; the Arab Spring and subsequent civil wars in Iraq, Syria, Yemen and Libya; the fight against ISIS and other militant Islamists; the threats posed by Iran and North Korea; the rise of China; espionage crises; hybrid wars; cyberattacks; and disinformation campaigns. Two vital questions frame the analysis: (1) Why has it been so difficult for these two great powers to develop a mutually beneficial relationship? (2) What would be required to move beyond the limited partnership to something more productive and sustaining? The course concludes by evaluating "reset" diplomacy and the ongoing attempts to move U.S.-Russia relations beyond a Hot Peace.

Same as L22 History 3045

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H



---

**L97 GS 305 Music of the African Diaspora**

This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.

Same as L27 Music 3021

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 3055 Contemporary Chinese Culture and Society**

This course provides an introduction to emerging trends in Chinese culture and society. We will explore processes of change and continuity in the People's Republic, examining the complexity of social issues and the dynamics of cultural unity and diversity. While we will focus on the post-Mao reform era (1978 to the present), we will consider how contemporary developments draw upon the legacies of the Maoist revolution as well as the pre-socialist past. The course provides an overview of anthropological approaches to the study of contemporary China, introducing students to key concepts, theories, and frameworks integral to the analysis of Chinese culture and society. Readings, lectures, and discussions will highlight not only macro-level processes of social change and continuity but also the everyday experiences of individuals involved in these processes. We will pay particular attention to issues of family life, institutional culture, migration, religion, ethnicity, gender, consumption, and globalization.

Same as L48 Anthro 3055

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

---

**L97 GS 305M Survey of Mexican Cultures**

This course provides an interdisciplinary introduction to the study of Mexico, with a particular focus on the 20th and the 21st century. The class will cover the main historical and cultural processes of Mexico in this period: The Mexican Revolution; the consolidation of a one-party political system; the construction of Mexican national identity and the arrival of neoliberalism. The course also focuses on the main aspects of Mexico's relationship to the United States: the Free Trade Agreement, the history of Mexican migration and the Drug War. From this framework, the course touches upon questions of race (particularly the politics of racial mixture), modernization, construction of social identities and the unique nature of governance in Mexico, due to the single-party regime. It also touches on Mexico's specificities and particularities due to the uniqueness of situation as the southern neighbor of the United States. PreReq. None.

Same as L45 LatAm 305

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 306 Modern Jewish Writers**

What is Jewish literature? While we begin with -- and return to -- the traditional question of definitions, we will take an unorthodox approach to the course. Reading beyond Bellow, Ozick and Wiesel, we will look for enlightenment in unexpected places: Egypt, Latin America, and Australia. Recent works by Philip Roth, Andre Aciman, Simone Zelitch and Terri-ann White will be supplemented by guest lectures, film, short stories and significant essays. We will focus on issues of language, memory and place. Background knowledge is not required, though it is warmly welcomed.

Same as L16 Comp Lit 306

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L97 GS 3064 Survey of Southern Cone Cultures: Argentina, Chile, and Uruguay**

The purpose of this course is to analyze the process of nation formation in Latin America, since the imaginaries of the "Creole nation" to the first half of the 20th century. Class discussion will encompass the study of theories on nation formation and nationalism as well as

textual representations of national projects, such as Simon Bolivar's letters and discourses, selections from Facundo, Civilization and Barbarism by Domingo F. Sarmiento, selected texts by Andres Bello, Alfonso Reyes, et al, Ariel, by J. E. Rodo, Pedro Henriquez Urena's Seis ensayos en busca de nuestra expresion, Jose Vasconcelos' La raza cosmica, Jose Carlos Mariategui, Siete ensayos de interpretacion de la realidad peruana, Jose Marti's Nuestra America and other essays. Some of the main topics to be discussed are the leading role of Creole elites in the consolidation of national cultures, the marginalization of women as well as indigenous and Afro-Hispanic populations, and the role of nationalism in the shaping of modern societies. Colonialism, Occidentalism, liberalism, positivism, nationalism and modernity are some of the concepts that will be explored both theoretically and in their particular discursive usages. Finally, the concept of nation(alism) will be studied as a political/rhetorical device and as the resulting expression of agency, interest, and desire, in peripheral societies.

Same as L45 LatAm 464

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L97 GS 307 The Writing of the Indian Subcontinent**

The Indian Sub-continent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select sub-continental writers. Covering both fiction and non-fiction by several authors including R. K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Gunesequera, we will discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.

Same as L14 E Lit 307

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM

---

**L97 GS 3073 The Global War on Terrorism**

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3074 Hinduism & the Hindu Right**

We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his "Hindu Nationalist" party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism.

Same as L22 History 3074

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L97 GS 3092 Indigenous Peoples and Movements in Latin America**

This course focuses on the contemporary lives and political struggles of Indigenous Peoples in Latin America, with specific focus on Ecuador, Peru, and Bolivia. Through course lectures, ethnographic texts, and four in-depth case studies, we explore how the politics of Indigeneity articulate with political and economic processes including

(neo)colonialism, global capitalism, state transformation and social movement struggle. Themes include: demands for territory and autonomy; environmentalism and natural resource exploitation; gender and economic inequality; race, racism and political violence; language and education; and the complexities of building multicultural or "plurinational" democracies.

Same as L48 Anthro 3092

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

---

### **L97 GS 3093 Anthropology of Modern Latin America**

A survey of current issues in the anthropological study of culture, politics, and change across contemporary Latin American and the Caribbean. Topics include machismo and feminismo, the drug war, race and mestizaje, yuppies and revolutionaries, ethnic movements, pop culture, violence, multinational business, and the cultural politics of U.S.-Latin American relations. Attention will be given to the ways that anthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization.

Same as L48 Anthro 3093

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

### **L97 GS 3098 African Art in Context: Patronage, Globalisms and Inventiveness**

This course offers an introduction to principal visual arts from Africa, pre-historic to contemporary. It explores traditions-based and contemporary arts made by African artists from across the continent in conjunction with their various contexts of creation, use, understanding, and social history. Theoretical perspectives on the collection, appropriation, and exhibition of African arts in Europe and North America will be examined. Coursework will be complemented by visits as a group or independent assignments at the Saint Louis Museum, the Pulitzer Arts Foundation, and possibly a local private collection.

Same as L01 Art-Arch 3090

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H UColl: CD

---

### **L97 GS 311 Buddhist Traditions**

This course examines the historical development of Buddhism from its origins in South Asia in the 6th to 5th century BCE, through the transmission of the teachings and practices to East Asia, Southeast Asia, and Tibet, to contemporary transformations of the tradition in the modern West. In the first third of the course, we focus on the biographical and ritual expressions of the historical Buddha's life story, the foundational teachings attributed to the Buddha, and the formation and development of the Buddhist community. In the second third, we examine the rise of the Mahayana, the development of the Mahayana pantheon and rituals, and the spread of Mahayana in East Asia. In the final third, we explore the Theravada tradition in Sri Lanka and Thailand, then Tantric Buddhism in India, Tibet, and East Asia. We close the course with an overview of Buddhism in the modern West.

Same as L23 Re St 311

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H UColl: CD

---

### **L97 GS 3110 Topics in English & American Literature: Contemporary Literature of the East West Divide**

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, science and literature, the modern short story). Consult Course Listings for offerings in any given semester.

Same as L14 E Lit 311

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM EN: H UColl: CD

---

### **L97 GS 3117 Capitalism, Socialism and Labor: The Political Economy of 20th Century Africa**

This course surveys the integration of African individuals and communities into the global economy. We will, however, pay equal attention to their efforts to resist integration, or at least have a greater say in how it would take place. This social history of the political economy of sub-Saharan Africa in the "long" 20th century critiques theories of imperialism, capitalism, socialism, development and underdevelopment from the perspective of ordinary people. The essay-based course work is focused on making original arguments using primary historical sources as evidence.

Same as L90 AFAS 3117

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

### **L97 GS 3120 South Asian Religious Traditions**

In this course we will learn the basic vocabulary (conceptual, ritual, visual) needed to become conversant with the various religious traditions that are important to personal, social, and political life on the Indian subcontinent and beyond. We will first encounter each tradition through narrative, with the support of visual media. We will then explore how contemporary adherents make these traditions meaningful for themselves -- in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students will also become familiar with the analytical categories and methodologies that make up the basic toolkit of the religion scholar. Prior knowledge of India or Pakistan is not required. First year students are welcome to enroll in this course.

Same as L23 Re St 312

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

---

### **L97 GS 3130 Topics in English and American Literature**

Called the "Age of Revolution," the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, over simply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal "Jerusalem." It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we will consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We will follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also to be assigned will include Mary Shelley's *Frankenstein* and Byron's *Don Juan*.

Same as L14 E Lit 313

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L97 GS 3132 Introduction to Comparative Arts**

Intro to Comparative Arts is an interdisciplinary, multimedia course that explores the relationship among the arts in a given period. In their written work, students will venture beyond the course material, alternately assuming the roles of artist, critic, and consumer. Students will attend (virtual and/or in-person) performances and exhibits. Ability to read music is not required.

Same as L16 Comp Lit 313E

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L97 GS 3133 Hello, Hello Brazil! Popular Culture, Media, and the Making of a Nation**

Our image of Brazil has been deeply shaped by its cultural production, from Tom Jobim and Vinicius de Moraes' ever-popular "Girl from Ipanema" to the spectacular mega-production of Carnival in Rio and from the Afro-Brazilian martial art of capoeira to the international stardom of pop artists like Anitta. This course is an introduction to popular culture in contemporary Brazil. Students will approach the theme through theoretical works that seek to define popular culture, understanding it as a hybrid form of expression that troubles the line between the "traditional" and the mass-produced. This course will examine how the circulation of sounds and images manifests and shapes Brazilian culture historically and in the present. We will also interrogate the different ways in which culture is produced and received, how it circulates in symbolic markets, and how it comes to be both consumed by diverse audiences and utilized in often unexpected ways. The course will cover topics such as the Tropicalia movement, Afro-centric Carnival blocos, street art such as graffiti, baile funk, forro, favela protest theater, telenovelas (soap operas), the popularization of samba, soccer and the World Cup, and Carnival. Students will use an interdisciplinary lens to approach popular culture in Brazil through music lyrics, TV and film, cultural performances, and graphic novels. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested. Same as L45 LatAm 313

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L97 GS 313C Islamic History, 600-1200**

The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.

Same as L22 History 313C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3142 Topics in English & American Literature**

Same as L14 E Lit 314

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3149 The Late Ottoman Middle East**

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students will focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.

Same as L22 History 3149

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 314B International Politics**

Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces major approaches, questions, and controversies in the study of global political-economic relations. In a small group seminar we will examine the building blocks of world politics, the sources of international conflict and cooperation, and the globalization of material and social relations.

Credit 3 units. BU: IS

---

**L97 GS 3150 The Middle East in the 20th Century**

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism).

Same as L22 History 3150

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3163 Early Modern China**

This course examines political, socio-economic, and intellectual-cultural developments in Chinese society from the middle of the fourteenth century to 1800. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911). Thematically, the course emphasizes such early modern indigenous developments as increasing commercialization, social mobility, and questioning of received cultural values.

Same as L22 History 3162

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3165 Chinese Diasporas**

Five hundred years ago, the Chinese population was concentrated in core areas of China proper. Beginning in the 16th century, significant numbers of Chinese people moved to the frontiers of an expanding China and across its borders: to Japan and Southeast Asia, to the Americas and Australia, and to Africa and Europe. Although Chinese migration certainly existed beforehand, the period from the 16th century to the present day is marked by the emergence of sustained movement of non-state actors and the development of institutions -- ranging from native-place associations to tourist agents' websites -- that supported this vast circulation of people. Likewise, in many emigrant communities and host societies, Chinese diasporic families adapted to migration as a way of life. This course traces this worldwide circulation of Chinese people over these five centuries.

Same as L22 History 3165

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

**L97 GS 3168 Historical Landscape and National Identity in Modern China**

This course attempts to ground the history of modern China in physical space such as imperial palaces, monuments and memorials, campus, homes and residential neighborhoods, recreational facilities, streets, prisons, factories, gardens, and churches. Using methods of historical and cultural anthropological analysis, the course invests the places where we see with historical meaning. Through exploring the ritual, political, and historical significance of historical landmarks, the course investigates the forces that have transformed physical spaces into symbols of national, local, and personal identity. The historical events

and processes we examine along the way through the sites include the changing notion of rulership, national identity, state-building, colonialism and imperialism, global capitalism and international tourism. Acknowledging and understanding the fact that these meanings and significances are fluid, multiple, contradictory, and changing over time are an important concern of this course.

Same as L04 Chinese 3163

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### **L97 GS 3169 A History of Modern China**

This course explores the 19th- and 20th-century history of China. Its purpose is to provide students with a historical foundation to understand the momentous changes the country underwent during its traumatic transition from an empire to a nation-state. We start the course at the height of the empire's power in the late 18th century, when the Qing dynasty (1637-1912) conquered vast swathes of lands and people in Inner Asia. We then move on to the Qing's troubled relationship with Western capitalism and imperialism in the 19th century, which challenged the economic, social, and ideological structures of the imperial regime, culminating in the emergence of "China" as a nation-state. By situating China's national history within a global context, the course outlines in detail the transformations that took place in the 20th century, from the rise of communism and fascism to the Second World War to Maoism and cultural revolution. We end the semester with yet another major change that took place in the 1980s, when a revolutionary Maoist ideology was replaced with a technocratic regime, the legacies of which are still with us today.

Same as L22 History 3166

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

### **L97 GS 316K Cyborgs in History: From Cybernetics to Artificial Intelligence**

Who coined the word "cyborg," and why? How did cyborgs become so integral to our imaginative worlds and daily existence? In this course, we will contemplate the intersection between technologies and societies through the lens of cyborgs, a term that is shorthand for "cybernetic organisms." Defying the separation between humans and machines, cyborgs have been critical to sciences, humanities, pop culture, feminism, afrofuturism, and queer studies, among many other fields of inquiry. This course will take a deep dive into the worlds of scientists, scholars, artists, and ordinary people to discover the cultural meanings of cyborgs across time and space. Along the way, we will meet Norbert Wiener, who coined the term "cybernetics"; Donna Haraway, for whom the cyborgs were a revolutionary species; and John C. Lilly, who thought he could speak with dolphins. We will also travel to the USSR to read about a failed internet; to Chile, where cybernetics was a socialist project; and to Japan, to learn about gender and technology in non-Western spaces. By the end of the course, students will have a strong theoretical and historical grasp on the social worlds of cybernetic technologies.

Same as L22 History 3169

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

### **L97 GS 316R Economic History of China: From the Silver Age to Reform and Opening, 1500-1990**

This seminar explores the economic history of China from the 16th to the 20th century; this time period is the half a millennium during which China became part of the world economy and defined its development in major ways. Over the course of the semester, students will be exposed to the main debates in the field of Chinese economic history while acquiring a strong grasp of the nuts and bolts of how economy functioned and changed from the imperial to the modern times. Situating China within a comparative perspective, we will examine a multitude of debates ranging from the global silver age of the 16th century to the birth of capitalism, the socialist economy, and the PRC's recent involvement in Africa. We will in particular discuss

the contradictions that arose out of China's integration into the world economy and the different kinds of economic regimes that existed and continue to exist within China. While this course assumes a basic familiarity with Asian history, students with backgrounds in other world histories and/or social science disciplines should feel comfortable with the course material.

Same as L22 History 3167

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L97 GS 3176 Chinese Economy in World History**

From the Belt and Road Initiative to high-tech surveillance, China is at the center of contemporary discussions about the future of the global economy. This course will expose students to a historical understanding of how China not only became part of the world economy, but in fact defined its development in major ways. Over the course of the semester, students will explore a variety of subjects, from the Great Divergence between Europe and China in the eighteenth century to the rise of Maoist socialism in mid-twentieth century, to China's transition to capitalism and involvement in Africa in the twenty-first century. Examining the past two hundred fifty years of Chinese and global economic history, the students will gain a deep understanding of how China became the world's second largest economy, and what that means for the future.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### **L97 GS 318 Learning to Use GIS in Development, Area Studies and International Affairs**

In this course you will be introduced to the concept of spatial thinking, which will help you determine why and when to use GIS to address a spatial problem relevant to Global Studies. The course will be organized into four sections based on 1) area studies, focused on demographic inquiry; 2) development, focused on site selection; 3) global cultural studies, focused on data creation and editing; and 4) international affairs, focused on digital elevation, density and basic spatial statistics. The class will explore some tools available for visualizing and analyzing data, but our main tool will be ArcGIS. The aim of this course is that you learn concepts and develop a skillset that you can apply to other projects.

Credit 3 units. A&S IQ: NSM, AN BU: IS, SCI

---

### **L97 GS 3181 Gender, Sexuality and Power in Brazil**

This course examines the nexus of gender, sexuality, and power in Brazil through an interdisciplinary lens. We will aim to understand how varying understandings of gender and sexuality have impacted the development of Brazilian society in history and continue to shape contemporary society and politics. We will pay special attention to the ways in which the intersections of race, gender, sexuality, class, ethnicity, and so on impact people's lived experiences and how heteronormativity and homophobia shape current politics. We will take an intersectional feminist approach to analyze topics such as slavery in colonial Brazil, national aspirations to modernity, authoritarian repression and "moral panics," domestic labor, motherhood, sex tourism, Brazilian feminisms, and LGBTQ+ activism. Scholarly work from various fields of study -- with an emphasis on gender studies, history, and anthropology -- will be supplemented by documentaries, film, podcasts, and other media. This is a Writing Intensive and a Social Contrasts class in the IQ curriculum. Prerequisite: L45 165D, or two courses on Latin American or Women and Gender Studies, or permission of instructor.

Same as L45 LatAm 318

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS

---

**L97 GS 3184 A Rainbow Thread: A History of Queer Identities in Judaism and Islam**

The notion that gender and sexuality minorities are forbidden or simply do not exist within traditional Judaism and Islamic traditions is an assumption that has been questioned in recent years. For these scholars and activists, it is not up for debate whether someone can be queer and Jewish or queer and Muslim. Therefore, what follows is an exploration of how to resurrect gender non-conforming interpretations of religious texts and rediscover the spectrum of gender and sexual identities that have always existed within Judaism and Islam. The course is divided into three parts. First, we will examine the religious textual traditions of both faiths to establish the space for queer identities in both the Qur'an and Torah as well as the traditions of Hadith and Talmud. Second, we will study key communities such as medieval Iberia, the Ottoman Mediterranean, Hasidic communities in Eastern Europe, Qajar Iran, and the colonial empires of the Middle East. This survey will show the influence European Christian dominance had (or did not have) on the evolution of Jewish and Islamic gender and sexual norms from pre-modern times through the 20th century. Finally, we will examine the 21st century by reading the memoirs of trans Muslims and trans Jews in order to analyze the ways in which contemporary queer Jewish and Islamic individuals frame their experiences and tell their stories of faith with agency, in their own words.

Same as L75 JIMES 3184

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

**L97 GS 3192 Modern South Asia**

This course will cover the history of the Indian sub-continent in the 19th and 20th centuries. We shall look closely at a number of issues including colonialism in India; anti-colonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history will be emphasized equally.

Same as L22 History 3192

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3194 Environment and Empire**

In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures, and farm lands, rivers and rainfall, animals and humans? We'll ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course will cover examples from Asia to Africa, with a focus on the "jewel in the crown" of the British empire: the Indian subcontinent. We'll learn how the colonized contributed to the science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi.

Same as L22 History 3194

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

**L97 GS 320 British Cinema: A History**

British cinema has gotten a bad rap. French film director François Truffaut once declared that cinema and Britain were incompatible terms since "the English countryside, the subdued way of life, the stolid routine-are anti-dramatic... [even] the weather itself is anti-cinematic." Yet British films proudly rank among some of the most acclaimed and beloved in film history: Monty Python and the Holy Grail, A Hard Day's Night, Lawrence of Arabia, The Third Man, Zulu, The Ladykillers, A Night to Remember, Trainspotting, The King's Speech, and the James Bond franchise. Admittedly, British cinema has had its ups and downs, never quite knowing whether to position

itself as a distinctive national cinema or as a rival to Hollywood. This uncertainty has fostered a rich diversity and complexity that this course will emphasize in a survey approach. We will give equal attention to the work of high-profile directors like Alfred Hitchcock and Michael Powell and to important "genres" in which the British seem to excel--like black comedy, imperialist adventure, "kitchen sink" drama, documentary, and the so-called "heritage" films that paved the way for television's Downton Abbey. Required Screenings.

Same as L53 Film 320

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L97 GS 3206 Global Gender Issues**

This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class will provide a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices, performances serve as structuring principles in society.

Same as L48 Anthro 3206

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

---

**L97 GS 3214 Contemporary Chinese Popular Culture**

With the rise of the Chinese economy and global capitalism, popular culture has proliferated in mainland China in recent years. This course traces the development of Chinese popular and youth culture and society from the 1990s to the present. It also refers back to modern times and ancient Chinese Confucian philosophy for historical background information. The course covers various forms of Chinese popular culture, such as movies, music, television programs, Internet literature, religion, sports, and food. Students observe primary resources and read academic articles to engage in a multiperspective and multimedia view of present-day China in the age of globalization and East Asian regionalization.

Same as L04 Chinese 3211

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3215 Food, Culture and Power**

What should I eat today? This seemingly simple question transects the fields of health, environmental studies, economics, history, anthropology, religion, and many others. The foods we eat, the way we get them, the way we produce them, and the way in which we eat them speak volumes about our beliefs, our technology, our understanding of how the world works, and our ability to function within it. That is, food is an excellent way to explore culture. No actions are more deserving of critical attention than those that we do regularly, without much critical thought, and most of eat at least two or three times a day. In this class we'll explore how this food came to be here, why we like it, and what that says about us. This class will be reading and discussion heavy, with a midterm paper based on the readings and a final paper based on a topic of the students' choosing.

Same as L48 Anthro 3215

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L97 GS 321C Introduction to Colonial Latin America until 1825**

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400-1815). Stressing the experiences and cultural contributions of Americans, Europeans, and Africans, we consider the following topics through primary written documents, first-hand accounts, and excellent secondary scholarship, as well as through art, music, and architecture: Aztec, Maya, Inca, and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese, and Amerindian);

environmental histories; consolidation of colonialism in labor, tributary, and judicial systems; race, ethnicity, slavery, caste, and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade, and global economies; urban and rural life; the roles of women, gender, and sexuality in the colonies. Geographically, we will cover Mexico, the Andes, and to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Pre-modern, Latin America.

Same as L22 History 321C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

### L97 GS 3220 Modern Mexico: Land, Politics and Development

This course is designed to provide students with an overview of the political, social, economic and cultural history of Mexico from the era of Independence (roughly 1810) to the present. Lectures will outline basic theoretical models for analyzing historical trends and then present a basic chronological historical narrative.

Same as L22 History 3220

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L97 GS 3224 Topics in Italian: Basilisks to Botticelli: The Birth, Development and Politics of Museums in Italy

This course investigates the rise and cultural authority of museums in Italy from the Renaissance to the twentieth century. The course unfolds chronologically, beginning with the distant precursors and etymological roots of the museum in ancient Alexandria and Rome. We trace the origins of the museum in the art collection and patronage that surged during the Renaissance, including the sixteenth- and seventeenth-century Curiosity Cabinet with its fossils, mythical basilisks, gems and weapons and church displays of religious and classical art. We will study the establishment during the Enlightenment in Italy of the first public art museums epitomized by the Vatican Museums, the Uffizi Gallery and the Capitoline Museums. We will conclude by examining the impact on national and cultural identity of Fascist propaganda museums instituted under Mussolini's regime. No prerequisites.

Same as L36 Ital 3224

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L97 GS 322C Modern Latin America

This course aims to present a survey of Latin American history from Independence to the present. Topics to be covered include the Wars of Independence; caudillismo; nationalism; liberalism; slavery and indigenous peoples; urbanization, industrialization and populism; ideas of race & ethnicity; the Mexican and Cuban Revolutions; US intervention; modernity, modernism and modernization; motherhood and citizenship; the Cold War; terror and violence under military dictatorships and popular resistance movements. While the course aims to provide students with an understanding of the region, it will focus primarily on the experiences of Mexico, Cuba, Brazil, Argentina and Central America.

Same as L22 History 322C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L97 GS 3230 Sex Trafficking

Sex trafficking is a complex social problem with multiple contributing factors largely rooted in intersecting inequalities. Both in the United States and on a global level, interrelated inequities in gender, sex, sexual orientation, gender identity, power, class, opportunity, education, culture, politics, and race are among the social phenomena that contribute to sex trafficking/CSE victimization. In this course, we will examine the dynamics of sex trafficking on a local and global level from various feminist and political perspectives, with particular attention given to the sexed and gendered social and structural conditions that impact sex trafficking. This course will cover the

extent and nature of the problem, as well as current debates in the field, including demand, prevalence, experiences of survivors, types of sex trafficking, methods of traffickers, the role of weak social institutions, cultural dynamics, and global power dynamics. The course will also examine international, federal, and state legislation as well as organizational and grassroots efforts to prevent and respond to sex trafficking victimization. The aim of this course is to provide students with a holistic understanding of sex trafficking drawing from interdisciplinary sources and presenting a variety of perspectives.

Same as L77 WGSS 323A

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S UColl: CD

---

### L97 GS 3243 A User's Guide to Japanese Poetry

This course introduces the art and craft of Japanese poetry, one of the world's great literary traditions. Exploring the many styles of traditional verse—the poetic diary, linked verse, haiku, and others—and their historical contexts, students gain insights into Japanese aesthetics and study the unique conventions of Japanese poetic production that have evolved over a span of some 1500 years. The course also incorporates a "haiku workshop," where we engage in group-centered poetry writing and critiquing. No prior knowledge of Japanese is required.

Same as L05 Japan 324

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

### L97 GS 3248 Intercultural Communication

"Intercultural communication" and "cross-cultural communication" are interchangeable terms in referring to the field of studies covered in this course. We will start with a critical examination of Geert Hofstede's cultural dimensions theory and then explore theories of verbal and non-verbal cues, space and time, tastes and smells, and shame and politeness from multidisciplinary angles and by using varied case studies in intercultural settings. Finally, we will tackle intercultural dynamics through the lens of foods as well as the people who produce and consume them. The readings cover case studies of different world regions across various cultural, linguistic, and ethnic groups. This course aims to provide analytical tools to understand and navigate cultural difference and to develop critical skills of intercultural competence.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L97 GS 324C Japan Since 1868

For some, the word Japan evokes Hello Kitty, animated films, cartoons, and sushi. For others, it makes them think of the Nanjing Atrocity, "comfort women," the Bataan Death March, and problematic textbooks. Still others will think of woodblock prints, tea ceremonies, and cherry blossoms or perhaps of Sony Walkmans and Toyota automobiles. At the same time, still others may have no image of Japan at all. Tracing the story of Japan's transformations - from a preindustrial peasant society managed by samurai-bureaucrats into an expansionist nation-state and then into its current paradoxical guise of a peaceful nation of culture led by conservative nationalists - provides the means for deepening our understandings of historical change in one region and grappling with the methods and aims of the discipline of history.

Same as L22 History 320C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L97 GS 3250 French Film Culture

Called "the seventh art," film has a long tradition of serious popular appreciation and academic study in France. This course will offer an overview of French cinema, including the origins of film (Lumière brothers, Méliès), the inventive silent period (which created such avant-garde classics as *Un chien andalou*), the poetic realism of the 30s, the difficulties of the war years, the post-war emphasis on historical/nationalist themes in the "tradition of quality" films, the French New Wave's attempt to create a more "cinematic" style, the effects of the

political turmoil of May '68 on film culture, the "art house" reception of French films in the US, and the broader appeal of recent hyper-visual ("cinéma du look") films, such as *La Femme Nikita* and *Amélie*. While the primary focus of the course will be on French cinema, we will also discuss the reciprocal influences between American and French film culture, both in terms of formal influences on filmmaking and theoretical approaches to film studies. French film terms will be introduced but no prior knowledge of the language is expected. REQUIRED SCREENING: [day, time].

Same as L53 Film 325

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 3256 French Literature I: Dramatic Voices: Poets and Playwrights**

An interpretation of cultural, philosophical, and aesthetic issues as presented in influential works of French poetry and drama from the Middle Ages to the present. May be taken before or after French 326. Prereq: Fr 308D or Fr 318D.

Same as L34 French 325

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

**L97 GS 3257 Introduction to Arabic Literature**

A survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts will include pre-Islamic, classical and Sufi poetry, as well as popular tales and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course will interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings will be in English translation. Please note: L75 525 is intended for graduate students only.

Same as L49 Arab 325

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3258 Cultures of Health in Latin America**

This course is a survey of the cultural and political-economic aspects of health, illness, and embodied difference in Latin America. We will approach these themes from an interdisciplinary perspective with an emphasis on anthropology and history, exploring how local, national, regional, and global factors affect health and healthcare and how people experience and respond to them. Topics will include interactions between traditional healing practices and biomedicine; the lasting impacts of eugenic sciences on contemporary ideas about race and disability; the unequal impacts of epidemic disease; Indigenous cosmologies and healing systems; the politics of access to healthcare; the cultural and political specificities of reproductive health; and the intersections of race, gender, ethnicity, class, and bodily capacities in the pursuit of well-being. This course is designed for students of all levels interested in health and/or Latin American cultures. It will be taught in English.

Same as L45 LatAm 325

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, IS EN: H

---

**L97 GS 325C African Civilization to 1800**

Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 AD. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the western Sudanese states, the trans-Atlantic slave trade, and the historical roots of apartheid. For AFAS majors, this course counts as Area Requirement 4.

Same as L90 AFAS 321C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3265 Samurai, Rebels, and Bandits: The Japanese Period Film**

Tales of heroism, crime, revolt, and political intrigue. Bloody battles, betrayal, madness, and flashing swords. This is the world of jidaigeki eiga, the Japanese period film. In this course, we will analyze the complex (and often flamboyant) narrative, visual, and thematic structures of films about the age of the samurai. We will discuss jidaigeki representations of violence and masculinity, self-sacrifice and rebellion, and the invention of tradition as well as critical uses of history. In addition to the historical content of the films, we will study the historical contexts that shaped jidaigeki film production and discuss relevant transformations in Japanese cinema and society. Period films have been shaped by and exert strong influences on Japanese theater, oral storytelling, popular literature, comics, and international film culture, all of which are helpful for understanding the films. As we track changes in jidaigeki style and subject matter, the course will introduce theories for interpreting narrative structure, genre repetition and innovation, intertextuality, and representations of "the past." All readings will be in English. No knowledge of Japanese required. No prerequisites. Required Screenings Tuesdays @ 7 pm.

Same as L53 Film 326

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

**L97 GS 3270 Humans and Others in Latin America: Natures, Cultures, Environments**

What does it mean to inhabit the world with other beings? How are we to cultivate life -- both human and nonhuman -- in toxic environments? What does it mean to be human, and what would it mean to decenter humanity? This course addresses these questions through an exploration of "more-than-human" worlds in Latin America. Students will examine a variety of Latin American thought and practices through the interdisciplinary lens of environmental humanities and social sciences, unsettling presumed boundaries between human and nonhuman, real and imaginary, native and culture. We will engage primarily with ethnographic and other scholarly texts, which will be supplemented by short works of fiction, documentary film, podcasts, and works of art. In the first part of this course, students will be challenged to think about what defines the limits of the human and engage with the concept of "more-than-human" worlds. We will then examine the dark side of such worlds, namely, the ways in which extractive capitalism and environmental destruction demonstrate the permeability of bodies and comprise a kind of "slow violence" against the most vulnerable communities. In the next unit, students will consider Black and Indigenous ecological knowledge and these communities' struggles to care for their lifeways and the environments that sustain them. In our final section, we will explore multispecies entanglements through Indigenous cosmologies and the nexus of science, history, and art. Students will complete several assignments throughout the semester that have been designed to make them think imaginatively and critically about the course themes, including weekly reading responses and in-class discussion facilitation. The final assignment for this course is a creative independent research project where students will synthesize what they learned over the course of the semester and extend it through independent research. Prerequisite: L45 165D or permission of instructor.

Same as L45 LatAm 327

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, IS

---

**L97 GS 3283 Introduction to Global Health**

This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look

at health issues from a systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.

Same as L48 Anthro 3283

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

### L97 GS 3291 History of German Cinema

This course explores the major developments of German cinema throughout the twentieth century. More specifically, this course will engage with issues relating to German film culture's negotiation of popular filmmaking and art cinema, of Hollywood conventions and European avant-garde sensibilities. Topics will include the political functions of German film during the Weimar, the Nazi, the postwar, and the postwall eras; the influence of American mass culture on German film; the role of German émigrés in the classical Hollywood studio system; and the place of German cinema in present-day Europe and in our contemporary age of globalization. Special attention will be given to the role of German cinema in building and questioning national identity, to the ways in which German feature films over the past hundred years have used or challenged mainstream conventions to recall the national past and envision alternative futures. Films by directors such as Murnau, Lang, Fassbinder, Herzog, Tykwer and many others. All readings and discussions in English. May not be taken for German major or minor credit. Required screenings. This course is appropriate for first year students.

Same as L53 Film 328

Credit 3 units. BU: IS EN: H

---

### L97 GS 3292 Topics in Politics: Modern South Asian Politics

This course will focus on the recent political history and development of South Asia. It will begin with a review of the British colonial period and the Independence movement. The remainder of the course will examine different political issues in India, Pakistan, Bangladesh, and Sri Lanka. Topics will include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy. Course website: <http://artsci.wustl.edu/~polisci/parikh/asian/>

Same as L32 Pol Sci 3292

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

### L97 GS 3293 Religion and Society

We will take a broad and practice-oriented view of 'religion', including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We will consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity, and other broadly-based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Same as L48 Anthro 3293

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

---

### L97 GS 3301 Topics in Chinese Literature and Culture

Topics course in Chinese literature and culture. Subject matter varies by semester; consult current semester listings for topic.

Same as L04 Chinese 330

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H  
UColl: CD

---

### L97 GS 3317 Hispanic Art/Arte Hispano

This course focuses on the most important movements, artistic expressions and its representatives of the art history of Latin America and Spain. From the Pre-Columbian art of the Mayas, Aztecs and Incas, to the syncretism of Post-colonial Latin American art, the Mexican Muralism and the self-reconstruction portraits of Mexican artist Frida

Kahlo to the Chicano Art in the U.S.A. From the Medieval paintings of religious Spain, to the criticism of the Spanish nobility by Diego Velazquez, the Spanish Civil War of "Guernica" by Pablo Picasso, to the Surrealism of Salvador Dalí and Antonio Gaudi. The students will visit the St. Louis and the Kemper Art Museums. Prereq: Span 303 or 308E. In Spanish.

Same as L38 Span 331

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

---

### L97 GS 3318 Topics in Holocaust Studies: Children in the Shadow of the Swastika

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period-the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children-both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children - an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. OPEN TO FRESHMEN. STUDENTS MUST ENROLL IN BOTH MAIN SECTION AND A DISCUSSION SECTION.

Same as L21 German 331

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L97 GS 3319 Health, Healing and Ethics: Introduction to Medical Anthropology

A cross-cultural exploration of cultures and social organizations of medical systems, the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health.

Same as L48 Anthro 3310

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

---

### L97 GS 3323 Japanese Literature: Beginnings to 19th Century

This survey of Japanese literature covers antiquity to the early 19th century. Emphasis is on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative, and theater. Fulfills premodern literature requirement for EALC degrees. No knowledge of Japanese language is required.

Same as L05 Japan 332C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L97 GS 3324 Russian Theater, Drama and Performance: From Swan Lake to Punk Prayer

This course explores performance in Russia from the wandering minstrels of medieval times to protest art of the present day. Genres include tragedy and comedy (Griboedov, Pushkin Gogol), drama (Ostrovsky, Turgenev, Chekhov), experimental theater (Stanislavsky, Evreinov, Meyerhold), ballet (Imperial, Soviet, Ballets Russes), opera (Tchaikovsky, Mussorgsky, Shostakovich), and performance art (Futurists, Pussy Riot, Pavlensky). We also consider performativity in rituals, public events, and everyday life. Our discussions center



on the analysis of short and full-length plays, critical theory, specific productions and performers, and the role that performance has played in shaping Russian culture. All readings are in English translation. No prerequisites.

Same as L39 Russ 332

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L97 GS 3331 The Modern Voice in Japanese Literature

This survey explores the emerging modern voice in Japanese literature, with emphasis on prose fiction. After a brief introduction to earlier centuries, the class focuses on the short stories and novels of the 20th century. Among the authors considered are Natsume Soseki, Nagai Kafu, Tanizaki Jun'ichiro, and Nobel laureates Kawabata Yasunari and Oe Kenzaburo. Discussions center on issues of modernity, gender, and literary self-representation. Fulfills modern literature requirement for EALC degrees. No knowledge of Japanese language required.

Same as L05 Japan 333C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### L97 GS 3332 Culture and Health

This course will explore culture and health, with a focus on global health. Assigned readings explore cross-cultural perspectives on health, healing, and the body, as well as important concepts in medical anthropology. Through class discussions and close examination of ethnographies of health and illness, students will develop an understanding of how cultural and political-economic forces articulate with the emerging field of global health.

Same as L48 Anthro 333

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA

---

### L97 GS 3350 Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be-or to become-modern. To answer this question, we look at two broad trends that took shape toward the end of the eighteenth century--the Enlightenment and the formation of the modern state--and we track changes and developments in Jewish life down to the close of the twentieth century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time--from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation;" acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Same as L22 History 335C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H  
UColl: HEU, HSM

---

### L97 GS 3354 The Ancient Maya: Archaeology and History

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico will be considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion, and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art, and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.

Same as L48 Anthro 3351

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

### L97 GS 3357 China's Urban Experience: Shanghai and Beyond

The course studies the history of Chinese cities from the mid-19th century to the late 20th century. It situates the investigation of urban transformation in two contexts: the domestic context of modern China's reform and revolution and the global context of the international flow of people, products, capitals, and ideas. It chooses a local narrative approach and situates the investigation in one of China's largest, complex, and most dynamic and globalized cities - Shanghai. The experience of the city and its people reveals the creative and controversial ways people redefined, reconfigured, and reshaped forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism, and capitalism. The course also seeks to go beyond the "Shanghai model" by comparing Shanghai with other Chinese cities. It presents a range of the urban experience in modern China.

Same as L04 Chinese 3352

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L97 GS 3358 Vienna, Prague, Budapest: Politics, Culture, and Identity in Central Europe

The term Central Europe evokes the names of Freud and Mahler; Kafka and Kundera; Herzl, Lukács, and Konrad. In politics, it evokes images of revolution and counter-revolution, ethnic nationalism, fascism, and communism. Both culture and politics, in fact, were deeply embedded in the structures of empire (in our case, the Habsburg Monarchy)--structures which both balanced and exacerbated ethnic, religious, and social struggles--in modern state formation, and in the emergence of creative and dynamic urban centers, of which Vienna, Budapest, and Prague were the most visible. This course seeks to put all of these elements into play--empire, nation, urban space, religion, and ethnicity--in order to illustrate what it has meant to be modern, creative, European, nationalist, or cosmopolitan since the 19th century. It engages current debates on nationalism and national identity; the viability of empires as supra-national constructs; urbanism and modern culture; the place of Jews in the social and cultural fabric of Central Europe; migration; and authoritarian and violent responses to modernity.

Same as L22 History 3354

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L97 GS 3373 Law and Culture

We live in an age when social policy is increasingly displaced into the realm of law, when justice and equality are matters of courtroom debate rather than public discussion. Legal language has become a key resource in all kinds of struggles over livelihood and ways of life. In this course, we study the cultural dimensions of law and law's changing relationship to state power, the global economy, social movements, and everyday life. We approach law as a system of rules, obligations, and procedures, but also a cultural practice, moral regime, and disciplinary technique. How are relationships between legal, political, and economic realms structured and with what consequences? How does law provide tools for both social struggle and social control? What does anthropology contribute to research on these issues? In exploring these questions, we combine readings from classical legal anthropology with recent ethnographic work from around the globe.

Same as L48 Anthro 3373

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

---

### L97 GS 3392 Topics in South Asian Religions

The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right.

Same as L23 Re St 3392

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

### L97 GS 3400 History of World Cinema

The course surveys the history of cinema as it developed in nations other than the United States. Beginning with the initially dominant film producing nations of Western Europe, this course will consider the development of various national cinemas in Europe, Asia, and third world countries. The course will seek to develop an understanding of each individual film both as an expression of a national culture as well as a possible response to international movements in other art forms. Throughout, the course will consider how various national cinemas sought ways of dealing with the pervasiveness of Hollywood films, developing their own distinctive styles, which could in turn influence American cinema itself. Priority given to majors. REQUIRED SCREENING: [day, time].

Same as L53 Film 340

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L97 GS 3402 German Literature and the Modern Era

Introduction in English to German writers from 1750 to the present. Discussion focuses on questions like the role of outsiders in society, the human psyche, technology, war, gender, the individual and mass culture, modern and postmodern sensibilities as they are posed in predominantly literary texts and in relation to the changing political and cultural faces of Germany over the past 250 years. Readings include works in translation by some of the most influential figures of the German tradition, such as Goethe, Nietzsche, Freud, Kafka, Thomas Mann, Brecht, and Christa Wolf. Open to first-year students, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 341/341D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 340D).

Same as L21 German 340C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### L97 GS 3404 The Creation of Capitalism

Capitalism is now the dominant form of economic organization around the world. This course traces the rise of capitalism from its beginnings in late medieval Europe, through its development in the global trade connecting Europe to Africa, Asia, and the Americas, to its formative role in the Industrial Revolution of the early nineteenth century. How and why did capitalism emerge and expand to a position of such importance? Who profited from it and who resisted it? And how did numerous elites become convinced that capitalism was necessary and moral? Students will engage these questions through lectures and class discussions based on primary source readings such as merchant letters, economic legislation, and Adam Smith's *The Wealth of Nations*, as well as key works of historical scholarship on topics such as piracy, the Dutch tulipmania, and the Atlantic plantation economy. Assignments include weekly readings, short response assignments, open-note exams, and researching and developing a time-appropriate business plan.

Same as L22 History 3404

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

### L97 GS 3405 Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives

Whether physical or imagined, travel evokes notions of center, periphery, boundary and identity that shape the world we live in. This seminar course uses travelogues as well as literary, visual and cinematic representations of travels relating to Korea to explore how travel, art and imagination together help constitute one's sense of place. The course approaches travel from three angles. First, it examines writings by Korean authors on domestic, interregional, and international travels from premodern to modern times. Such

works offer a frame for tracing conceptualizations of self and other through topics including diaspora, refugee crisis, migrant workers, political exile, prisoners of war, and others. The course also looks at stories of travel to Korea by non-Korean authors in order to see how "Korea" was perceived in various times by people outside the country. Lastly, through imagined journeys typically labeled as "sci-fi" or "fantasy", it examines notions of "truthful" and "realistic," and considers the function of the fantastic and storytelling and their relation to the world we live in. For their final project, students will create a map of real or fictional travels based on material covered in class. Using Digital Humanities tools such as StoryMaps (ArcGIS), Carto, or MyMaps (Google), they will also produce itineraries and narratives to accompany the maps, and present these results online. Necessary technical assistance will be provided by the GIS team at Olin Library throughout the semester. All reading in English. Prior knowledge of Korean language or culture may be helpful but is not required.

Same as L81 EALC 340

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L97 GS 3406 Israeli Women Writers

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation.

Same as L74 HBRW 340

Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Art: HUM BU: HUM EN: H

---

### L97 GS 3410 Early and Imperial Chinese Literature

An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual, and historical contexts; most class time will be devoted to student discussions of their masterworks as an avenue for understanding Chinese culture during selected historical periods. Fulfills premodern literature requirement for EALC degrees. No prerequisites; all readings will be in English translation.

Same as L04 Chinese 341

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM EN: H

---

### L97 GS 3414 Transnational Cinema(s): Film Flows in a Changing World

Across a century of extreme nationalism, Cold War imperialism, and increased globalization, moving image culture remains deeply tied to the evolution of global economics, shifting notions of local identity, and human migration. Recent changes in the dynamic of international economics and cultural flow have led to new critical approaches that reassess international cinema as being constructed by relationships that transcend national borders. This course examines multiple ways in which cinema works "transnationally", focusing on recent theories of modernism, globalization, and borderless cultures. Exploring a range of contexts from American domination of the early international market, to the recent evolution of Chinese blockbuster action films, to contemporary Palestinian video art, this course looks at the way in which material developments, narrative and aesthetic conventions, and film professionals have circulated over the past century. We will also look at how new technologies of production, distribution, and exhibition challenge traditional notions of cultural borders. Required screenings and in-class textual analysis will be used to complement industrial studies of how transnational flows have come to define contemporary audio-visual media practices. Required Screenings.

Same as L53 Film 341

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

**L97 GS 3415 Early Chinese Art: From Human Sacrifice to the Silk Road**

How does ancient and medieval Chinese art inspire contemporary artists? This course examines Chinese art, architecture, and material culture from the prehistoric period through the end of the medieval Tang dynasty to demonstrate how the past continues to affect contemporary Chinese art and the art of its future. Topics covered include Neolithic ceramics and jades, the early bronzecasting tradition, the Terracotta Army and its predecessors, early brush arts and Buddhist sites, and the varied exotica of the Silk Road. Each class teaches early and contemporary works side by side to demonstrate how artists today continue to look to the past as they create the art of the future. Prerequisite: One course in Art History at the 100 or 200 level or permission of instructor.

Same as L01 Art-Arch 3415

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L97 GS 3416 German Thought and the Modern Era**

In this introduction to the intellectual history of the German-speaking world from roughly 1750 to the present, we will read English translations of works by some of the most influential figures in the German tradition, including Kant, Hegel, Marx, Nietzsche, Freud, Adorno, Heidegger, Arendt, Habermas, and others. Our discussions will focus on topics such as secularization, what it means to be modern, the possibility of progress, the role of art and culture in social life, the critique of mass society, and the interpretation of the Nazi past. We will consider the arguments of these thinkers both on their own terms and against the backdrop of the historical contexts in which they were written. Open to first-year students, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 340C/340D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 341D). Same as L21 German 341

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

**L97 GS 3417 Literary and Cultural Studies in Spanish**

This course is an introduction to cultural and literary analysis within Iberian and Latin American cultures. The course will be covering a wide variety of materials that span different countries, historical periods, and various cultural and literary forms. The main objective of the course is to introduce students to key historical, geographical and political aspects of these cultures, while at the same time applying different approaches of cultural analysis. The course is structured upon key central concepts as they are particularly related to the cultures of the Iberian Peninsula and Latin America, such as Nation, Colonialism / Postcolonialism; Modernity and Postmodernity; Popular & Visual Media; Gender, Race, Migration and Social Class. The course combines the reading of literary texts, films and other cultural forms, with the examination of introductory critical works related to the key concepts that will be explored throughout the semester. Prereq: Spanish 308E or concurrent enrollment in 303. Taught in Spanish.

Same as L38 Span 341

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 3418 War, Genocide and Gender in Modern Europe**

This course explores the way in which gender and gender relations shaped and were shaped by war and genocide in 20th century Europe. The course approaches the subject from various vantage points, including economic, social and cultural history, and draws on comparisons between different regions. Topics covered will include: new wartime tasks for women; soldier's treatment of civilians under occupation, including sexual violence; how combatants dealt with fear, injury and the loss of comrades; masculine attributes of soldiers

and officers of different nations and in different wartime roles; survival strategies and the relation to expectations with regard to people's (perceived) gender identity; the meanings of patriotism for women and men during war; and gender specific experiences of genocide.

Same as L22 History 3416

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 341K Japanese Art**

Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern, and contemporary art. Emphasizing painting, sculpture, architecture, and print culture, the course will also explore the tea ceremony, fashion, calligraphy, garden design, and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art.

Same as L01 Art-Arch 3412

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

---

**L97 GS 342 Modern and Contemporary Chinese Literature**

This course provides an introduction to the major writers and works of Chinese literature from the turn of the 20th century to the present, including fiction, poetry and film. It looks at these works in their relevant literary, sociopolitical, and cultural contexts (including Western influences). Fulfills modern literature requirement for EALC degrees. All readings in English translation.

Same as L04 Chinese 342

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L97 GS 3421 Iberian Literatures and Cultures**

Which are the cultures that shape what Spain is today? This course explores the diversity of the Iberian Peninsula through its literatures and cultures. As part of both the Mediterranean and Western Europe, the Iberian Peninsula has been shaped through a dynamic of conflict and negotiation between various cultures, languages, and religions. Students will engage themes such as internal colonization, imperialism, multiculturalism, regional identities, nation formation, migration, media and popular culture, modernization, and gender and race relations, as they relate to our understanding of the country today. Focuses may include but are not limited to the following: multiculturalism of the Middle Ages, the Muslim and Jewish presence in Spain, identity narratives and power relations, stage and performance traditions, as well as authors and artists like Cervantes, Galdós, García Lorca, Picasso, Almodóvar. Prereq: Spanish 308E or concurrent enrollment in 303. Taught in Spanish.

Same as L38 Span 342

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 3424 The World Is Not Enough: Europe's Global Empires, 1400-1750**

"Non sufficit orbis" (the world is not enough) became the motto for King Philip II of Spain, whose empire touched nearly every part of the globe. Europe's expansion to Africa, Asia, and the Americas was a transforming event for world history and for its willing and unwilling participants. This course examines the religious, political, and economic forces driving the overseas expansion of Europe, compares the experience of European sailors, soldiers, and merchants in different parts of the world, and analyzes the effect of empire on the colonizers, the colonized, and the balance of world power. Topics covered include:

Portuguese and Spanish conquests in the East and West Indies, religious conversion and resistance, trade routes and rivalries, colonial practices and indigenous influence, the establishment of Atlantic slavery, and the rise of the Dutch and English empires.

Same as L22 History 3414

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L97 GS 3425 Classical to Contemporary Chinese Art**

Surveying Chinese art and architecture from the 10th century through today, this course examines classical and imperial works as the foundation for modern and contemporary art. By engaging with the theoretical issues in art history, we will also pay particular attention to questions of gender, social identity, cultural politics, and government control of art.

Same as L01 Art-Arch 3425

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

---

#### **L97 GS 3426 Modern and Contemporary Chinese Art**

This course will explore the ways in which Chinese artists of the 19th, 20th, and 21st centuries have defined modernity and tradition against the complex background of China's history. By examining art works in different media along with other documentary materials, we will also engage with theoretical issues in art history, such as modernity, cultural politics, and government control of art.

Same as L01 Art-Arch 3426

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

#### **L97 GS 3431 Latin American Literatures and Cultures**

How did Latin America become Latin America? This course explores the different inventions and reinventions of the region through its literatures and cultures. Beginning with the encounter of Europeans with America, students will engage themes like colonization and colonialism, urban and rural cultures, nation formation, modernization, media and popular culture, as well as gender and race relations. Authors studied may include Colón, Sor Juana, Sarmiento, Neruda, Borges, García Márquez, or Morejón. Prereq: Spanish 308E or concurrent enrollment in 303. Taught in Spanish.

Same as L38 Span 343

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L97 GS 3442 Chinese Painting, Then and Now**

Tracing the unbroken history of Chinese painting from the 1st through 21st centuries, we explore the full evolution of its traditions and innovations through representative works, artists, genres, and critical issues. From its ancient origins to its current practice, we will cover topics such as classical landscapes by scholar painters, the effects of Western contact on modern painting, the contemporary iconography of power and dissent, and theoretical issues such as authenticity, gender, and global art history. Prerequisites: Intro to Asian Art (L01 111) or one course in East Asian Studies recommended.

Same as L01 Art-Arch 3442

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

#### **L97 GS 3455 Cultural Encounters: China and Eurasia Since the Middle Ages**

Eschewing traditional narratives of Chinese civilization, which imply a society closed to the outside world, this course follows current scholarship in situating Chinese history within a broader spatial context. In particular, this course explores cultural encounters between China and other subregions of the Eurasian continent to the north and west of China, from the Tang Dynasty (618-907) to the present. The course begins by analyzing the relationship between nomadic societies on the steppe (and, more generally, "non-state spaces") and settled

agricultural societies such as China. We then turn to the influence of two religions imported from central Eurasia: Buddhism and Islam. A related theme is the relationship, in the early modern era, between trade, which tended to erode boundaries, and states, which sought to create boundaries. We will then trace the changing dynamics among commerce, religion, and nation-states in the 20th century. Finally, we return to the role of Buddhism and Islam in the contemporary relationship between China and the various peoples and states across its western frontier.

Same as L22 History 3455

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

#### **L97 GS 3465 Japanese Literature in Translation II**

In this course students explore the tantalizing, thrilling, and sometimes macabre genre of mystery fiction in Japan. Emerging in the late 19th century, largely in response to the disruptions of industrialization, the mystery genre offered writers a way to make sense of a chaotic, unfamiliar world. The genre has also allowed a means of social critique and radical experimentation. The class considers the works of Edogawa Rampo, Matsumoto Seicho, Miyabe Miyuki, Kirino Natsuo, and others. All readings in English. No prior knowledge of Japanese required.

Same as L05 Japan 346

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H  
UColl: CD

---

#### **L97 GS 350 Israeli Culture and Society**

An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing, or permission of instructor.

Same as L75 JIMES 350

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L97 GS 3500 The 19th-Century Russian Novel (WI)**

The 19th-century "realistic" novel elevated Russian literature to world literary significance. In this course we do close readings of three major Russian novels: Nikolai Gogol's *Dead Souls*, Ivan Turgenev's *Fathers and Sons*, and Leo Tolstoy's *Anna Karenina*. While we consider a variety of formal and thematic concerns, special emphasis is placed on the social context and on questions of Russian cultural identity. Readings and discussions are supplemented by critical articles and film. This is a Writing Intensive course: workshops are required. All readings are in English translation. No prerequisites.

Same as L39 Russ 350C

Credit 3 units. A&S IQ: HUM, LCD, SD, WI Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L97 GS 3502 Special Topics in Italian Literature and Culture**

Traditionally represented as a land of emigrants and exiles from the south, 21st-century Italy has become the destination of many immigrants and a place of encounter of different cultures and races. In "Cara Italia" [Dear Italy], a rap hymn by the famous artist Ghali, Italy is both a dear and a contested space of belonging where many children of migrants feel both at home and out of place. Exploring the cultural and historical roots of this feeling, the course asks the following: What does it mean to culturally belong? Why are certain people denied the status of Italian citizens? What does it mean to be Black in Italy? How are interracial younger generations reshaping Italy and Italian-ness? This course is an introduction to cultural productions at the intersection of migration, race, gender, and citizenship in contemporary Italy. In the course, students will critically engage a variety of issues such as the relation between Italian colonialism and recent migration,

border politics and civic mobilization, gender struggles and networking, xenophobia and racism, and social protests and activism. Although African migration and Italians of Afro-descent are at the core of the course, students will also explore representations by/of other migrant communities such as the Asian and the Albanian ones. The course will be conducted in English, and screenings will be in the original language with English subtitles.

Same as L36 Ital 350

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L97 GS 3503 U.S.-China Relations from 1949 to the Present

The United States and China are the two most important global powers today, and the relationship between them is one of the most comprehensive, complex, and consequential major-power relations in the world. The tangled relationship is at times turbulent, and its future remains uncertain. This course studies the bilateral relationship from the Chinese Civil War to the rise of China as a major political and economic power in the 21st century. It invites students to explore the following questions: What have China and the U.S. done to confront or accommodate each other in global politics? How has foreign policy in both countries balanced the often competing goals of state security, economic stability, domestic political order, and international influence? What are the impacts of a rising China on geopolitics in the Asia-Pacific region and on the U.S.'s global leadership in the 21st century? By drawing on scholarship in political and social history and area studies, this course helps students better understand both the historical context and current developments of U.S.-China relations. Fulfills modern elective for EALC major.

Same as L04 Chinese 350

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### L97 GS 3510 Muhammad: His Life and Legacy

This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc. literature. Because of the availability of primary sources in English translation, there will be a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills will be encouraged to engage sources in their original language.

Same as L75 JIMES 351

Credit 3 units. A&S IQ: HUM, LCD, SC BU: ETH EN: H

---

### L97 GS 3511 Global Surveillance Culture

Surveillance in its most basic definition is often understood as watching someone from above and has proven to be one of the most effective ways of exercising power in political communities since the Middle Ages. If it is true, as the surveillance scholar David Lyon writes, that cultures of surveillance develop differently depending on their political economies and post-authoritarian or colonial past, a focus on the global circulation of surveillance imaginaries then raises the question of how such local differences are narrated, visualized or imagined. In this course, we will focus on the narrated differences within artistic and cultural expressions from Europe, Asia, Africa, North and South America to explore how local surveillance practices shape, disrupt or create global imaginaries. Surveillance and the linkages between its diverging cultures, as one might argue, then become a part of the globalization processes themselves. Against this backdrop, a focus on the global imaginaries of surveillance promises a unique inquiry into how local attitudes towards information collection, beliefs in (mass) monitoring, or values and desires associated with social media

surveillance translate, shape, and intervene with the global. In final projects students will have the opportunity to work on a (digital) humanities project that explores the themes of "Sharing is Caring," "Counter-Surveillance," and "(In)Visibility in Surveillance Capitalism." Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

### L97 GS 3512 "Model Minority": The Asian American Experience

Through multidisciplinary inquiries, this course provides a lens into the complexity and heterogeneity among Asian Americans. It situates Asian American experiences in the broader American ethno-racial and social-political contexts as well as considering transnational dimensions. From a brief historical survey of Asian immigration and exclusion to analysis of the contemporary landscape of Asian America, this course explores Asian American cultures and identities, intermarriage and religious practices, and Asian Americans in popular culture, higher education, and professional fields while facilitating discussion of new forms of invisibility and marginalization in the contemporary era.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: IS EN: H

---

### L97 GS 3513 Pleasure, Amusement, and Play: Entertainment Culture in Premodern China

How do people in premodern China talk and write about pleasure? What can be learned about Chinese culture and society through pleasure, amusement, and play? This course explores the entertainment culture in premodern China, mainly from the 16th to the 18th century—an important historical moment of technological, economical, and political transformations. Throughout the semester, students will follow the scholar-officials, urban nouveau riche, courtesans, and entertainers in their travel through city spaces into gardens and pleasure quarters. Students will witness how they seek and take pleasure through reading a wide range of primary texts, including short stories, novels, essays, scholars' notation books, entertainment manuals, and philosophical writings. Students may have the opportunity to join and/or have conversations with them through in-class activities like role-play games and a mid-term creative adaptation assignment. By exploring the entertainment culture in premodern China, this course pays attention to the distinctive aspects in Chinese cultures such as gender dynamics, construction of public and private spaces, the promotion of personal emotions, as well as memories and nostalgia. All readings are in English. Prerequisites: None.

Same as L81 EALC 3510

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L97 GS 3520 Literature of Modern and Contemporary Korea

This undergraduate course surveys the major writers and works of 20th century Korean literature. During the 20th century Korea went through a radical process of modernization. From its colonization by Japan, to its suffering of a civil war within the cold war order, to its growth into a cultural and economic powerhouse, Korea's historical experience is at once unique and typical of that of a third-world nation. By immersing themselves in the most distinctive literary voices from Korea, students examine how the Korean experience of modernization was filtered through its cultural production. The course pays special attention to the writers' construction of the self and the nation. How do social categories such as ethnicity, class, gender, and race figure in the varying images of the self? And how do these images relate to the literary vision of the nation? Along the way, students observe the prominent ideas, themes, and genres of Korean literature. This class combines lecture with discussion, in which students are strongly encouraged to participate. All literary texts are in English translation and no previous knowledge of Korean is required. Fulfills modern literature requirement for EALC degrees.

Same as L51 Korean 352

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS  
EN: H

---

### L97 GS 3521 Introduction to Postcolonial Literature

At its zenith, the British Empire encompassed almost a quarter of the globe, allowing the diminutive island nation unprecedented economic, military, and political influence upon the rest of the world. This course will introduce some of the foundational responses to this dominance, both literary and theoretical, by the colonized and their descendants. We will examine important critiques of colonialism by theorists such as Frantz Fanon, Aimé Césaire, Edward Said, Homi Bhabha, and Gayatri Spivak, as well as literary works that reflect a postcolonial critique by authors such as V.S. Naipaul, George Lamming, Doris Lessing, and N'gugi wa Thiong'o. The course will interrogate how literature could be said to help consolidate Empire as well as ways in which it might function as rebellion against imperial power, with a view toward teasing out the problematics of race, gender, language, nationalism, and identity that postcolonial texts so urgently confront. This course may fulfill the global or minority literatures requirement for students who declare an English major in the fall 2021 semester and beyond.

Same as L14 E Lit 3520

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L97 GS 3526 Iraqi Literature

This course introduces students to major works in Iraqi literature in the twentieth and twenty-first centuries, with a focus on the post-World War Two period up to the present day.

Same as L49 Arab 352

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

### L97 GS 3527 Fantasy, Sci-Fi, and Horror: Genre-Fiction in Arabic Literature

Genre is a category, or to use Aristotle's term, a species. It is a category of literature, arts, music, and other forms of composition, to classify works of shared conventions, practices, and aesthetics. A typical example would be poetry. Subgenre is a single division of a given genre. In this example, epic poetry, the sonnet, haiku are subgenres of poetry. But who gets to decide what is genre, subgenre, and how? These would be some of the main questions we will address in this course. Genre theory can teach us a fascinating history of how various cultures imagine their forms of creative expression. The development of genres and subgenres reveal complex histories on who has the power to define and redefine creative expression. For example, the novel, now a dominant and prestigious global literary genre, was once considered an inferior and working-class genre in Europe over a century ago. The novel genre then developed into numerous subgenres, which are today placed under one large umbrella that is "genre-fiction," such as sci-fi, fantasy, horror, gothic, mystery etc.. However, the borders between these subgenres and the larger genre itself are always contested and reformulated. Through the history of genre and subgenre, we get to learn about literary taste and literary criticism, and whose definitions and conventions have changed the course of literature and the arts, and for what reason. The dominance of the historical novel today, for example, is attributed to larger phenomenon such as decolonization, feminism, and anti-racism. The sociopolitical urge to utilize fiction to address larger issues has not only boosted the impact of the historical novel but "elevated" it to become a common form of the genre itself. Within this grand history, Arabic literature has a complex and rich story to tell about genre and subgenre. The most obvious example here, which will be our entry point in this course, is 1001 Nights (also known as The Nights, or The Arabian Nights). This multi-volumed masterpiece has influenced fiction writers across the globe, especially in the past three centuries as the novel began to formulate into a modern genre. It is an exceptional work where we see a cosmology of subgenres of storytelling, narrative, but also of poetry, and in some editions, illustration and drawing, as well as translation. The Nights is often seen

as the first hybrid work of literature where subgenres and forms co-exist but also blur and converge. This dynamic, revolutionary, and mobile nature of The Nights expresses the meeting of various cultures, experiences, and traditions of storytelling during the Abbasid empire. Today, it remains ever more relevant and inspiring in a cosmopolitan world. The question and history of sub/genre, however, will guide us through an exploration of modern and contemporary Arabic literature. We will get to engage with these texts thematically, stylistically, and intellectually. The aesthetic choices made in literature are never isolated from the intellectual, political, and sociohistorical contexts of a given text. Through the assigned texts and artworks, we will also learn about colonization, gender, imperialism, class, migration, ecology, among other pressing topics. No knowledge of Arabic is necessary; all readings in English translation.

Same as L75 JIMES 3520

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L97 GS 353 Global Energy and the American Dream

This lecture course explores the historical, cultural, and political relationship between America and global energy, focusing on oil, coal, natural gas, biofuels, and alternatives. Through case studies at home and abroad, we examine how cultural, environmental, economic, and geopolitical processes are entangled with changing patterns of energy-related resource extraction, production, distribution, and use. America's changing position as global consumer and dreamer is linked to increasingly violent contests over energy abroad while our fuel-dependent dreams of boundless (oil) power give way to uncertainties and new possibilities of nation, nature, and the future. Assuming that technology and markets alone will not save us, what might a culturally, politically, and socially-minded inquiry contribute to understanding the past and future of global energy and the American dream?

Same as L48 Anthro 3472

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: CPSC, SSC BU: ETH, IS EN: S

---

### L97 GS 3530 Understanding Indian Literature Through Visual Media

This course focuses on the films and cultural traditions of South Asia in general and of India in particular. Students will be introduced to a variety of contemporary literary genres through visuals. Readings and class discussions will be followed by film screenings from the popular Hindi cinema (known as the Bollywood industry in India) to demonstrate how images and visuals influence modern-day cultural traditions. Students will also get a chance to work on films based on literary texts by well-known writers of the subcontinent. These readings and films focus on various social, cultural, political and historical aspects of Indian society. Students will be encouraged to explore these issues in their written assignments as well as in their class discussions.

Same as L73 Hindi 353

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

### L97 GS 3544 The Anthropological and Sociological Study of Muslim Societies

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious

knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization. Please note: L75 554 is intended for graduate students only.

Same as L75 JIMES 354

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S  
UColl: CD

---

**L97 GS 3548 Gender, Sexuality and Communism in 20th-Century Europe**

This upper-division course examines the role of gender and sexuality for the establishment of communist societies in Europe in 20th century. We will explore to what extent societies built on the communist model succeeded with the achievement of gender equality and allowed for sexual relations liberated from religious or economic constraints.

Class materials examine how state socialism shaped gender roles and women's and men's lives differently as well as how gays and lesbians struggled against social taboo and state repression. Students analyze the impact of modernization, industrialization, war and other conflicts on concepts of femininity and masculinity as well as on the regulation of sexuality and family relations in several Eastern European countries. We will place these dynamics within the context of broader political and cultural developments, ending with an analysis of the breakdown of socialism in the early 1990s and its impact on gender relations and the freedom of expression. The course provides students with a basic knowledge of the history of Eastern Europe and of left-wing movements active in the area, emphasizing the effects of communist ideas on women, gender equality, and non-normative sexual orientations.

Same as L22 History 3548

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

---

**L97 GS 3550 Topics in Korean Lit and Culture**

Topics course in Korean literature and culture; subject varies by semester. Premodern course; fulfills premodern elective for EALC major. No background in Korean language, history, or culture is required.

Same as L51 Korean 355

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H  
UColl: CD

---

**L97 GS 3554 Political Economy of Democracy**

In the last few years a number of important books have appeared that combine elements of economics reasoning and political science, in an effort to understand the wide variation in economic development in the world. This course will deal with the logic apparatus underpinning these books. In addition, the course will introduce the student to the theoretical apparatus that can be used to examine democratic institutions in the developed world, and the success or otherwise of moves to democratization in the less developed world.

Same as L32 Pol Sci 3552

Credit 3 units. A&S IQ: SSC EN: S

---

**L97 GS 3556 Exile in Global French & Francophone Cultures: Senegal, Algeria, & the Caribbean**

French is the fifth most spoken language in the world, with an estimated 300 million speakers in 106 countries and territories. It is the only language aside from English to be spoken on five continents, according to the OIF. In the wake of decolonization and the rapid spread of globalization, the French language has been adopted, adapted and transformed in various locales and with widespread cultural implications. This course will aim to explore French culture through the specific case studies of Senegal, Algeria, the Caribbean and Francophone exiles worldwide. We will explore the history, literature, poetry and film of these regions and, in doing so, gain a more nuanced and complex understanding of global French cultures. In this course, we will study a range of works that will provide a window onto the issues

of French cultural and national identity in the modern world. We will delve into the role of race, ethnicity, belonging and identity in global French and Francophone societies. Students will gain an understanding of French (post)colonial history and current French politics and culture through novels, poetry and film. Knowledge of French is not required for this class.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3559 Socialist and Secular? A Social History of the Soviet Union**

This class explores daily life and cultural developments in the Soviet Union, 1917 to 1999. Focusing on the everyday experience of Soviet citizens during these years, students learn about the effects of large-scale social and political transformation on the private lives of people.

To explore daily life in the Soviet Union, this class uses a variety of sources and media, including scholarly analysis, contemporaneous portrayals, literary representations, and films. Students will receive a foundation in Soviet political, social, and cultural history with deeper insights into select aspects of life in Soviet society.

Same as L22 History 3559

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 356 Andean History: Culture and Politics**

Since pre-Columbian times, the central Andean mountain system, combining highlands, coastal and jungle areas, has been the locus of multiethnic polities. Within this highly variegated geographical and cultural-historical space, emerged the Inca Empire, the Viceroyalty of Peru - Spain's core South American colony, and the central Andean republics of Ecuador, Peru, and Bolivia. Taking a chronological and thematic approach, this course will examine pre-Columbian Andean societies, Inca rule, Andean transformations under Spanish colonialism, post-independence nation-state formation, state-Indian relations, reform and revolutionary movements, and neoliberal policies and the rise of new social movements and ethnic politics. This course focuses primarily on the development of popular and elite political cultures, and the nature and complexity of local, regional, and national power relations.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L97 GS 3570 All Measures Short of War**

This course focuses on the return of great power competition in the 21st century. In particular, it examines the security challenges facing the United States in the form of strategic competition from revisionist states (Russia and China) and hostile threats from rogue regimes (Iran and North Korea). Through a consideration of the strategic, military, political, economic, and intelligence dynamics germane to foreign policy and national security, it will examine the hypothesis that the United States is not likely to go to hot war with any of these four nations but instead resort to what President Roosevelt in another context and time famously called "all measures short of war" -- in other words, engaging one another through new technologies such as cyber, artificial intelligence, robotics, big data, hypersonics, biotechnology, and other means that have come to demarcate a hybrid battlefield in an age of hostile competition. As such, the course will assess the recent past, current state, and likely future of American power in the new global security environment.

Same as L22 History 357

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3594 The Wheels of Commerce: From the Industrial Revolution to Global Capitalism**

This course introduces the methods, issues, and debates that shape our understanding of economic change and development from the Industrial Revolution to the post-industrial age. Engaging economic theorists from Marx to Smith, to Weber and Wallerstein, this course problematizes the notion of rational economic actors and interrogates notions of free trade in an attempt to understand the impact of capitalism on the world. We start the course with a discussion of the "exceptionalism" of Great Britain as the first industrial nation and reconsider the impact of new trade, production, property and monetary/financial regimes that resulted in the so-called "Great Divergence" between China and the West. We then turn to the "late industrializers" of China, Japan, and Mexico in order to investigate the varieties of development, specifically focusing on monetary integration, legal integration and the global impact of the great depression. Continuing into the Bretton Woods Conference and the post-war international monetary systems, we bring the course to a close with the advent of the "post-industrial age." This course is designed both for students specializing in economic history and students in all disciplines interested in historical approaches to political/economic development. Same as L22 History 3593

Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

---

**L97 GS 3598 The First World War and the Making of Modern Europe**

The First World War ushered our age into existence. Its memories still haunt us and its aftershocks shaped the course of the twentieth century. The Russian Revolution, the emergence of new national states, Fascism, Nazism, the Second World War, and the Cold War are all its products. Today, many of the ethnic and national conflicts that triggered war in 1914 have resurfaced. Understanding the First World War, in short, is crucial to understanding our own era. Same as L22 History 3598

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3602 Borders, Checkpoints, and the Frontiers of Literature**

Borders are some of the most strange, dangerous, and changeable places in the world. They help define not only where we are, but also who we are. This course will read literature from and about border regions around the world: the Mexican-American frontera, the Indian and Pakistani Partition line, the German Iron Curtain, the African colonial borders, and the Israeli-Palestinian divisions. Even if we live far from any international boundary, the notion of the border shapes our thinking about the world. Literature is a place where borders are vividly imagined, marked, and debated in ways that both affect preexisting frontiers and help draw new ones on the ground. We will read all texts in English.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 3604 Environmental Inequality: Toxicity, Health, and Justice**

How are the problems of environmental stress, pollution, and degradation unevenly borne? Adopting cross-cultural, biosocial, intersectional, and posthumanist approaches, this course explores how exposures to environmental toxicities and dangers result in and exacerbate health harms, social disparities, and structural violences. A range of historical and contemporary case studies will include plagues, weather, fire, water, waste, minerals, air, etc. Students will not only gain an understanding of these problems and burdens, but also explore the transformative potential in intertwining environmental justice, critical global health, and social justice movements to seek solutions to these vital issues.

Same as L48 Anthro 3602

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, IS EN: S

---

**L97 GS 361 Culture and Environment**

An introduction to the ecology of human culture, especially how "traditional" cultural ecosystems are organized and how they change with population density. Topics include foragers, extensive and intensive farming, industrial agriculture, the ecology of conflict, and problems in sustainability.

Same as L48 Anthro 361

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

---

**L97 GS 3612 Population and Society**

This review of population processes and their social ramifications begins with an introduction to the basic terminology, concepts, and methods of population studies, followed by a survey of human population trends through history. The course then investigates biological and social dimensions of marriage and childbearing, critically examines family planning policies, deals with the social impacts of epidemics and population ageing, and looks at connections between population movements and sociocultural changes. The overall objective of the course is to understand how population processes are not just biological in nature, but are closely related to social, cultural, political, and economic factors.

Same as L48 Anthro 3612

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: IS EN: S

---

**L97 GS 3622 Topics in Islam**

Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor. Please note: L75 5622 is intended for graduate students only.

Same as L75 JIMES 3622

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H UColl: CD

---

**L97 GS 364 Anarchism: History, Theory, and Praxis**

This course analyzes the genesis, historical evolution, and current iterations of global anarchism. It examines anarchist beliefs, ethics, aims, countercultural expressions, organizations, emancipatory practices, and intersectional modes of struggle in different temporal, geographic, and cultural contexts. Special attention will be given to anarchism in the global south, cross-fertilization and relations between anarchists and the Marxist Left, anarcho-feminism, green anarchism, and anarcho-pacifism.

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L97 GS 365 Theatre Culture Studies III: Melodrama to Modernism**

The third in the department's three-course history sequence, TCS III surveys the dramatic literature and cultural history of the modern theater. Beginning with Romanticism's self-conscious break with the past, we'll study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular effects. We'll consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented verisimilitude, and how playwrights responded to those technologies by calling for the theatre to become either a "total work of art"--plunging its spectators into a mythical realm--or a petri dish--analyzing the struggles of the modern individual within his or her modern milieu. Exploring a range of aesthetic modes--including Realism, Naturalism, Symbolism, Expressionism, the Epic Theatre, and the Theatre of the Absurd--we will read classic plays by modern playwrights to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of the modern world.

Same as L15 Drama 365C

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H



---

**L97 GS 3650 Topics in Modern Korean Literature**

Korean popular culture has received attention from across the globe for more than 20 years through K-drama, K-cinema, K-pop, K-beauty, webtoon, video games, mukbang (a live-streamed eating show), and so on. This course examines the global popularity of Korean popular culture, known as the Korean Wave (Hallyu). In addition to providing a comprehensive understanding of contemporary Korean culture, society, and politics through popular cultural products, the course will teach a variety of critical tools to interpret them. For example, how would you interpret the inclusion of traditional Korean games for children in Squid Game and its relevance to contemporary Korean society? How would you interpret the scene with the bomb under the bridge in Psy's "Gangnam Style" music video in relation to Korean history? Why is mukbang popular among younger generation in Korea? Through readings, screenings, listening, and discussions, students will learn why and how popular culture is inevitably tied to history, culture, and society. The class will also look at the role of media in understanding how South Korea comes to create a vibrant pop culture scene and why global audiences from diverse racial and generational backgrounds relish Hallyu. Successful students will gain the skills to critically interpret Korea through popular culture and understand the impact of media on cultural globalization. No background in Korean language, history, or culture is required. Modern course; fulfills modern elective for EALC major.

Same as L51 Korean 365

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 3651 Topics in Modern Japanese Literature: Mirrors and Masks: Gender and Sexuality in Japanese Literature**

Topics course in modern Japanese literature. Subject matter varies by semester; consult current semester listings for topic.

Same as L05 Japan 365

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L97 GS 366 Women and Film**

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the twentieth century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we will consider the specific historical and cultural context of each filmmaker's work. In addition we will be discussing the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen and the gender politics of film production. Required screenings.

Same as L53 Film 366

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

---

**L97 GS 3660 Caste: Sexuality, Race and Globalization**

Be it sati or enforced widowhood, arranged or love marriage, the rise of national leaders like Indira Gandhi and Kamala Harris, or the obsession with "fair" skin, caste shapes possibilities and perceptions for billions. In this class we combine a historical understanding of the social caste structure with the insights made by those who have worked to annihilate caste. We will re-visit history with the analytic tools provided by the concepts of compulsory endogamy, "surplus woman," and "brahmanical patriarchy," and we will build an understanding of the enduring yet invisible "sexual-caste" complex. As we will see, caste has always relied on sexual difference, its ever-mutating power enabled by the intersectionalities of race, gender and class. We'll learn how caste adapts to every twist in world history, increasingly taking root outside India and South Asia. We will delve into film and memoir, sources that document the incessant injustices of caste and how they have compounded under globalization. The class will research the exchange of concepts between anti-race and anti-caste activists: how caste has shaped the work of prominent anti-racist intellectuals and activists in the United States such as W.E.B. DuBois and Isabel Wilkerson

and in turn, the agenda and creativity of groups such as the Dalit Panthers. Finally, the course will build a practical guide to engaging with and interrupting caste in the context of the contemporary global world today. Waitlists controlled by Department; priority given to WGSS majors. Enrollment cap 15.

Same as L77 WGSS 366

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS

---

**L97 GS 3662 Experts, Administrators, and Soldiers: Governance and Development in Post-Colonial Africa**

Between 1957 and 1975, one African territory after another made the transition from European colony to independent nation state. Widespread optimism that these "transfers of power" would bring a new era of prosperity and dignity dissipated quickly as the new nations struggled with political instability, military coups, social unrest, and persistent poverty. Consequently many western observers and development specialists are certain that they have become "failed states" requiring foreign assistance to develop properly.

This course challenges these assumptions by tracing the origins of African governance and economic development from their imperial origins into the independence era. By exploring nation-building, economic planning, and public administration from the perspective of political elites, foreign experts, and ordinary people the class takes an intimate look at how colonies became nation states. These new perspectives offer students a historical grounding in international public administration and development by exploring how imperial ideas and concepts continue to influence contemporary social planning and development policy in both Africa and the wider world.

Same as L22 History 3662

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3670 Gurus, Saints, and Scientists: Religion in Modern South Asia**

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan, and Mohandas Gandhi; and explore how Hindu, Islamic, and other South Asian traditions were recast in the molds of natural science, social science, and world religion.

Same as L23 Re St 3670

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

---

**L97 GS 3672 Medicine, Healing and Experimentation in the Contours of Black History**

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the

focus will be extended towards the underpinnings of race and gender in the medical treatment allocated across time and space--the U.S., Caribbean, and Latin America--to give further insight into the roots of contemporary practice of medicine.

Same as L22 History 3672

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

### L97 GS 3680 The Cold War, 1945-1991

This course presents an assessment of the Cold War from the perspective of its major participants. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; McCarthyism and the Red Scare; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba, Vietnam, Africa, and the Middle East; the rise and fall of detente; the Reagan years and the impact of Gorbachev; the East European Revolutions; and the end of the Cold War.

Same as L22 History 3680

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

---

### L97 GS 3682 The U.S. War in Iraq, 2003-2011

This course presents a historical assessment of the United States' eight year war in Iraq from its inception on March 20, 2003, to the withdrawal of all combat troops on December 15, 2011. Topics to be covered include: the Bush Administration's decision to make Iraq part of the "War on Terror" and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course will conclude with an assessment of the war's effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.

Same as L22 History 3681

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L97 GS 3690 Politics of International Trade

In this course we will study the relationship between international trade and domestic politics. We will cover the basic models of international trade, the distributional consequences of international trade, the relationship between trade and economic development, an analysis of the trade protectionism (causes and consequences) and an analysis of international organizations related to international trade (special focus on the World Trade Organization). Prerequisites: L32 103B.

Same as L32 Pol Sci 3690

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

### L97 GS 36CA Heroes and Saints in India: Religion, Myth, History

This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.

Same as L22 History 36CA

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

---

### L97 GS 3721 Dostoevsky's Novels

In this discussion-based course we focus on two of Dostoevsky's major novels: *Demons* (also translated as *The Possessed* and *Devils*) and *The Brothers Karamazov*. Our close readings of the novels are enriched by literary theory and primary documents providing socio-historical context. All readings are in English translation. No prerequisites.

Same as L39 Russ 372

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

---

### L97 GS 373 International Political Economy

Analysis of the interplay of economics and politics in the world arena, focused primarily on the political basis of economic policies in both advanced and less developed societies. Treating differing perspectives on the international economy, production, trade and finance, and international economic relations. Prerequisite: junior standing, or permission of instructor.

Same as L32 Pol Sci 373

Credit 3 units. A&S IQ: SSC BU: IS

---

### L97 GS 3730 Topics in Near Eastern Cultures

The topic for this course will change each semester; the specific topic for each semester will be given in Course Listings.

Same as L75 JIMES 373

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L97 GS 3731 History of United States Foreign Relations to 1914

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. Foreign Relations in the 18th, 19th, and early 20th centuries, up until the U.S. entry into the First World War.

Same as L22 History 373

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L97 GS 374 Russian Literature at the Borders: Multiculturalism and Ethnic Conflict

In this course we explore Russian literary works (from the nineteenth century to the present day) that address issues of multiculturalism and ethnic conflict. The course is structured as a virtual tour of culturally significant places. Our readings take us to Ukraine/Belarus, the Caucasus, Siberia, and Central Asia. Some of the topics we discuss include national narratives and metaphor, authority and rebellion, migration and mobility, empire, orientalism, religious identities, gender roles, memory, and the poetics of place. Materials include poetry, drama, novels, short stories, critical articles, and oral history.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

---

### L97 GS 3740 Of Dishes, Taste, and Class: History of Food in the Middle East

This course will cover the history of food and drink in the Middle East to help us understand our complex relation with food and look at our lives from perspectives we intuitively feel or by implication know, but rarely critically and explicitly reflect on. Food plays a fundamental role in how humans organize themselves in societies, differentiate socially, culturally, and economically, establish values and norms for religious, cultural, and communal practices, and define identities of race, gender, and class. This course does not intend to spoil, so to speak, this undeniably one of the most pleasurable human needs and activities, but rather to make you aware of the social meaning of food and reflect on how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be selective in choosing themes, geographic regions, and historical periods to focus on. Please consult the instructor if you have not taken any course in the humanities. Enrollment priority given to seniors and juniors.

Same as L75 JIMES 374

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD

---

**L97 GS 3743 History of US Foreign Relations Since 1920**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. relations with the wider world from the 1920s through the aftermath of the 9/11 attacks.

Same as L22 History 3743

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

UColl: HSM, HUS

---

**L97 GS 3750 Topics in Russian Literature and Culture (WI)**

The words "Russian Literature" might conjure up long, sprawling, "loose and baggy monsters." However, the short story is arguably the most significant genre in the Russian literary tradition. In this course we do close readings of some of the greatest Russian short stories, mostly from the 19th and 20th centuries. Authors might include Pushkin, Lermontov, Gogol, Dostoevsky, Tolstoy, Turgenev, Chekhov, Gippius, Teffi, Tsvetaeva, Platonov, Bunin, Nabokov, and others. Some of the questions we explore: Is a short story (rasskaz) just a shorter piece of fiction or does it aim to do something very different from a novel? How did the Russians develop—and maybe change—the genre? In what ways are these stories connected to the place and time in which they were written? We will read one or two short stories a week. This is a Writing Intensive course. No knowledge of Russian is required. All readings are in English translation.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 3762 Cinema and Society**

Did you know that the inventor of narrative fiction film, and perhaps the only female filmmaker from 1896-1906, was a French woman? This course introduces students to French and Francophone cinema through the lens of the feminine. In this "her" story of French-language film, we will explore works by female directors as well as representations of women and girls on the silver screen from cinema's silent origins to the empowered voices of the #MeToo era. In tandem, we will engage with key ideas from feminist critics like Simone de Beauvoir and Françoise d'Eaubonne. Class discussions will take an intersectional approach, addressing feminism's connections with the following topics: girlhood and adolescence; race and ethnicity; post-colonial cultures; gendered spaces/places and the environment; LGBTQ+ identities; motherhood and domesticity. Our corpus includes classics from the French tradition as well as understudied films, running the spectrum from drama to documentary, to coming-of-age narratives and cult favorites, including works by Chantal Akerman, Yamina Benguigui, Alice Guy, Céline Sciamma, and Agnès Varda, among others. Prereq: In-Perspective or Fr 308.

Same as L34 French 376C

Credit 3 units. A&S IQ: LCD, LS Art: CPSC BU: IS EN: H

---

**L97 GS 3764 Reading Across the Disciplines: Introduction to the Theoretical Humanities**

What does theory look like in an age like ours so sharply marked by interdisciplinarity and in which most humanities scholarship crosses disciplines—for instance, combining literature or history with philosophy or critical race studies? In this way all (or almost all) humanities scholars are comparatists in practice if not always in name. The course is designed to introduce this complex and exciting state of affairs to CompLit and English majors, yet any students in a humanities program, or with an interest in the humanities, will fit right in. Our main text is *Futures of Comparative Literature*, ed. Heise (2017), which contains short essays on topics like Queer Reading; Human Rights; Fundamentalism; Untranslatability; Big Data; Environmental Humanities. We will supplement this material with relevant short texts from a variety of fields, including some that cross over into the social sciences.

Same as L16 Comp Lit 376

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L97 GS 3770 History of Slavery in the Middle East**

This course examines slavery and its abolition in the Middle East and North Africa from 600 C.E. to the 20th Century. It addresses slavery as a discourse and a question of political economy. We begin with an overview of slavery in late antiquity to contextualize the evolution of this practice after the rise of Islam in the region. We then examine how it was practiced, imagined, and studied under major empires, such as the Umayyads, the Abbasids, the Fatimids, the Mamluks, the Ottomans, and the Safavids. In addition to examining the Qur'anic discourse and early Islamic practices of slavery, to monitor change over time we address various forms of household, field, and military slavery as well as the remarkable phenomenon of "slave dynasties" following a chronological order. We discuss, through primary sources, theoretical, religious, and moral debates and positions on slavery, including religious scriptures, prophetic traditions, religious law, and a plethora of narratives from a range of genres. We highlight a distinct theme each week to focus on until we conclude our discussion with the abolition of slavery in the 19th and 20th centuries. Topics of discussion include various forms of male and female slavery, Qur'anic and prophetic discourse on slavery, legal and moral views on slavery, slavery as represented in religious literature, political, military, and economic structures of slavery, issues of race and gender as well as slave writings to reflect on the experiences of slavery from within. The goal is to enable students to understand the histories of slavery in the Middle East and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. No second language required.

Same as L75 JIMES 377

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L97 GS 3775 Ancient Eurasia and the New Silk Roads**

This course will explore the rise of civilization in the broad region of Eurasia, spanning from the eastern edges of Europe to the western edges of China. The focus of the course is the unique trajectory of civilization that is made evident in the region of Central Eurasia from roughly 6000 BC to the historical era (ca. AD 250). In addition to this ancient focus, the course aims to relate many of the most historically durable characteristics of the region to contemporary developments of the past two or three centuries. Fundamentally, this course asks us to reconceptualize the notion of "civilization" from the perspective of societies whose dominant forms of organization defied typical classifications such as "states" or "empires" and, instead, shaped a wholly different social order over the past 5000 years or more. This class provides a well-rounded experience of the geography, social organization, and social interconnections of one of the most essential and pivotal regions in world history and contemporary political discourse.

Same as L48 Anthro 3775

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

---

**L97 GS 3781 Topics in Politics: Israeli Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3781

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

---

**L97 GS 3782 Topics in Comparative Politics: Terrorism and Political Violence**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3782

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

---

**L97 GS 3784 The Modernist Project: Art in Europe and the United States, 1905-1980**

This course surveys major tendencies in painting and sculpture, from Fauvism in France and Expressionism in Germany to the beginnings of Postmodernism in photo-based work in the United States. About two thirds of the course will treat European art, and about one third will treat American art. Photography, architecture, and work in other forms will be considered selectively when pertinent to the individual class topics. Within the lecture topics, emphasis is on avant-garde innovation; the tension in modernist art between idealism and critique; reaction by artists to current events; the relationship between art and linguistics, philosophy, literature, economics, and science; the role of geopolitics in art production; the intersections of art and society; the role of mass culture; issues of race and gender in the production and reception of art; and the challenge to the concept of authorship and creativity posed by Postmodernism at the end of this period. Prerequisite: One course in Art History at the 100 or 200 level.

Same as L01 Art-Arch 3783

Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

---

**L97 GS 379 Nabokov in Europe and America**

This course begins with our close reading of Vladimir Nabokov's autobiography *Invitation of a Memory*. We then study some of the author's first works originally written in Russian and published in émigré presses. In the second half of the course, we move to a selection of his short stories and novels originally written in English, including *Lolita*, *Invitation of a Memory*, and *Pale Fire*. Discussion topics will include memory, multilingualism, migration, authorial identity, narrative personae, and literature as enchantment. Requirements include three short papers, weekly Canvas and in-class participation, and an oral presentation. All assignments are in English. Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

**L97 GS 3800 Topics in Hispanic Cultures**

This course surveys cultures in specific contexts (Latin America and Spain) and in different historical periods, from the Middle Ages to the present. The course provides students with critical and methodological tools in order to carry out an articulate and informed cultural analysis. Prereq: Span 308E or concurrent enrollment in 303. In Spanish. Topics vary from semester to semester. See section description for current offering.

Same as L38 Span 380

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: ETH EN: H

---

**L97 GS 3801 Labor and the Economy**

Economic analysis of labor markets. Theory and policy applications of labor supply and labor demand; explanations of wage and income differentials; migration and immigration; discrimination; labor unions; unemployment. Prerequisite: Econ 1011.

Same as L11 Econ 380

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L97 GS 381 Mexican Visual Culture**

This course will explore the ways in which different aspects of visual culture were used to construct national, regional, political, social and cultural identities in Mexico. The omnipresence of the visual in the everyday life of Mexicans -including state-sponsored muralism, cinema, photography, graphic press, wide-circulating comic books and nationalist architecture- allows for the study of different ways in which citizens become embedded both in official national projects and in projects of political dissidence. The class will thus use the Mexico in the 20th and 21st centuries to introduce students to the study of the visual as a social practice, through theoretical discussions that will run parallel to the study of different visual manifestations. The course will discuss the changing social and political role of art, the influence that Mexican visual culture exerts in other parts of the world and the way in which visual culture allows Mexicans to think about their identity.

---

Same as L45 LatAm 381

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC EN: H

---

**L97 GS 3810 Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula**

Although it is today primarily associated with oil, the Arabian peninsula was for most of its history defined by water: its surrounding seas, its monsoon-driven winds, and its lack of water in its vast and forbidding interior deserts. As home to the major holy cities of Islam and a key source of global oil, the region has played an important role in the Western European and North American imagination. Despite being relatively sparsely populated, the peninsula hosts millions of believers each year on the annual Muslim pilgrimage, and it has been the site of major wars and military occupations by European, American, and other Middle Eastern countries for much of the 20th and 21st centuries. It has been an outpost of the Ottoman Empire, a center of British colonialism and (at Aden) an axis of its global empire, the location of Egypt's "Vietnam" (its long war in Yemen in the 1960s), the Gulf Wars I and II, and the recent wars in Yemen, to name just a few of the major conflicts. Often depicted as unchanging until caught up by the influx of massive oil wealth, this region is frequently characterized as a place of contradictions: home to some of the world's largest skyscrapers and also the most inhospitable and largest sand desert in the world, known as "the Empty Quarter"; the location of crucial American allies and the home of al-Qaeda founder Usama Bin Laden. In this course, we will examine the development of the peninsula historically to understand these contradictory images. We will investigate changes in the following arenas: environment and society; colonial occupation; newly independent states; the demise and development of key economic sectors (pearling; shipping; agriculture; oil; finance; piracy); political regimes; resources such as water, oil, and date palms; the growth of oil extraction infrastructure and its effects on the political regimes and societies in the region; the emergence of new Gulf cities; Islamic law; women's rights; human rights debates; and religious and ethnic minorities.

Same as L22 History 3810

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3822 From McDonald's to K-pop: New Movements in East Asia**

This course introduces contemporary East Asian cultures and societies from transregional and transnational perspectives through the lens of consumer and popular cultures. We employ McDonald's as the first case study to look into East Asian responses to Western cultural products and ideas. For K-pop, we examine its emergence and transregional receptions and impact across different regions in East Asia as well as in the US. Beginning with these two subjects, our investigation extends to other examples of transregional cultural phenomena such as J-pop, Hello Kitty, e-commerce, and western holidays in East Asia. While focusing on transnational cultural movements originating in or being adapted to the East Asian context, our discussions also reflect on key topics in the study of East Asian cultures such as "face," filial piety, and social networks. Attendance on the first day of class is mandatory to reserve class enrollment.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 3824 Film and Revolution in Latin America**

This class is a Writing Intensive course focused on the study of the way in which four landmark Latin American revolutions (The Independence Wars, The Mexican Revolution, The Cuban Revolution and The Bolivarian Revolution) are represented in cinema. Each one of these revolutions will constitute a unit of study, and students will be expected to work with historical texts, films and works of film theory and criticism for each one of them. The course will engage in subjects such as the difference between fiction and nonfiction films when representing history; the politics that underlie specific representations; the way in

which cinema questions and revises ideas developed by historians; and the uses of film in creating popular views of history in Latin America. Students will develop a research project comparing two revolutionary processes over the semester. Prereq. L45 165D (Latin America: Nation, Ethnicity and Social Conflict) for LAS majors. Otherwise none. Same as L45 LatAm 3824  
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 3826 Contemporary Latin American Cinema: Market Economy, Social Injustice, New Technologies**

This class studies the relationship between cinema and society in Latin America between 1988 and the present. Latin American cinema in this period has gone to a period of deep crisis to the consolidation of industries and production with significant global recognition and impact. In this, cinema has strong correlations with neoliberalism, the political doctrine tied to free-market reform, democratization and privatization, among other ideas. The class will be based on the study and discussion of key films of the period to develop two themes. First, we will study the way in which cinema has become a cultural practice central to the discussion of the effects of neoliberalism in the region, as well as the opposition to neoliberalism. Topics in this regard will include: the social impact of free market reforms, growing economic and social inequality, the emergence of working class, Black and indigenous communities, the rise and fall of the New Left, the creation of new elites and other related themes. Second, we will study the way in which films are made and distributed and the changes on film production over the past decades. Topics will include the privatization of production and exhibition, the role of home video and streaming, the importance of film festivals and the move from national to translational scenes of production. Prereq: L45 165D or L53 220 or other coursework in Latin American Studies, or Film and Media Studies, desirable but not required. Students without this background are encouraged to contact the instructor.  
Same as L45 LatAm 3826  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L97 GS 3830 Global Tibet: Culture and Society on the Roof of the World**

Far from the imagined "land of snows" closed off to the rest of the world, Tibet always had dynamic interactions with Inner Asia, South Asia, and China. With an expansive view on Tibetan history, this course traces these interactions from the sixteenth to the twenty-first century through a variety of topics, ranging from the power of the Dalai Lamas to the spread of Tibetan Buddhism across the world, to the effects of global warming on the "third pole." Students will be exposed to religious texts, memoirs, and novels to trace the lives of women saints and Tibetan communists as well as exiled nationalists, and watch documentaries and films to interrogate Tibet's place in China and the Tibetan diaspora's experience in India and the United States. Using Tibet as a lens, students will learn to question larger problems of religion versus secularism, cultural preservation versus globalization, and national identity versus colonization, subjects that continue to matter to Tibet and the world today.  
Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L97 GS 3838 Modern Art in Fin-de-Siecle Europe, 1880-1907**

This course examines artistic production at the turn of the century in France, Belgium, England, and Scandinavia. Beginning with the reevaluation of impressionism and naturalism in France, we examine Neo-Impressionism (Seurat and Signac) and Symbolism (Moreau, Van Gogh, Gauguin, the Nabis, Rodin, and Munch), as well as later careers of Impressionists (Cassatt, Monet, Degas, and Renoir). We will consider cross-national currents of Symbolism in Belgium and Scandinavia;

the Aesthetic Movement in Britain; the rise of expressionist painting in French art (particularly with the Fauvism of Matisse and Derain), and the juncture of modernist primitivism and abstraction in early Cubism (Picasso). Prerequisite: L01 113 or permission of instructor.  
Same as L01 Art-Arch 3838  
Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM

---

**L97 GS 384 Migration and Modernity in Russia and the (Former) Soviet Union**

This course introduces students to a broad history of 19th- and 20th-century Russia and the Soviet Union alongside problems of migration. In this course, students will be introduced to the historical, social, and political dimensions of migration within, to, and from the Russian Empire, the Soviet Union, and its successor states. We will look at the intersection of the movement of people with long-term economic, social and political transformations, but we will also pay attention to crucial events and phenomena of Soviet history that set large-scale migrations in motion. Course materials will, for instance, address mass movements related to modernization and internal colonization, analyze the role of revolutionary change and warfare for forced displacement, and study the implications of geopolitical changes in the aftermath of the breakdown of the USSR for human rights discourses. Alongside this historically grounded overview, the course explores concepts of citizenship, diaspora, nationality policy, gender-specific experiences of migration, and the ethics and political economy of migration politics, thereby highlighting how current trends in Russian society are indicative of broader discourses on difference and social transformation.  
Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

---

**L97 GS 386 Empire in East Asia: Theory and History (WI)**

An introduction to how historians and anthropologists incorporate theoretical insights into their work, this course first "reverse engineers" the main arguments in several insightful books and articles on empire in Asia, arguments which are informed by a range of theorists. Retaining our theoretical knowledge, we then focus on the more empirical aspects of the Japanese empire in Asia, including settler colonialism, the colonial economy, representations of colonialism and the long-term ramifications of empire. We conclude with a general assessment of the history of empire. In these ways, this course seeks to equip students with a knowledge of empire in East Asia in the late 19th and 20th centuries while simultaneously investigating the nature of that knowledge.  
Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

---

**L97 GS 3866 Interrogating "Crime and Punishment"**

Whether read as psychological thriller, spiritual journey, or social polemic, Dostoevsky's 1866 novel CRIME AND PUNISHMENT has inspired diverse artistic responses around the world. From the nineteenth century to the present day, writers and filmmakers have revisited (and often subverted) questions that Dostoevsky's novel poses: What internal and external forces cause someone to "step over" into crime? What are the implications of a confession? To what extent can the legal system provide a just punishment? Are forgiveness and redemption possible, or even relevant? What role does grace-- or luck--play in the entire process? This course begins with our close reading of Dostoevsky's novel and then moves on to short stories, novels, literary essays, and movies that engage in dialogue with the Russian predecessor. A central concern of our intertextual approach is to explore the interplay between specific socio-historical contexts and universal questions. All readings are in English. No prerequisites.  
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H

---

---

**L97 GS 3873 International Public Health**

This course explores current topics in international public health using a case-study-based approach, emphasizing public health issues affecting low- and middle-income countries; introduction to the tools and methods of international public health research and programs; in-depth examination and critique of the roles of local and national governments, international agencies, and third-party donors in international public health work; and the contributions of anthropology to the international public health agenda.

Same as L48 Anthro 3874

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

---

**L97 GS 3875 Rejecting Reason: Dada and Surrealism in Europe and the United States**

In this multimedia interdisciplinary course, we will consider the history, theory, and practice of Dada and Surrealism, from its Symbolist and Expressionist roots at the end of the 19th century and the beginning of the 20th century through its late expressions in the beat culture and pop art of the 1950s and 1960s. Dada's emergence in Zürich and New York in the midst of World War I set the tone for its stress on irrationality as an oppositional strategy. Surrealist research into the domain of the unconscious continued this extreme challenge to dominant culture but in a revolutionary spirit that proposed new possibilities for personal and collective liberation. The international character of the movements -- with substantial cross-transmission between Europe and the United States -- will be emphasized. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; or permission of instructor.

Same as L01 Art-Arch 3875

Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

---

**L97 GS 3883 Religion and Politics in South Asia (WI)**

The relationship between religion, community, and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community, and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and post-colonial periods.

Same as L22 History 38C8

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

---

**L97 GS 389 Furies and Die-Hards: Women in Rebellion and War**

Furies and Die-Hards: Women in Rebellion and War juxtaposes contemporary social science perspectives on women and war with the history and testimonies of Irish women during the Irish revolutionary period (1898-1922), the Irish Civil War (1922-1923), and the Free State. Under English rule from the 12th-century Norman invasions to the establishment of the Irish Free State and the partition of Northern Ireland in 1922, Ireland presents a compelling historical laboratory to deliberate on the relationship between gender and political conflict. Intentionally transdisciplinary, the course draws from across disciplinary discourses and highlights perspectives across race, gender, class, ethnicity, religion, and sexuality. Topics include political organizing, nationalism, rebellion, radicalization, militarism, terrorism, pacifism, and peacebuilding. Rooted in Cynthia Enloe's enduring question of "Where are the women?" and drawing on sociologist Louise Ryan's landmark essay by the same name, we inquire how and why Irish nationalist women, who were integral to building the revolutionary movement, became "Furies" and "Die-hards" in the eyes of their compatriots when the Free State was established (Bishop Doorley, 1925; President Cosgrave, 1923). Taking advantage of the plethora of archival resources now available through the Irish Decade of Centenaries program, the course incorporates the voices of Irish women through their diaries, military records, letters, interviews, speeches, newspapers, and memoirs.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L97 GS 3891 East Asia Since 1945: From Empire to Cold War**

This course examines the historical forces behind the transformation of East Asia from war-torn territory under Japanese military and colonial control into distinct nations ordered by Cold War politics. We begin with the 1945 dismantling of the Japanese empire and continue with the emergence of the People's Republic of China, the Republic of China (Taiwan), the two Koreas, and Vietnam, all of which resulted from major conflicts in "post-war" Asia. We will conclude with a look at East Asia in the post-Cold War era.

Same as L22 History 3891

Credit 3 units. EN: H

---

**L97 GS 3892 Modern Sculpture: Canova to Koons**

This course will survey sculpture in Europe and the United States from about 1800 to the present, with an emphasis on the period from 1890 to 1980. A rapid traverse of Neoclassicism, Realism, and the rage for statuary during the later 19th century will take us to the work of Rodin and to a more systematic exploration of developments in the sculpture of the 20th century. Particular emphasis will also be placed upon the work of Brancusi, Picasso, Matisse, Duchamp, Giacometti, Oppenheim, David Smith, Serra, Morris, Judd, Hesse, and Bourgeois. An important theme running through the course as a whole -- from an age of nationalism and manufacturing to our own time of networks and information -- is the changing definition of sculpture itself within its social and political context. We will also explore various new artistic practices (e.g., video, performance, installations, body art) and interrogate their relationship to sculptural tradition and innovation.

Prerequisite: L01 113, L01 215, or permission of instructor.

Same as L01 Art-Arch 3892

Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

---

**L97 GS 390 Topics in Migration and Identity**

The course examines migration movements that are related to the Nazi genocide in Europe. Grounded in a study of the Nazi project to reshape the European geopolitical map, students explore how the mass movement of people is impacted by geopolitics, political violence, and economical considerations. Class materials address the relationship between identity formation and social exclusion, thus opening up a critical investigation of concepts of citizenship, human rights, and their institutional frameworks (states, international organizations etc.) more generally. Students will work with a variety of sources, including primary sources, scholarly analyses, podcasts, literary works, and film to study migrations related to the prehistory, policies, and aftermath of the Nazi regime. The class provides insights into issues of expulsion, refuge, forced migration, settlement projects, ethnic cleansing and others, but also demonstrates the global impact and long-term repercussions of political and genocidal violence. Looking at the Nazi regime through the lens of migration shows that the Nazi genocide is embedded in a history of racism, colonialization, and mass violence.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L97 GS 3900 EALC Seminar**

EALC Seminar; topic varies by semester. This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission.

Same as L81 EALC 3900

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H

---

---

**L97 GS 3901 Topics in JIMES: Slow Violence and the Environment in the Modern Middle East**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L75 JIMES 390

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS

---

**L97 GS 3921 Imperialism and Sexuality: India, South Asia and the World (Writing-Intensive Seminar)**

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is 'race' essential to the sexual imperatives of imperialism? How has the nexus between 'race,' sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires, and its continuation in our world today.

Same as L77 WGS 39SC

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 3922 Secular and Religious: A Global History**

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Same as L22 History 3921

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

---

**L97 GS 3941 Worldwide Translation: Language, Culture, Technology**

This course considers the crucial role played by translation across the world today: from new technologies and digital media, to the global demands of professionals working in fields as diverse as literature, law, business, anthropology, and health care. We will begin our exploration of the concept of translation as a key mechanism of transmission between different languages by looking at works of literature, and film. Students will then examine how different cultures have historically required translation in their encounter with each other, studying how translation constitutes a necessary transcultural bridge both from a colonial and postcolonial point of view in different historical moments and parts of the world. The course also analyzes from practical and real-world perspectives whether concepts such as war, human rights, democracy or various illnesses have the same meaning in different societies by considering the diverse frames of reference used by linguists, lawyers, anthropologists, and medical doctors across the world. Finally, we will focus on translation from a technological perspective by examining various modes of transfer of information required for the functioning of digital tools such as Google Translate, Twitter, Duolingo, or various iPhone applications. Throughout the semester we will also examine a range of creative artworks, and various forms of digital technology and computing (AI, machine translation) related to the theory and practice of translation. Readings will include works by Jorge Luis Borges, Walter Benjamin, Gayatri Spivak, Kwame Anthony Appiah, Susan Basnett, Lawrence Venuti, Emily Apter, Gideon Lewis-Krauss, and Karen Emmerich among others. Prerequisite: None. Same as L16 Comp Lit 394

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

---

---

**L97 GS 395C African Civilization: 1800 to the Present**

Beginning with social and economic changes in 19th Century Africa, this course is an in-depth investigation of the intellectual and material culture of colonialism. It is also concerned with the survival of pre-colonial values and institutions, and examines the process of African resistance and adaptation to social change. The survey concludes with the consequences of decolonization and an exploration of the roots of the major problems facing modern Africa.

Same as L90 AFAS 322C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: HAF, HSM

---

**L97 GS 400 Independent Study**

Prerequisite: junior or senior standing. CONTACT MRS. TONI LOOMIS FOR APPROPRIATE SECTION NUMBER AND CORRESPONDING FACULTY. The student works directly with a Global Studies faculty member (mentor) to establish a research project and expectations for the outcome of the semester (readings; paper; etc.). Approvals of the mentor and the student's major advisor are required before enrolling in the course. Only one independent study can count as a 400 level elective towards the Global Studies major.

Credit variable, maximum 3 units.

---

**L97 GS 4001 Urban Education in Multiracial Societies**

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: Junior standing or permission of instructor. Same as L18 URST 400

Credit 3 units. A&S IQ: SSC, WI EN: S

---

**L97 GS 4007 Global Studies Research Methods Proseminar and Assistantship**

Global Studies research explores thorny historical and contemporary questions around the world, such as the climate crisis, public health challenges, uneven development, the strife for racial justice, precarious labor, curtailed rights and liberties, and technological revolutions. In this course, students attend a weekly Proseminar and complete a Research Assistantship (around 5 hours per week). The Proseminar orients students to the practice of research, including the fundamentals of research design, methodologies, and methods. In addition, students are matched with a Faculty Mentor for a Research Assistantship. Ideally, students should apply for and enroll in this course in their sophomore or junior year. Apply at: <https://globalstudies.wustl.edu/research-team-application>.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L97 GS 4011 Popular Culture and Consumption in Modern China**

This writing-intensive seminar explores transformations in popular culture and everyday life in Chinese society since 1949 through an analytical focus on political economy and material culture. Drawing upon ethnographic texts, films, and material artifacts, we

will investigate how the forces of state control and global capitalism converge to shape consumer desires and everyday habits in contemporary China. Case studies include eating habits, fashion standards, housing trends, entertainment, sports, and counterfeit goods. Prerequisite: previous course in China studies (anthropology, economics, history, literature, philosophy, or political science) required. Enrollment by instructor approval only.

Same as L48 Anthro 4011

Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

---

**L97 GS 4021 Transnational Reproductive Health Issues: Meanings, Technologies, Practices**

This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population, and information for reproductive strategies at the local level. We will also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction will serve as a focus to illuminate the cultural politics of gender, power, and sexuality.

Same as L48 Anthro 4022

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L97 GS 4023 Second-Language Acquisition and Technology**

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors.

Same as L92 APL 4023

Credit 3 units. A&S IQ: SSC EN: S

---

**L97 GS 4033 Topics in East Asian Religion and Thought**

Topics in East Asian Religions is a course for advanced undergraduate and graduate students on specific themes and methodological issues in East Asian religions.

Same as L23 Re St 403

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L97 GS 4034 Culture, Illness and Healing in Asia**

This course examines the place of health, illness, and healing in Asian societies. We will explore how people experience, narrate, and respond to illness and other forms of suffering - including political violence, extreme poverty, and health inequalities. In lectures and discussions we will discuss major changes that medicine and public health are undergoing and how those changes affect the training of practitioners, health care policy, clinical practice and ethics. The course will familiarize students with key concepts and approaches in medical anthropology by considering case studies from a number of social settings including China, India, Indonesia, Japan, Korea, Taiwan, Tibet, Thailand, Vietnam and Asian immigrants in the United States. We will also investigate the sociocultural dimensions of illness and the medicalization of social problems in Asia, examining how gender, ethnicity, socioeconomic status, disability and other forms of social difference affect medical knowledge and disease outcomes. This course

is intended for anthropology majors, students considering careers in medicine and public health, and others interested in learning how anthropology can help us understand human suffering and formulate more effective interventions.

Same as L48 Anthro 4033

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

**L97 GS 4036 Children of Immigrants: Identity and Acculturation**

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants. Attendance on the first day of class is mandatory to reserve class enrollment.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM

EN: H

---

**L97 GS 4041 Islam and Politics**

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.)

Same as L48 Anthro 4041

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

**L97 GS 4042 Islam Across Cultures**

In this seminar we examine the variety of historical and contemporary ways of interpreting and practicing Islam, with special attention to issues of ritual, law and the state, and gender. Cases are drawn from Asia, Europe, Africa, and the Middle East, and students engage in fieldwork or library research projects.

Same as L48 Anthro 4042

Credit 3 units. A&S IQ: LCD, SSC Art: SSC

---

**L97 GS 4050 Diaspora in Jewish and Islamic Experience**

Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term "diaspora" -- from the ancient Greek, meaning "dispersion" or "scattering" -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in



both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Same as L75 JIMES 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L97 GS 4052 Topics in Political Thought

Same as L32 Pol Sci 405

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH

---

### L97 GS 4070 Global Justice

This course examines contemporary debates and controversies regarding global justice. Seminar discussions will be arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course will be of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.

Same as L32 Pol Sci 4070

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

### L97 GS 4081 Disease, Madness, and Death Italian Style

Italian literary history teems with representations of illness, insanity, and death. From the ghastly 1348 plague that frames Boccaccio's Decameron to the midday madness of errant Renaissance knights, from 16th-century tales of poisoning and 19th-century Pirandellian madmen to the contemporary scourge of mafia killings, disease, madness and death are dominant facts of reality, points of view, symbols, and cultural characteristics of Italian poetry and prose. This course undertakes a pathology of these tropes in Italian literary history and seeks to understand their meaning for the changing Italian cultural identity across time and the Italian peninsula. We will read primary literary texts and view excerpts from films alongside articles focused on the cultural history of medicine, religion, and criminal justice. Taught in English. No Final.

Same as L36 Ital 408

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: BA, IS EN:

H

---

### L97 GS 4090 Gender, Sexuality, and Change in Africa

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We will examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance, and meaning. Course materials include ethnographic and historical materials and African novels and films.

PREREQUISITE: Graduate students or undergraduates with previous AFAS or upper level anthropology course.

Same as L90 AFAS 409

Credit 3 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

---

### L97 GS 4092 Beyond Geography: The Meaning of Place in the Near East

This course considers the importance of place in the Middle East with particular reference to Jewish and Islamic traditions. Topics to cover include the creation of holy sites, the concept of sacred space, the practice of pilgrimages, and the tropes of exile and return. Texts will range from analytical essays to novels, memoirs, and films by authors such as Edward Said, Naguib Mahfouz, Taher Ben Jelloun, Elif Shafak, A. B. Yehoshua, Shulamit Hareven, and Hanan Al-Shaykh. Requirements include participation, short assignments, and a seminar paper. This course fulfills the capstone requirement for students majoring in Jewish, Islamic and Near Eastern Languages and Cultures, but is open to advanced undergraduates and graduate students. Prerequisites: coursework in JINES and senior standing or permission of instructor.

Same as L75 JIMES 409

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L97 GS 4101 German Literature and Culture, 1750-1830

Exploration of the literature and culture of the Enlightenment, Storm and Stress, Weimar Classicism, and Romanticism within sociohistorical contexts. Genres and themes vary and may include the representation of history, absolutism and rebellion, the formation of bourgeois society, questions of national identity, aesthetics, gender, romantic love, and the fantastic. Reading and discussion of texts by authors such as Lessing, Goethe, Schiller, Kant, Novalis, G\u00fcnderode, the Brothers Grimm, Kleist, E.T.A. Hoffmann, Eichendorff, Bettina von Arnim. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.

Same as L21 German 4101

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM

---

### L97 GS 4102 German Literature and Culture, 1830-1914

Exploration of 19th-century literature and culture within sociohistorical contexts. Genres and themes vary and may include the representation of history, liberalism and restoration, nationalism, industrialization, colonialism, class, race and gender conflicts, materialism, secularization, and fin-de-si\u00e8cle. Reading and discussion of texts by authors such as B\u00fchner, Heine, Marx, Storm, Keller, Meyer, Fontane, Droste-H\u00fchlshoff, Nietzsche, Ebner-Eschenbach, Schnitzler, Rilke. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.

Same as L21 German 4102

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM EN: H

---

### L97 GS 4103 German Literature and Culture, 1914 to the Present

Exploration of modern and contemporary literature within sociohistorical contexts. Genres and themes vary and may include the representation of history, the crisis of modernity, the two World Wars, the Weimar Republic, the Third Reich, generational conflicts, the women's movement, and postmodern society. Reading and discussion of texts by authors such as Wedekind, Freud, Mann, Kafka, Brecht, Seghers, Boell, Bachmann, Grass, Wolf. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.

Same as L21 German 4103

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### L97 GS 4104 Studies in Genre

Exploration of the definition, style, form, and content that characterize a specific genre. Investigation of the social, cultural, political, and economic forces that lead to the formation and transformation of a particular genre. Examination of generic differences and of the

effectiveness of a given genre in articulating the concerns of a writer or period. Topics and periods vary from semester to semester. Discussion, readings, and papers in German; some theoretical readings in English. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.  
Same as L21 German 4104  
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM EN: H

---

#### **L97 GS 4105 Topics in German Studies**

Focus on particular cultural forms such as literature, film, historiography, social institutions, philosophy, the arts, or on relationships between them. Course examines how cultural meanings are produced, interpreted, and employed. Topics vary and may include national identity, anti-semitism, cultural diversity, construction of values, questions of tradition, the magical, the erotic, symbolic narrative, and the city. Course may address issues across a narrow or broad time frame. Discussion, readings, and papers in German. Prerequisite: German 302D and German 340C/340D OR German 341/341D OR Ger 342/342D  
Same as L21 German 4105  
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM EN: H

---

#### **L97 GS 4107 Latin America and the Rise of the Global South**

The rise of the global south - and the reordering of global geopolitics, economics and cultural imaginaries - is characterized by progressive change and intense conflict. Economic growth coincides with the impacts of global warming, the assault on natural resources, the rise of new consumers and the entrenchment of deep inequalities. We also see the emergence of cultural and political formations that range from the horrific to the inspiring. Latin America is a central node of the new global south. Here history takes unpredictable turns in the face of declining U.S. hegemony, the economic growth of Brazil, legacies of militarism and political violence, a feverish attack on nature, resurgent economic nationalism, and defiant "anti-globalization" movements. Through close reading of contemporary ethnographies of Latin America we explore emergent cultural and political-economic processes in the region, we consider south-south articulations (theoretical, cultural, political-economic) between Latin America, China, Africa, and India, and we reflect on the changing role, meaning, and relationships of the United States in the region.  
Same as L48 Anthro 4102  
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

#### **L97 GS 4113 Linguistics and Language Learning**

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, etc. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prereq: Ling 170 is recommended but not required.  
Same as L92 APL 4111  
Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

---

#### **L97 GS 4134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics**

In the year 2000, HIV became the world's leading infectious cause of adult death. In the next 10 years, AIDS killed more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources but rather global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for the cultural analysis of responses to HIV/AIDS. Students will explore the relationships among local communities, wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and "risk" categories, prevention and education strategies, interactions between biomedicine and alternative healing systems, and medical advances and hopes.  
Same as L48 Anthro 4134  
Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S

---

#### **L97 GS 4141 International Relations**

Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces major approaches, questions, and controversies in the study of international relations. We will explore seminal literature at the core of modern international relations theory. We will examine the building blocks of world politics, the sources of international conflict and cooperation, and the globalization of material and social relations.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L97 GS 4150 The 19th Century French Novel: from Realism to Naturalism to Huysmans**

In this seminar we will read some of the great realist novels of the nineteenth century, by the four masters of the genre: Balzac, Stendhal, Flaubert, Zola. We will also examine Huysmans's *A REBOURS*, which was written in reaction to the excesses of Realism. We will determine what characterizes the realist novel and how it has evolved from Balzac to Zola. We will consider its theoretical orientation, but we will also focus on the major themes it addresses: the organization of French society throughout the nineteenth century, Paris vs. the province, love, money, ambition, dreams, material success, decadence, etc. Prereq: Fr 325 and 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. 3 units.  
Same as L34 French 415  
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

#### **L97 GS 4154 Decolonization to Globalization: How to End an Empire**

The conventional markers of the twentieth century - imperialism, decolonization and globalization - are acutely compromised if we mobilize gender and sexuality as modes of analysis. In this course we bring questions of sexual difference and gender to the wider stories of colonialism, nationalism, decolonization, neocolonialism, US imperialism, neoliberalism, globalization, WoT, and majoritarianism. We "engender" the contradiction between enormous turning points and the lived experiences of billions. We probe how the non-profit industrial

complex, development aid, and the normative family have shaped and given shape to the very idea of gender. Finally, we examine the capacious power of gender to interrupt the power of the state and to reorganize extractive relations of race and caste.

Same as L77 WGSS 4154

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

**L97 GS 4180 Sexuality and Gender in East Asian Religions**

In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called "New Religions." We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will then focus on what we know of the actual experience and practice of various types of religious women - nuns and abbesses, shamans and mediums, hermits and recluses, and ordinary laywomen - both historically and in more recent times. Class materials will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be conducted as a seminar, with minimal lectures, substantial reading and writing, and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, will need to obtain the instructor's permission before enrolling.

Same as L23 Re St 418

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

---

**L97 GS 4191 The French Islands: From Code Noir to Conde**

The French have been dreaming about the tropics ever since transatlantic trade became possible in the sixteenth century, and literature in French has reflected these dreams ever since. Closer to our own period, writers from the French Caribbean have written themselves into the French canon, winning prestigious literary prizes. This course will link these two phenomena by studying literature from and about the tropics from the 18th century to the present. In our readings, we will attempt to see the ways in which the literature from and about France's island possessions has contributed to the forming of cultural and political relations between France and the islands, but also among the islands and within the Americas. Almost all texts available in English for students not majoring in French; main seminar session taught in English with weekly undergraduate preceptorial in French. Prereq: Fr 325 and Fr 326. One-hour preceptorial for required for undergraduates. Same as L34 French 4191

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L97 GS 4192 Tragedy and Farce in African Francophone Literature**

In 1960, most of the French colonies in Africa gained independence in a largely peaceful transfer of power. Since then, this development has been viewed alternatively as the triumph of self-determination, and as a hollow act undermined by neo-colonial French ministries, multinational companies, and corrupt governments. Media today commonly adopt a highly pessimistic tone when speaking of these phenomena, but literature from West Africa provides alternative ways of looking at the region, which today includes over 140 million French speakers. Reading authors such as Kourouma, Kane, Tansi, Tchicaya, and Lopes, we will consider the ways that literature enters into dialogue with political discourses represented both as tragedy and as farce. The main seminar (section 01) is taught in English; undergraduates also register for a weekly discussion (section A) conducted in French. Prereq: for undergraduates, Fr 325, 326, Thinking-It-Through, or In-Depth; for graduates not in French, reading knowledge of the language. Same as L34 French 4192

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

**L97 GS 4200 Nature, Technology, and Medicine in Korea**

This course examines the cultural history of modern Korea with a focus on science, technology, and medicine. From about 1500 to the present, a number of hugely consequential things happened in Korea that have been called revolutionary-or what historians dub "early modern" and "modern." Confucian kings planned large-scale projects that changed nature, rustic scholars made inventories of flora and fauna, colonial Koreans became biologists, nurses, and "Edisons," and in North and South Korea, new professionals created distinctive-and in some cases, globally-competitive-regimes of knowing, making, and healing. Students will interrogate these developments as an opportunity to revisit the history of modernity, which has been told predominantly from the perspective of the West. What does it mean to be "modern" in Korea? How did that modernity intersect with Korean science, technology, and medicine? Students will find and articulate their own answers by writing the final research paper. Recommended to have taken Korean Civilization or equivalent course that provides basic working knowledge of Korean history. Course also counts as an EALC capstone course. Prerequisite: junior level or above or permission of instructor.

Same as L81 EALC 420

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L97 GS 4201 International Relations of Latin America**

This course examines Latin American foreign relations in the world from the 1820s to the present with a primary emphasis on the period since 1945. Focusing on inter-state and transnational relations, it seeks to historically contextualize and analyze long term patterns and trends between Latin American states and between Latin America and the United States, Europe, and the global South. Given Latin America's shared experience with imperialism and more recently with neo-imperialism, special attention will be paid to the ways Latin America has sought to manage and/or resist foreign domination, especially U.S. hegemonic pretensions. To this end it will analyze patterns of inter-American conflict and cooperation. When, why, and under what conditions Latin America articulated an independent foreign policy, forged anti-imperialist blocs, embraced U.S. sponsored diplomatic efforts and military alliances, and pursued Latin American unity and solidarity will be closely examined. To better understand the continuities, discontinuities, contradictions, and complexities of Latin American foreign policy, this course will also assess the influence of changing regional and national political cultures from both a theoretical and a historical perspective. In doing so, it explores how elite culture, the balance of domestic social forces, ideological and economic development, and shared cultural identities and meanings informed national political cultures and how these in turn shaped Latin American foreign policies.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

**L97 GS 4204 International Relations of Latin America (WI)**

How should we understand Latin American international relations since the early republican era? Standard Western-centric IR studies emphasize Latin America's marginal position in the world system and its historical subordination to either European and/or U.S. hegemony. This course challenges this one-sided approach and reductionist characterization. Adopting a global historical perspective, one that privileges a Latin American-centric view, this course will examine the ways Latin America generated its own ideas, articulated its own concerns, and acted in its own interests in international affairs. Special attention will be paid to how Latin America sought to resist foreign domination and/or hegemony and maintain its relative autonomy. It will also analyze when, why, and under what conditions Latin America forged anti-imperialist blocs, pursued regional integration, and engaged in transnational solidarity. To provide a more nuanced

understanding of Latin American international relations, this course will historically contextualize and analyze the influence of changes in the international state system, national and sub-national political cultures, the balance of domestic forces, and non-state actors.

Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

---

#### **L97 GS 4215 Anthropology of Food**

The rising interest in food research crosscuts various academic disciplines. This seminar focuses on aspects of food of particular interest in anthropology. The first 2/3 of the course is reading intensive and discussion-intensive. Each student will write short review/response papers for major readings. For the final third, we will still be reading and discussing, but the reading load will be lighter (and we will have a field trip) as students devote more time to their research paper. The research paper will be a major effort on a topic discussed with and approved by the professor. In most cases it will have to deal with cultural and historical aspects of a food, set of foods, form of consumption or aspect of food production. Papers will be critiqued, assigned a provisional grade, revised and resubmitted.

Same as L48 Anthro 4215

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

#### **L97 GS 422 Europe, Questions of Identity and Unity**

Nation states and their cultures have been changed by globalization. Within this process, continentalisation has played an important role. The European Union is only half a century old, but continental unity has been discussed and demanded by European writers and thinkers for hundreds of years. We will read essays on Europe (its identity, its cultural diversity and its cultural roots, contemporary problems, and future goals) by writers like Coleridge, Madame de Staël, Novalis, Chateaubriand, Heine, Nerval, Hugo, Thomas Mann, Ernst Jünger, T.S. Eliot, Klaus Mann, de Madariaga, Kundera, Enzensberger, Frischmuth, and Drakulic; we will discuss studies re-inventing Europe by philosophers like the Abbé de Saint-Pierre, Kant, Hegel, Nietzsche, and Ortega y Gasset; we will deal with the mythological figure of Europa and her resurrections in the world of art; we will study the Nazarene painters of the early 19th century in Rome and will discuss portraits of Bonaparte by French painters of the time. CompLit students will meet with the instructor for an additional two hours per month.

Credit 3 units. A&S IQ: HUM, LCD BU: BA EN: H

---

#### **L97 GS 4232 Contemporary Issues in Latin America**

How do the institutional designs of contemporary democratic governments help us understand the nature and quality of representation? We will concentrate on variations in the powers granted presidents by constitutions as well as the institutional determinants of whether executives are likely to find support for their policies in the legislature. In addition, we will explore how incentives established by electoral laws influence the priorities of members of congress. Given all these variations in democratic institutional design, can voters go to the polls with the confidence that politicians will implement the economic policies for which their parties have long stood or which they promised in their campaigns?

Same as L32 Pol Sci 4231

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

#### **L97 GS 4245 Culture and Politics in the People's Republic of China: New Approaches**

This course inquires into the political, ideological, and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors, and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative

years of revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the development of area studies in the U.S., and the evolving U.S.-China relations. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor. Same as L04 Chinese 4242

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

#### **L97 GS 4246 State Failure, State Success and Development**

Why do some nations develop while others languish? This course takes an interdisciplinary approach to examining the role governments play in development and economic outcomes. Knee-jerk ideologues from all parts of the political spectrum make competing arguments, most of which are overly simplistic and ignore good social science. Some argue that state involvement in the economy hinders economic activity and development, while others argue for greater state involvement. Such arguments are often poorly informed by systematic rigorous research. We will look at some of the competing arguments about governments in failed and successful states and compare those arguments to the empirical world, or data. In so doing we will recognize that how governments affect development and economic outcomes in society is neither straightforward nor consistent with any of the simplistic ideological screeds that often dominate public discourse.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L97 GS 4251 Topics in Religion and Culture in East Asia**

This reading seminar introduces students to texts on and by women in East Asia from the earliest extant writings to the nineteenth century. Texts covered in the first half of the course include philosophical and doctrinal writings that deal with the role of women in society, their fitness for self-cultivation, and their access to salvation. The second part of the course focus is on narrative texts, memoirs and diaries that portray women or that were written by women, drawn from the literary traditions of China, Korea and Japan. Some of the issues students will grapple with are: Are Confucianism and Buddhism, some of the great intellectual traditions of East Asia, inherently misogynistic? Or can they function as liberating forces for women in their search for agency and meaning? More broadly, how can boundaries and constraints contribute to self-cultivation, growth, and even salvation? Previous coursework on East Asia and/or Buddhism is strongly recommended, but no prior knowledge of Chinese, Korean, or Japanese language is required. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: junior level or above or permission of instructor.

Same as L81 EALC 425

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L97 GS 4253 Researching Fertility, Mortality, and Migration**

Students will undertake research projects centering on the most fundamental demographic processes -- fertility, mortality, and migration. The first section covers basic demographic methodology so that students understand how population data is generated and demographic statistics analyzed. Course readings will then include seminal theoretical insights by anthropologists on demographic processes. Meanwhile, students will work toward the completion of a term paper in which they are expected to undertake some original research on a topic of their choice (e.g., new reproductive technologies; cross-cultural adoption; ethnicity and migration). Each assignment in this course will be a component of the final term paper. Prerequisite: L48-3612 (Population and Society) or permission of instructor.

Same as L48 Anthro 4253  
Credit 3 units. A&S IQ: LCD, SSC, WI Art: SSC EN: S

---

**L97 GS 4264 Memory for the Future**

The year-long Studiolab "Memory for the Future" (M4F) will create spaces and practices of humanities education, practical public history, and collaboration in the spirit of "multidirectional memory." This concept tries to address the interlinked histories and legacies of the Holocaust, slavery, apartheid, and colonialism and create opportunities for dialogue between communities impacted by and implicated in these forms of violence. Our principal aims are to explore, enrich, and sustain the global and local focus of "reparative memorial practices" in St. Louis. Focusing on commemorative efforts through public memorials, monuments and especially museums, M4F will engage survivors, activists, institutional leaders, and scholars (students and faculty) in the development of educational materials, artistic representations, exhibitions, and other approaches to bringing the past into the present. We strive to support the efforts of local and regional initiatives and venues to end racism, antisemitism, and homophobia and their related violence through innovative and inclusive memory work. Alongside classroom-based instruction focusing on discussing scholarship and acquiring practical, curatorial, and pedagogical skills, students will work with area institutions and initiatives to apply their study of multidirectional memory. This practicum is an integral part of the course and requires students to leave campus and regularly work with one of our partners (The Griot Museum of Black History, George B. Vashon Museum, St. Louis Kaplan Feldman Holocaust Museum, The Mildred Lane Kemper Art Museum, Reparative Justice Coalition of St. Louis, St. Louis Community Remembrance Project). Participants of the Studiolab are expected to attend regular weekly meetings and engage in self-directed and collaborative project work. We are also preparing study trips to regional sites of memory and education. The M4F Studiolab will convene at the Lewis Collaborative, a living-learning-commercial space at the west end of the Delmar Loop. All A&S graduate students and advanced undergraduates are invited to participate. Undergraduate enrollment by permission of the instructors. For History majors, this course fulfills the capstone requirement as an Advanced Seminar. As a year-long course, students are expected to enroll in both the fall and spring sections. For more information, please consult <https://www.m4f.community/>

Same as L56 CFH 426  
Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

**L97 GS 4274 Palestine, Israel, and the Arab-Israeli Conflict**

This course examines the history of the Arab-Israeli conflict from the mid-nineteenth century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process.

Same as L22 History 4274  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 4281 Comparative Political Parties**

An introduction to theories and concepts used in the analysis of political parties in democratic regimes, with emphasis on the classic literature covering West European advanced industrial democracies and the more recent scholarship on Latin American party systems. The course illuminates the complex aims consequences, and characteristics of modern party politics.

Same as L32 Pol Sci 4281  
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

**L97 GS 4282 Political Ecology**

An exploration of how the interactions between culture and environment are mediated by local, national, and global politics. Topics include "overpopulation", agricultural intensification, Green Revolution, biotechnology, corporate agriculture, green movements, and organic farming. Each student prepares an in-depth research paper that may be presented to the class. Prerequisites: Graduate standing, Anth 361, or permission of instructor.

Same as L48 Anthro 4282  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L97 GS 4284 The New Sicilian School**

The unification of Italy in the mid-19th century led to the creation of a new "Sicilian School," the first since that of the court poets associated with Frederick II in the 13th century. These new Sicilian writers have given us many narrative masterpieces, focusing on common concerns such as the island's identity over two millennia and the impact of Italian nationalism; the rise of bourgeois culture and the decline of indigenous patriarchal structures; the rule of law and the role of the Mafia; and the politics of language. Authors studied include Verga, Pirandello, Vittorini, Brancati, Tomasi di Lampedusa and Sciascia. Course taught in Italian or English.

Same as L36 Ital 428  
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

**L97 GS 4302 Divergent Voices: Italian Women Writers**

This course engages the fictional and political works of Italian women writers from the seventeenth century to the present day. We will read one of the acclaimed Neapolitan novels of Elena Ferrante, who is considered by many to be the most important Italian fiction writer of her generation. We will examine a cloistered Venetian nun's defiant 1654 indictment of the misogynist society that forced her into the convent. We will confront the reality of a woman writer who in 1901 was compelled to choose between her child and her literary career. Among other contemporary writers, we will study the humorous and radical feminist one-acts of playwright Franca Rame. Taught in English. No Final.

Same as L36 Ital 430  
Credit 3 units. A&S IQ: HUM, LCD, SC, SD EN: H

---

**L97 GS 4311 Renegades and Radicals: The Japanese New Wave**

In 1960, the major studio Shochiku promoted a new crop of directors as the "Japanese New Wave" in response to declining theater attendance, a booming youth culture, and the international success of the French Nouvelle Vague. This course provides an introduction to those iconoclastic filmmakers, who went on to break with major studios and revolutionize oppositional filmmaking in Japan. We will analyze the challenging politics and aesthetics of these confrontational films for what they tell us about Japan's modern history and cinema. The films provoke as well as entertain, providing trenchant (sometimes absurd) commentaries on postwar Japanese society and its transformations. Themes include: the legacy of WWII and Japanese imperialism; the student movement; juvenile delinquency; sexual liberation; and Tokyo subcultures. Directors include: Oshima Nagisa, Shinoda Masahiro, Terayama Shuji, Masumura Yasuzo, Suzuki Seijun, Matsumoto Toshio, and others. No knowledge of Japanese necessary. Credit 3 units. Mandatory weekly screening:

Same as L53 Film 431  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L97 GS 4324 Divergent Voices: Italian Women Writers**

This course will examine select novels, poetry, and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro, and Anna Banti. Special attention will be paid to the historical, political, and cultural contexts that influenced authors and their work. Textual

and critical analysis will focus on such issues as historical revisionism in women's writing, female subjectivity, and the origins and development of contemporary Italian feminist thought and practice. Taught in English.

Same as L36 Ital 432

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM

---

### L97 GS 4325 Global Art Cinema

How do art films tell stories? The dominant storytelling genre of the contemporary festival circuit, the art film has since World War Two combined "realist" and "modernist" impulses. Influenced by Italian neorealism, art films grant priority to characters from working class, sexual, and other exploited and imperiled minorities. Drawing on the fine arts, literature and music, art films also experiment with modernist themes and formal principles, such as subjectivity, duration, serial structure, denotative ambiguity and reflexivity. This course explores art cinema from a variety of national contexts, analyzing storytelling techniques and themes that challenge the "economical" and diverting forms associated with mainstream commercial filmmaking. Required Screenings.

Same as L53 Film 432

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L97 GS 4330 Literature of the Italian Enlightenment

This course aims to explore the spectrum of intellectual and literary discourse of the Italian Enlightenment by examining a wide array of texts and genres. Readings will include selections from Enlightenment and popular periodicals, scientific tracts on human anatomy, women's fashion magazines, the reformed theater of Carlo Goldoni, as well as Arcadian poetry, and literary criticism. We will study the rise and characteristics of "coffee culture" during this age. We will pay special attention to the "woman question," which stood at the center of eighteenth-century Italian intellectual discourse, and which was critical to the contemporary drive to define the enlightened nation-state. The class will be conducted as a workshop in which students and instructor collaborate in the realization of course goals. Readings in Italian or English; discussion in English. Prereq. Ital 323C or Ital 324C.

Same as L36 Ital 433

Credit 3 units. Art: HUM

---

### L97 GS 4331 Topics in Comparative Politics

Same as L32 Pol Sci 4331

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

### L97 GS 4352 Open Economy Macroeconomics

This course will begin with a review of international trade theory, of the balance of payment accounts and their relationship to international borrowing and lending. We will then study the asset approach to exchange rates determination, exchange rate behavior in the short and in the long run, and the relationship of exchange rates with prices and output. The course will also explore monetary and fiscal policy under both fixed and floating exchange rates, macroeconomic policy coordination and optimum currency areas, international debt problems of developing countries and their relation to stabilization program. Prerequisite: Econ 4021.

Same as L11 Econ 435

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

---

### L97 GS 4357 The Holocaust in the Sephardic World

The course provides students with a comprehensive understanding of the Holocaust, of its impact on the Sephardic world, of present-day debates on the "globalization" of the Holocaust, and of the ways in which these debates influence contemporary conflicts between Jews, Muslims and Christians in Southern Europe and North Africa. We will

turn to the history of these conflicts, and study the Sephardic diaspora by focusing on the consequences that the 1492 expulsion had within the Iberian Peninsula, in Europe, and in the Mediterranean world. We will study Sephardic communities in Europe and North Africa and their interactions with Christians and Muslims before World War II. Once we have examined the history of the Holocaust and its impact on the Sephardic world in a more general sense, our readings will focus on the different effects of the Holocaust's "long reach" into Southeastern Europe, the Balkans, and North Africa, paying close attention to interactions among Jews, local communities, and the Nazi invaders. Finally, we will address the memory of the Sephardic experience of the Holocaust, and the role of Holocaust commemoration in different parts of the world. We will approach these topics through historiographies, memoirs, novels, maps, poetry, and film.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

---

### L97 GS 4370 Global Feminisms

This course engages contemporary feminist theories from diverse transnational contexts, as well as the social movements and local resistances they inspire. Through engagement with key works of feminist theory, political manifestos, and creative works of resistance, we will explore how transnational feminist alliances and coalitions have contested and responded to gendered and racialized forms of exploitation, navigating and reshaping territorial and social boundaries. We will engage with debates around the notion of a "global sisterhood"; tensions between universal and local feminist practice; the role of difference, nationality and culture in navigating the possibility of solidarity; the role of the Internet in forging cross-border alliances; human rights-based activism; "women's" work; transgender inclusivity and transfeminisms. Part of our goal will be to ask how feminist theories from diverse geographical locations have influenced the politics of borders, movements for environmental justice, migrations and mobility, resistance to imperialism and the forging of alternative economies. We will also explore the gray areas existing in between binaries such as feminist/anti-feminist; local/global; home/away; global South/North; victim/agent; domination/dependency. Finally, we will ask how processes of knowledge-production take shape within different intellectual and political movements such as post-colonial feminism, decolonial and indigenous feminism, liberal and radical feminism, Marxist feminism and religiously-based feminisms.

Same as L77 WGSS 437

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SEM, SSC Art: SSC BU: BA EN: S

---

### L97 GS 4371 Caffè, Cadavers, Comedy, and Castrati: Italy and the Age of the Grand Tour

Taught in English. With French libertine philosopher the Marquis de Sade, German novelist Johann Wolfgang von Goethe, Romantic poet Lord Byron, and other illustrious travelers of high birth and good fortune who sought finishing enrichment by making their Grand Tour to Italy from the mid-eighteenth through the early nineteenth centuries, we will explore the richness and variety of Italian life and culture as depicted by both Grand Tourists as well as their Italian interlocutors. Chief among our destinations will be Venice, Bologna, Florence and Rome. Attractions typical of the early modern Tour will circumscribe our journey. Coffee houses first appeared in the eighteenth century and, in ways strikingly similar to their function today, became the real and symbolic centers of social, intellectual and civil exchange. We will explore eighteenth-century coffee culture through comedies and Enlightenment and popular journals that took them as their theme, as well as through a study of the coffee houses themselves, a number of which are still in existence. Theaters, concert halls, gaming houses, literary and scientific academies, galleries, churches, and universities will be part of the standardized itinerary we will follow. During the period, anatomy and physiology attained new legitimacy as crucial scientific disciplines and we will visit both the anatomical theater at the University of Bologna, where the annual Carnival dissection took

place, as well as the first museum of anatomy and obstetrics founded in the Bolognese Institute of Sciences in 1742 by Pope Benedict XIV. We will visit archeological excavation sites, in particular Pompeii, first unearthed in 1748. Fashion, an obsessive preoccupation of the day, will also be a point of interest in our travels. Through primary and recently published secondary sources we will also encounter the remarkable authority of Italian women unmatched anywhere else in Europe at the time. Prereq: at least one 300-level literature course. Readings in Italian or English.

Same as L36 Ital 437

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L97 GS 4372 Contemporary Korean I: Language, History, and Musical Culture**

This is an advanced to high-advanced level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: L51 428 (grade of B- or better) or permission of instructor. Same as L51 Korean 437

Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

---

**L97 GS 4392 Capitalism and Culture**

Capitalism is perhaps the most important historical and social phenomenon in the modern world. In tribal settings and major cities alike its complex impacts are evident. Through rich case studies of how capitalism touches down in diverse cultures, this course provides an introduction to anthropological perspectives on the economy and economic development. Themes covered include the history of capitalism and globalization, the cultural meanings of class and taste, the relationship between capitalism and popular culture, major artistic responses to capitalism, social movements such as environmentalism, and the field of international development. No background in anthropology or economics is required.

Same as L48 Anthro 4392

Credit 3 units. A&S IQ: LCD, SSC, SD Art: SSC EN: S

---

**L97 GS 4414 Gender Analysis for International Affairs**

In this transdisciplinary course, gender is not a synonym for women, as Terrell Carver reminds us; rather, students take gender seriously as both an analytical category and a lived experience, examining how masculinities, femininities, gender identities, and sexualities shape international affairs. Traversing from the macro to the micro level, the course functions as a learning community in which students are exposed to diverse voices from around the world, and students conduct gender analyses in case studies and simulations. Throughout, the class will be mindful of 1) how gender functions in tandem with other aspects of identity, such as race, religion, class, sexuality, and more (intersectionality) and 2) how multidimensional identities morph historically, regionally, and culturally. Students build a gender analysis toolkit and practice what Cynthia Enloe describes as "feminist curiosity," exploring the relationship between gender and power in international affairs.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L97 GS 4415 Technology, Empire, and Science in China**

How did technology, science, and empire intersect in early modern and modern Chinese history? Was there a unique "Chinese" way of studying nature? How did non-Chinese scientists and engineers contribute to China's knowledge of the world? This course offers a historical and historiographical survey of science and technology studies in China, from the 13th to the 20th century. It particularly examines the global circulation of scientific knowledge in the late imperial period, the place of technology in the empire building of the Qing dynasty (1637-1912), and the violent epistemic encounters between the West and China from

the 19th century onward. Throughout the semester, we will explore Confucian scientists as well as Muslim geographers, Jesuit engineers, Manchu anatomies, and Chinese barefoot doctors. Positioning China within a global order, the students will question the premises of modern scientific discourses and try to respond to a seemingly simple question: What does science and technology even mean in a Chinese context?

Same as L22 History 4415

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 4435 Memory, Tears, and Longing: East Asian Melodrama Film**

Excessive emotion, unreasonable sacrifice, hidden truth, untimely knowledge, and forbidden desire—the power of melodrama and its moving representations have fueled the popularity of hundreds, if not thousands, of books, plays, and films. Melodrama has variously been defined as a genre, a logic, an affect, and a mode, applied to diverse media, divergent cultural traditions, and different historical contexts. The course provides a survey of East Asian melodrama films—as well as films that challenge conventional definitions of melodrama—by pairing Japanese, Korean, and Chinese-language productions with key critical texts in melodrama studies. We will see classics such as *Tokyo Story*, *Two Stage Sisters*, and *The Housemaid*. We will examine melodrama's complex ties to modernity, tradition, and cultural transformation in East Asia; special emphasis will be placed on representations of the family, historical change, gender, and sexuality. In addition to historical background and film studies concepts, we will also consider a range of approaches for thinking about the aesthetics and politics of emotion. No prerequisites. No prior knowledge of East Asian culture or language necessary. Mandatory weekly scheduled screening.

Same as L53 Film 443

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L97 GS 4440 Topics in Chinese Language Cinema**

Variable topics associated with the shaping of Chinese-language cinema, whether originating from the PRC, Hong-Kong, or Taiwan. This course may take up themes, directors, film genres, special subjects (such as independent film), formal elements (such as cinematography or sound), or issues (the relationship of film to literature, specific cultural movements or political events). Required Screenings.

Same as L53 Film 444

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L97 GS 4441 The Forbidden City**

Home to 24 emperors of the Ming and Qing dynasties (1368-1911), the Forbidden City today occupies the heart of Beijing and comprises the largest ensembles of premodern architecture in China. This seminar examines the origins of the palace; its construction in the early Ming; the coded symbolisms of its plan and decoration; the rituals of court; and the lives of its denizens, from emperors (including Pu Yi, the "last emperor") to concubines and from Jesuit missionaries to eunuchs. The course also considers the 20th-century identity of the site as a public museum and a backdrop to major political events, as well as its role in the urban design and contemporary art of 21st-century Beijing. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Same as L01 Art-Arch 444

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

---

**L97 GS 4442 The Jewish Experience in Eastern Europe**

A study of Jewish culture, society, and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania, and the Ukraine, from the 16th century through the 20th century. Among the topics to be covered are: economic, social, and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial

policies toward the Jews; nationality struggles and antisemitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East European Jewish life; and the transition from Cold War to democratic revolution.  
Same as L22 History 4442  
Credit 3 units.

---

**L97 GS 4450 Japanese Fiction: Meiji Women Writers (Writing-Intensive Seminar)**

The Meiji Period (1868-1912) in Japan was a time of tumultuous change. During the era Japan made sweeping reforms to its government, educational system, and social structures. Meiji men were encouraged to "modernize" along Western lines, while women were expected to serve as "repositories of the past." Most women prized the elegant traditions and saw these as important markers of cultural identity. But not all were willing to completely abdicate their place in the modernizing impulse. This writing intensive course will examine these women's literary works, paying attention to the way they developed strategies to both "serve the nation" and find an outlet for their own creative voice. Works to consider include the short fiction of Higuchi Ichiyo, Shimizu Shikin, and Tamura Toshiko, the poetry of Yosano Akiko, the essays of Kishida Toshiko, and the translations of Wakamatsu Shizuko. All readings are available in English translation and students need not be familiar with Japanese, though background in Japanese Studies, Women's Studies, or literary studies will be helpful. This is a Writing-Intensive Seminar. Prerequisite: junior level or above or permission of instructor.  
Same as L05 Japan 445  
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

**L97 GS 4451 Contemporary Politics in India**

This seminar will examine current topics and controversies in contemporary Indian politics. The course will have three main foci: the links between politics and economic liberalization over the last two decades; the links between ascriptive identities such as religion, caste and gender and contemporary political processes, including ethnic and gender quotas; and the changes in party politics at the national and state levels that have accompanied the decline of Congress party dominance. Specific topics include the role of caste and religion in contemporary politics; the rise of state parties and its effects on federal relations; the effects of economic reform and globalization on economy and society; urbanization and migration flows; the rise of modern Hindu nationalism; and the links between collective violence and electoral politics.  
Same as L32 Pol Sci 4451  
Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

---

**L97 GS 4452 Topics in Modern Japanese Literature**

A topics course on modern Japanese literature; subject matter varies by semester. Prerequisite: junior level or above or permission of instructor.  
Same as L05 Japan 4451  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L97 GS 4453 Topics in Islam**

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to the historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through the 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and

religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.  
Same as L75 JIMES 445  
Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L97 GS 4462 History of Political Thought in the Middle East**

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.  
Same as L75 JIMES 446  
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS

---

**L97 GS 448 Japanese Poetry**

This course is a comprehensive survey of Japanese poetry from the 8th century to the present day. Topics include the development of the great tradition of court poetry in the Heian period (ca. 800-1200) and its full flowering during the medieval period (ca. 1200-1600), the influence of the Zen aesthetic, the emergence of linked verse and haiku, and the transformation of the classical tradition with the advent of the modern era. All works will be read in English translation, although knowledge of Japanese will be useful. Graduate students will be expected to read original materials extensively. Prerequisite: junior level or above or permission of instructor.  
Same as L05 Japan 448  
Credit 3 units. Art: HUM

---

**L97 GS 4481 Writing Culture**

Different ways of writing about people, culture, and society in past and present times. Readings include anthropological works as well as works of fiction that represent people and the times, places, and circumstances in which they live. Students conduct and write about their own ethnographical observations.  
Same as L48 Anthro 4481  
Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

---

**L97 GS 4484 Japanese Prints: Courtesans, Actors and Travelers**

Woodblock prints of the 18th and 19th centuries and their relationship to literature and popular culture. Topics include the life of the pleasure quarters, sexuality and the "erotic," parody, kabuki theater, and the representation of women. Prerequisite: 3 units in Japanese painting, or permission of instructor.  
Same as L01 Art-Arch 4482  
Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

---

**L97 GS 4485 Topics in Irish Literature I: Modern Irish Narrative and Questions of Identity**

Topics course in Irish literature.  
Same as L14 E Lit 4485  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---



---

**L97 GS 4490 Modern Japanese Women Writers (WI)**

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers to be considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction will be available in English translation, and students need not be familiar with Japanese. Prior coursework in literature/women's studies may be helpful. This is a Writing Intensive course. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 449

Credit 3 units. A&S IQ: HUM, LCD, SD, WI EN: H

---

**L97 GS 4491 Modern Japanese Women Writers**

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction are available in English translation, and students need not be familiar with Japanese. Prior coursework in literature/women's studies may be helpful. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 4491

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

---

**L97 GS 4492 The Irish Literary Revival**

The class will study major writings by Oscar Wilde, W. B. Yeats, J. M. Synge, James Joyce, & Flann O'Brien within the contexts of the language movement, colonialism, cultural nationalism, the socialist movement and the 1913 Lockout, the Easter Rising and the War for Independence, the Civil War, the founding of the Irish Free State, the Partition, and the Irish Theocracy. Wilde's notions of the primacy of art with regard to politics and their elaboration by W. I. Thompson and Declan Kiberd will be an organizing principle in the course. The class will see two films, offer oral reports, and write papers.

Same as L14 E Lit 4492

Credit 3 units.

---

**L97 GS 4496 East, Meet West: Asia Encounters Europe**

This seminar, which is grounded in cross-cultural aesthetics, examines East Asian visual responses to European art and science from the 16th through 19th centuries. The same Western ideas and works that were first introduced by Jesuit missionaries, that were continued by merchants, and that culminated with colonial enterprises left very different impressions on China and Japan. An introduction to cross-cultural aesthetics from both Western and East Asian perspectives lays the theoretical foundation to engage these works of art before the course proceeds thematically through time to cover painting, cartography, woodblock prints, ceramics, and photography within transregional and transcultural contexts. One upper-level course in Art History is recommended but not required before taking this course.

Same as L01 Art-Arch 4494

Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

---

**L97 GS 4510 Environmental Policy**

Course will examine the relationship between environmental economics and environmental policy. The course will focus on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course will examine critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; (2) use of market incentives (e.g., prices, taxes, or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Same as L11 Econ 451

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L97 GS 4511 Urban Culture in Modern China**

The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdoms," new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential. The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor.

Same as L04 Chinese 4510

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 4517 Anthropology and Development**

What is 'development'? Economic progress for all? A slow and gradual 'improvement' in the human condition? Helping people with 'projects'? Westernization? Modernization? The sorting out of bodies that are useful and can be put to work from those less useful bodies that must be contained, imprisoned, or killed? The militarized accumulation of capital? The commodification of labor? The exhaustion of nature? In this advanced seminar we will consider how anthropologists - as writers, analysts, and theorists - have engaged the theories, meanings, practices, and consequences of (sometimes externally directed) economic and political change. We focus on issues of the contemporary moment: oil; urban poverty and inequality (sex work, migration, water, debt, and cash transfer programs); and cultures of militarism. The course is designed to provide a graduate-level introduction to theory and ethnography based on intensive reading, discussion, critique, and writing, with revision. It is open to advanced undergraduates and fulfills writing-intensive (WI) requirements, as well as capstone requirements for some majors.

Same as L48 Anthro 4517

Credit 3 units. A&S IQ: LCD, SSC, SC, SD, WI Arch: SSC Art: SSC BU: ETH EN: S

---

**L97 GS 4520 International Climate Negotiation Seminar**

This course is designed to prepare students to attend and observe annual meetings associated with the United Nations Framework Convention on Climate Change (UNFCCC) as a delegate of Washington University. The course and meetings provide student delegates with a unique educational experience to observe the development of

international climate policy through interdisciplinary negotiations and interactions inside the negotiating space. Students see the interaction between climate policy, science and technology as they identify and analyze policy decisions across the international climate regime.

The COP 29 meeting will be held in Baku, Azerbaijan, from Monday, November 11, 2024 to Friday, November 22, 2024. While the number of students who can attend meetings is limited by the United Nations, we will do our best to have course participants attend one week of the COP. Course enrollment is limited. Indicate your interest by placing yourself on the waitlist and completing an application. The cost of meeting attendance is partially covered by the College of Arts & Sciences and need based support is available. More information on cost is included on the course FAQ page. Pre-requisite: junior standing. Contact the instructor with questions at martin@wustl.edu. Registration for this course is direct to the waitlist, and students are selected by application. The application can be found here. The deadline for the application is 5 PM on April 24th.

Same as L82 EnSt 452

Credit 4 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L97 GS 455 Topics in Korean Literature and Culture

Topics course in Korean literature and culture; subject varies by semester. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: junior level or above or permission of instructor.

Same as L51 Korean 455

Credit 3 units. A&S IQ: LCD EN: H

---

### L97 GS 4560 English Novel of the 19th Century

Prose fiction by such writers as Jane Austen, Dickens, Thackeray, George Eliot, the Brontës, and Hardy.

Same as L14 E Lit 456

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

### L97 GS 457 Gender and Modernity in Latin America

The purpose of this course is to introduce students to the particular forms modernity assumes in Latin American countries and to the ways in which national cultures, identity politics, and gender issues interweave during the 20th-century. The course will discuss three particular articulation of this topic: 1) Gender and the national question in Argentina: Eva Peron; 2) Gender and Visual Arts: Frida Kahlo; and 3) Gender and Ethnicity: Rigoberta Menchu. Through these iconic figures students will be introduced to the specific features that characterized three very different but representative cultural scenarios in Latin America. In each case, the context for the emergence of these highly influential public figures will be studied from historical, social and cultural perspectives. In order to explore the cultural and political significance of Eva Peron, Frida Kahlo and Rigoberta Menchu, the course will utilize literary texts (speeches, letters, diaries, etc.), visual materials (photography, films, and paintings) and critical bibliography.

Same as L45 LatAm 457

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L97 GS 4582 Major Film Directors

What does the film director do? In the earliest movies, film directors modeled themselves on their theatrical counterparts: they chiefly focused on how to stage an action in a confined space for a stationary camera that represented an ideal member of the audience. As the camera began to be used to direct audience attention, first through cutting, then through actual movement, the film director evolved from a stager of events to a narrator. By analyzing the work of one or more major film directors, this course will explore the art of film direction. We will learn how film directors may use the camera to narrate a scene, to provide their own distinctive view of the actions playing out on the movie screen. May be repeated for credit with permission of the instructor. REQUIRED SCREENING: [day, time].

Same as L53 Film 458

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L97 GS 4590 Writing North Africa: Francophone Literature of the Maghreb

With statues of colonizers coming down around the world, France reckons with its colonial legacy in North Africa. Ever since their conquest of Algiers in 1830, the French have been fascinated by writing from across the Mediterranean. Beginning with nineteenth-century French travel narratives about Algeria, the colonial era defined ideas of the "exotic." As Algeria, Morocco, and Tunisia gained independence from France in the mid-twentieth century, North African authors often wrote their own literature in the language of their former colonizer. These authors and their contemporary descendants continue to create and challenge the ideas of postcolonial francophone literature today. The main seminar sessions are taught in English, with additional required weekly undergraduate discussions (section A) in French. Prerequisites: for undergraduates, French 325 or 326, Thinking-It-Through, or In-Depth; for graduates not in French, reading knowledge of the language.

Same as L34 French 459

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L97 GS 4611 Latin American Populism and Neo-Populism

Over the past 100 years populism, in its diverse forms, has dominated Latin American politics. This course examines case studies of classical populism (Aprismo, Cardenismo, Peronismo, Varguismo, etc.) and neopopulism (Fujimorismo, Chavismo, Moralesismo, neo-Peronismo). In doing so, it explores new theories of populism and analyzes populist discourses, leadership styles, gender and racial politics, mobilizational tactics, transnational networks, and foreign policies.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L97 GS 4615 Caricature: The Culture and Politics of Satire

This course examines the golden age of caricature. Beginning with the prints of William Hogarth, we will look at the caricatural traditions in France and England from the late 18th century through the early 20th century. Special emphasis will be placed on visual satire as a vehicle for social and political critique; on theories of humor (particularly Baudelaire and Bakhtin); and on the development of a mass market for this imagery. Other figures to be discussed include Rowlandson, Cruikshank, Daumier, Gavarni, Philippon, and Gil. We will take advantage of a major collection of French caricature in the Mildred Lane Kemper Art Museum at Washington University as well as collections available for study in Olin Library and at the Saint Louis Art Museum. Prerequisites: L01 113, L01 215, or a 300-level course in modern European history or literature; or permission of instructor.

Same as L01 Art-Arch 4615

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

### L97 GS 4622 Labor and Labor Movements in Global History

This course examines the connections between work, types of workers, workers' movements, labor ideologies, and labor politics from a global historical perspective. It analyzes working-class formation, state-labor relations, patterns of racialized and gendered work, and transnational and transcontinental labor activism in the context of global capitalism. Special attention will be given to experiments in workers' control, workers' responses to precarity, and the emergence of platform and digital workers as part of the global working class.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

---

**L97 GS 4630 Modernity, Culture and the State in Mexico**

This course is an advanced seminar on the process of the cultural, ideological and institutional modernization of Mexico. Drawing on readings from fields such as history, cultural anthropology, political sociology and cultural theory, the course discusses the shaping of various forms of social subjectivity and cultural ideology that sustained the formation and development of the state. The course also engages with the identities and processes that led both to the formation of structures of citizenship and to the contestation of state power. This course is structured chronologically, following the development of three interrelated processes unfolding between 1810 and the present: (1) the creation of state institutions and ideology and their evolution in relationship to events such as the liberal Reforma of the 1850s and the Mexican Revolution; (2) the cultural and social implication of processes of capitalist development, modernization and globalization; and (3) the ways in which Mexico's histories of sociocultural difference led to political and cultural insurgencies and rebellions. This course fulfills the seminar requirement for Latin American Studies majors. Prerequisite: L45 165D, L45 305, any other 300-level course with significant focus on Mexico, or permission of instructor.

Same as L45 LatAm 4630

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

---

**L97 GS 4631 The Binational Condition. The Mexico-US Relationship in Mexican History and Culture**

From the 19th century onwards, the relationship between Mexico and the United States has been defined by intense tensions and contradictions. Closely intertwined by geopolitical engagement and integrations, mutual migration flows, and rich cultural exchange, both countries belong to a binational system with few equivalents around the world, which defines the lives of people living across North America. And yet, few people in the United States have access to a clear and rigorous understanding of the Southern neighbor, often leading to conflict at the political and social levels. This class explores this historically, from the early frictions caused by territory and slavery to the binational conditions of the present. The class emphasizes the Mexican perspective of the relationship, often erased in discussions from the U.S. From this perspective, the course will engage critical moments in the history of the relationships, such as the underground railroad to the South, the Mexican American War, the Guadalupe Hidalgo treaty, and the Cold War. The class will also discuss the ways in which Mexico has influenced the United States culturally, from the impact of Mexican post-Revolutionary art in the New Deal to the rise of film directors like Alfonso Cuarón and Guillermo del Toro. Finally, the class will lay out the ways in which Mexicans and scholars of Mexican studies think about questions such as regional development, the border, immigration, and the Drug War. Prereq. L45 165D or prior coursework on Global Studies, Latin American Studies or American Studies. The course covers the seminar requirement for majors and minors in Latin American Studies.

Same as L45 LatAm 4631

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L97 GS 4633 20th-Century Latin American Revolutions**

Latin America has been described as one of the most "revolutionary" regions of the world in the twentieth century. It experienced four major social revolutions and gave rise to many consequential guerrilla movements. This course uses theories of revolution and a social science historical approach to elucidate the causes, processes, outcomes, and implications of revolutions in Mexico (1910), Bolivia (1952), Cuba (1959), and Nicaragua (1979). It also analyzes late 20th century revolutionary guerrilla movements in El Salvador and Peru. Why peasants, university students, and women formed key social bases of support for revolutionary movements and how revolutions were institutionalized and consolidated will receive special attention.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

---

**L97 GS 4640 Nation and Desire in Latin America**

The purpose of this course is to analyze the process of nation formation in Latin America, since the imaginaries of the "Creole nation" to the first half of the 20th century. Class discussion will encompass the study of theories on nation formation and nationalism as well as textual representations of national projects, such as Simon Bolivar's letters and discourses, selections from Facundo, Civilization and Barbarism by Domingo F. Sarmiento, selected texts by Andres Bello, Alfonso Reyes, et al, Ariel, by J. E. Rodo, Pedro Henriquez Urena's Seis ensayos en busca de nuestra expresion, Jose Vasconcelos' La raza cosmica, Jose Carlos Mariategui, Siete ensayos de interpretacion de la realidad peruana, Jose Marti's Nuestra America and other essays. Some of the main topics to be discussed are the leading role of Creole elites in the consolidation of national cultures, the marginalization of women as well as indigenous and Afro-Hispanic populations, and the role of nationalism in the shaping of modern societies. Colonialism, Occidentalism, liberalism, positivism, nationalism and modernity are some of the concepts that will be explored both theoretically and in their particular discursive usages. Finally, the concept of nation(alism) will be studied as a political/rhetorical device and as the resulting expression of agency, interest, and desire, in peripheral societies.

Same as L45 LatAm 464

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L97 GS 4641 Japanese Textual Analysis**

This course introduces the advanced student of Japanese to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Japanese society and culture, reflect the needs and interests of the enrolled students. Focus is on close reading and syntactic analysis of the selected texts. Regular translation exercises gauge the mastery of grammar, syntax, and idiomatic usages. All readings are in Japanese, with class discussion conducted predominantly in English. A final translation project, to be chosen by the student in consultation with the instructor, is required. Prerequisite: permission of instructor.

Same as L05 Japan 464

Credit 3 units. A&S IQ: LCD EN: H

---

**L97 GS 4650 Cities, Race and Development in Latin America**

This course offers a multi-disciplinary approach to the study of the Latin American city: its history, development and inherent economic, social, cultural, ethnic, and political tensions. Lectures, readings, and class debates will explore interactions between the materiality and structure of Latin American modern cities and the social and cultural phenomena related to urban life in multicultural societies. Particular attention will be devoted to the effects of internal/external migration, and to the development of public spaces and sites of memory. Patterns of social segregation, marginalization, inequality, and the like, will be analyzed in order to elaborate on the contemporary challenges of the city in a globalized yet traditional world. In addition to the analysis of living, institutional, and commercial spaces, the course will cover social dynamics that break the discipline of the city through different forms of transgression, including crime, informal housing, and underground movements. The goal of the course is to expose students to historical and social developments as exemplified in a variety of urban environments, and to encourage reflection on issues of social justice related to the living conditions of rural, disadvantaged, and indigenous populations. The course will be conducted in English. Mandatory readings will be in English. Additional readings in Spanish will be required for those students fluent in the language. Prereq. None. Same as L45 LatAm 465

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, IS EN: H

---

---

**L97 GS 4652 Latin American Subcultures**

This course has been planned as an introduction to the interconnections between "high" culture, popular culture, and mass culture, with particular emphasis on the formation of urban subcultures in contemporary Latin America. The topic of subculture and counterculture will be analyzed, taking into consideration the influence of factors of class, race, and gender in the construction of alternative cultural identities. Some of the connections to be studied are between political power and cultural resistance, affect, violence, symbolic value, hegemony and marginality. Distinctions will be made between culture, subcultures, traditions, and lifestyles as well as between multiculturalism and interculturality. While the first part of the course will introduce critical concepts, theories, and methodologies, the second half will focus on specific articulations between cultural practices and the domains of belief, sexuality, violence, and social media, including uses of music, video, and films. Students will prepare a final paper on a Latin American subculture of their choice and analyze it using the critical and theoretical tools discussed in class. Prerequisite: L45 165D. This course fulfills the seminar requirement for Latin American Studies majors and minors.

Same as L45 LatAm 4650

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L97 GS 4664 Popular Culture and the Representation of Youth in Latin America**

The objective of this course is to introduce students to different aspects related to the representation of youth in Latin America, particularly through the depiction this sector receives in the realm of popular culture. The course will focus on the relationship between youth and social/political conflict and on the literary and cinematic representation of juvenile sectors in cultural production in different Latin American countries. The roles of music, melodrama and the media will be studied in connection to the construction of subjectivity and collective identity. The course will also analyze the involvement of juvenile sectors in narco-culture, gangs, maras, and the like, as well as the impact of violence, fear, and social inequality in early life. The analysis of films, literary texts, critical studies and cultural practices will be approached through a combination of biopolitical analysis and the analysis of representational strategies utilized in the elaboration of symbolic materials. This course fulfills the seminar requirement for Latin American Studies majors and minors. Prerequisite: LatAm 165D or another Latin American Studies course.

Same as L45 LatAm 466

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 467 The Chinese Theater**

This course is a survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China, Taiwan, and Hong Kong. Background in either China studies or theater in other cultures recommended. Prerequisite: junior level or above or permission of instructor

Same as L04 Chinese 467

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

---

**L97 GS 4675 Beyond the Harem: Women, Gender, and Revolution**

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anticolonial social revolutions and how these revolutions affected the position of women in those societies.

Same as L22 History 4675

Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

---

**L97 GS 4690 Citizenship in the Hot Seat. Migration and Borders in Latin America**

This course is an introduction to concepts, interpretations, and debates related to different forms of human mobilization across borders, particularly in contemporary Latin America. However, class discussions will expand to other scenarios in order to contextualize the experience and characteristics of migration today. Some of the notions to be analyzed in connection to this topic are freedom of movement, citizenship, inequality, the labor market, borders, territoriality, and national security. Borders will be studied as material constructions (i.e., walls, wire fences, technological surveillance, funnel systems, and strategies of deterrence) and as conceptual/symbolic representations. In addition to migratory movements, other phenomena such as diaspora, exile, and forced displacements will also be introduced as they have developed in Latin America. Cultural and psychological aspects related to migratory experiences -- such as the role of memory and affect, individual and collective trauma, social effects of deportation, stereotyping, the role of race and gender, and so on -- will also be considered, as they constitute integral aspects of migratory studies. The course will be conducted in English as a combination of lectures, student presentations, and collective discussions of assigned readings. Fulfills the seminar requirement for Latin American Studies majors and minors. Prerequisite: L45 165D.

Same as L45 LatAm 4691

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L97 GS 4692 Reading Across Languages and Cultures: Theory, Research and Practice**

The United Nations has declared that literacy is a fundamental human right. This course, which is taught in English, connects to the mission of UNESCO and examines the wide range of theoretical and research issues -- both historical and current -- related to reading and writing across languages and cultures. Literacy acquisition among second-language learners involves a number of variables, including both cognitive and social factors. Topics to be discussed include universal cognitive operations, individual learner differences, text types and literary forms, literacy and social power, and the extent to which reading and writing are interrelated. Students will discuss how to bridge scientific research in the laboratory to practice, and they will be involved in St. Louis community outreach projects with refugees and immigrants at the International Institute, where they will create and implement reading and writing activities driven by theory and empirical investigations. Students will take the theory and research they learn, and they will help meet the local reading and writing needs of a changing population with a variety of backgrounds, values, and educational preparations. The course is required for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors, such as Global Studies and Educational Studies.

Same as L92 APL 4692

Credit 3 units. A&S IQ: SSC EN: S

---

**L97 GS 4710 Topics in Modern Arabic Literature in Translation**

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles. Same as L49 Arab 471

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L97 GS 4712 Topics in Religious Studies: Gender and Religion in China**

In this course, we explore the images, roles, and experience of women in Chinese religions: Confucianism, Daoism, Buddhism, and so-called "popular" religion. Topics discussed include: gender concepts, norms, and roles in each religious tradition; notions of femininity and attitudes towards the female body; biographies of women in Confucian, Daoist, and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese society. All readings are in English or in English translation. Prerequisite: Senior/Graduate Standing. Students with no previous background in Chinese religion, literature or culture need to obtain instructor's permission before enrolling.

Same as L23 Re St 4711

Credit 3 units. A&S IQ: HUM, LCD

---

**L97 GS 4731 Global Political Economy**

This course will borrow on the insights of international relations scholarship and economic theory to develop a broad understanding of international economic relations. Specifically, this course attempts to address the following two sets of questions: 1) How do global economic relations fit into the broader category of international relations? How do the existing theories in international relations (liberalism, realism, and Marxism) help us understand international economic relations between nation-states? 2) What are the effects of these international economic forces (trade, finance, and multinational production) on domestic governments and societies?

Same as L32 Pol Sci 4731

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

---

**L97 GS 474 National Narratives and Collective Memory**

This course examines how national narratives shape the ideas of nation-states about themselves and others. It considers cultural, psychological, and political aspects of narratives used to interpret the past and understand the present. In addition to reviewing conceptual foundations from the humanities and social sciences, particular national narratives are considered as case studies.

Same as L48 Anthro 474

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L97 GS 4750 Screening the Holocaust**

This course surveys the history of Holocaust representation on film, examining a wide range of documentary and fictional works from 1945 to the present day. Discussions will consider a number of key questions, including: What challenges does the Holocaust pose to cinematic representation, and how have filmmakers grappled with them? How have directors worked within and against notions of the Holocaust as unrepresentable, and how have they confronted the challenge of its association with a limited set of highly iconic images? What are the more general ethical and political dimensions of representing the Holocaust onscreen -- its victims as well as its perpetrators, the systematic genocidal violence that characterized it, and the sheer absence of so many dead? We will also probe the changing significance of cinematic representation of the Holocaust, exploring the medium's increasingly memorial function for audiences ever further removed from the historical moment of its occurrence. Screenings may include *The Last Stage*; *Distant Journey*; *Night and Fog*; *Judgment at Nuremberg*; *Shoah*; *Europa, Europa*; *Schindler's List*; *Train of Life*; *The Specialist*; *Photographer*; *A Film Unfinished*. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidra Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings

Same as L53 Film 475

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L97 GS 4755 Worldviews, World-Building, and World Literature: New Approaches to Chinese Literature**

This course explores how the multivalent notion of "world" creates new approaches for studying Chinese literature from the 16th century up to the early 20th century. It will consider the following questions: How did the Chinese people perceive, map, and write about the world prior to modernity? What are the strategies to construct fictional, virtual, or gameful worlds through literature and other media? How and why should we position Chinese literature as world literature? Issues covered in this course include premodern worldviews, literary and transmedia world-building, multilingualism, adaptation, and translation. One primary goal of this course for students is to learn how to critically apply theories from narratology, media studies, and comparative literature to study Chinese literature. To this end, the first session will focus on a particular piece of theoretical work or relevant secondary scholarship, and in the second session students will conduct a case study with selected primary sources to practice employing, questioning, and complicating those theories and methods. All readings will be provided in English. Students with classical and modern Chinese skills will be encouraged to read materials in the original to the extent possible. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisites: junior level or above or permission of instructor.

Same as L81 EALC 4750

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L97 GS 4761 Politics of Global Finance**

Global finance underwent stunning transformations over the past thirty years. The changes contribute to interdependence, challenge national sovereignty, alter state-society relations, affect economic development, and influence the distribution of wealth and power in the global political economy. The seminar examines the political economy of monetary relations, the globalization of capital markets, and their effects upon domestic and international affairs.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L97 GS 4762 Money, Exchange and Power: Economy and Society in the Ancient Mediterranean World**

From seaborne trade and banking to slavery and the impact of new technology, the economy of the ancient Mediterranean world constitutes a particularly dynamic field of study. To examine a society's underlying economics is to gain critical insight into those historical phenomena that are themselves the product of multiple, overlapping dimensions of human action and thought. This course engages directly with a fascinating array of primary evidence for economic behaviors, beliefs, structures, and institutions among the Romans, Greeks, and their neighbors. We will also explore the methodological challenges and implications of that evidence as well as a variety of modern theoretical approaches. This year our focus is mainly upon developments among the Greeks, ranging from the transformative invention of coinage to the rise of commercial networks centered around religious sanctuaries like Delos. PREREQ: CLA 341C OR 342C OR 345C OR 346C OR PERMISSION OF INSTRUCTOR.

Same as L08 Classics 476

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

**L97 GS 4771 Native and Cosmopolitan Modernisms: American and European Art between the Two World Wars**

This seminar focuses on two contrasting currents within American and European modernism between the two world wars: native and cosmopolitan. Alternating between the United States and France, the content of this course begins in the years before World War I and concludes with the rise of virulent forms of cultural nationalism during the late 1930s. We consider the subjects, personalities, aesthetic strategies, and political and social investments associated with these alternative modernisms, which are linked to a search for roots on the

one hand and to a desire for forms of spatial and social mobility on the other. By comparing the "homegrown" and expatriate experiences, we will consider divergent attitudes toward identity, gender, nation, time, and nature, analyzing these two fundamental responses to modernity in relation to one another. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.

Same as L01 Art-Arch 4770

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

---

**L97 GS 479 Reading Seminar in Modern Chinese Literature:**

**Envisioning a New China: The May Fourth Era, 1919-1949**

A seminar on modern Chinese literature with varying topics.

Prerequisite: junior level or above or permission of instructor.

Same as L04 Chinese 479

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L97 GS 4790 Senior Seminar in Religious Studies: Governing Religion**

The topic for this seminar differs every year. Previous topics include Religion and Violence; Governing Religion; Saints and Society; and Religion and the Secular: Struggles over Modernity. The seminar is offered every spring semester and is required of all Religious Studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous coursework in Religious Studies.

Same as L23 Re St 479

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

---

**L97 GS 4800 Topics in Buddhist Traditions**

This course focuses on a selected theme in the study of Buddhism. Please refer to the course listings for a description of the current offering.

Same as L23 Re St 480

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM EN: H

---

**L97 GS 4801 Reading Seminar in Chinese Popular Literature and Culture**

A seminar on Chinese popular literature and culture with varying topics.

Prerequisite: junior level or above or permission of instructor.

Same as L04 Chinese 480

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

**L97 GS 4803 Advanced Seminar: Partition: The Making of India and Pakistan**

The division of India and Pakistan at the time of Independence from British colonial rule was a major event that has left its mark on the lives, memories, and politics of contemporary South Asians. Why did British India break apart along apparently religious lines? Was sectarian or "communal" violence inevitable, or endemic in South Asian society? How was Partition - a time of violence, mistrust, dispossession, displacement, and mass migration -- experienced by ordinary people? How is the traumatic memory of this event borne by individual women, children, by families? How does its legacy persist, and how is it being remembered, and reckoned with, today? In this course, we will not find final answers to these difficult questions, but we will learn how to explore them responsibly, using literature, film, and other archival sources. This course provides students with a forum to discuss and explore topics of their own choosing.

Same as L22 History 4803

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

**L97 GS 4810 Global Structures and Problems**

This course examines social problems around the world and their relationship to globalization - that is, the increasing connectedness of social and economic life across borders. Students will investigate a range of these problems - such as environmental degradation, labor exploitation, human rights abuses, ethnic conflict, poverty, and inequality - and these issues' links to both personal experiences and larger social structures. The course is premised on the idea that to understand current global social problems, one must understand the evolution of markets, states, civil society and social movements, gender hierarchies, ethnic categories, and global governance over the past century. While the course has no specific prerequisites, some familiarity with sociological analysis is strongly recommended. Graduate students should enroll in the 500-level offering.

Same as L40 SOC 4810

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC, SSP BU: BA, IS EN: S

---

**L97 GS 4816 Art and Culture in Fin-de-Siecle Europe**

This course presents an examination of painting, photography, and the decorative arts in France during the period between the two World's Fairs of 1889 and 1900. Artistic movements include Symbolism (Van Gogh, Gauguin, and Redon), later Impressionism (Monet and Morisot), Neo-Impressionism (Seurat and Signac), and Art Nouveau. Thematics include urban leisure and cafe culture, the agrarian ideal, the promises and threats of science and technology, the lure of the primitive, and the impact of nationalism and feminism on the arts. Prerequisites: L01 215 and any 300-level course in 19th-century art, literature, or history; or permission of instructor.

Same as L01 Art-Arch 4816

Credit 3 units. Art: AH

---

**L97 GS 4820 War, Migration, and Human Rights**

In this course we will explore the recent history of displacement and human rights; this includes the origins of laws that still govern the lives of refugees and asylum seekers. While migration has been a constant in history, we will center our inquiries on more recent events, beginning in the 1930s and up to the present day. We will pay close attention to several conflicts that led not only to global displacements, but that also raised important questions about human rights. These conflicts include, but are not limited to: the Spanish Civil War, World War II, and the Vietnam War. While most of our more contemporary sources will involve migration to the United States from Latin America, we will also address the present flow of people across visible and invisible borders in other parts of the world. We will work our way through complex arguments about extremely contentious and timely topics and make use of primary sources and secondary literature, fiction, memoirs, film and other media. The last section of the class will center on different research and writing methods.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS

---

**L97 GS 4842 The Japanese Empire in Asia, 1874-1945**

This course examines the expansion of the Japanese Empire in Asia from 1874-1945, focusing on Japan's acquisition of neighboring territory and the subsequent building of colonies in Taiwan, Korea, and Manchuria. The course will explore the concepts of imperialism and colonialism, how they functioned in East Asia, and how they intersect with other major developments in Asia, including ideas of civilization and race, the formation of the nation, and the growth of capitalism.

Same as L22 History 4842

Credit 3 units.

---

**L97 GS 4844 Women and Confucian Culture**

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. The course will focus on Ming (1368-1644) and Qing (1644-1911) China, but will also examine these issues in two other early modern

East Asian societies: Yi/Choson (1392-1910) Korea and Tokugawa (1600-1868) Japan. Course readings are designed to expose students both to a variety of theoretical approaches and to a wide range of topics, including: women's property rights; the medical construction of gender; technology, power and gender; and state regulations on sexuality.

Same as L22 History 4844  
Credit 3 units.

---

#### **L97 GS 485 Preparation for Global Studies Honors Thesis**

Required for GS senior thesis writers, this course addresses the methods and mechanics of research and writing in GS, concurrently with independent work with the thesis adviser. The seminar provides structure, guidance, and response to your work. Students will already have identified a thesis topic; in the seminar, they will identify a research question and develop a thesis proposal. In workshop format, students will examine one another's research questions, hypotheses, and methods of analysis. In additional sessions, students will learn the basics of several models of electronically assisted research, and they will develop and refine presentation skills through the presentations of their proposals and results at various stages of progress. Prerequisites: 1) a GPA of 3.65 at the time of application to the thesis program; 2) the identification of a thesis adviser; and 3) the approval of the GS Honors Program Director. Attendance is required.  
Credit 3 units.

---

#### **L97 GS 4850 Topics in Jewish Studies**

Consult Course Listings for current topic. Prerequisite: permission of instructor.  
Same as L75 JIMES 485  
Credit 3 units. BU: HUM EN: H

---

#### **L97 GS 4854 Gauguin in Polynesia: the Late Career**

This seminar focuses on the late career of Paul Gauguin, in Tahiti and the Marquesas. This course examines closely the colonial context of fin-de-siecle French Polynesia, Gauguin's response to indigenous culture, his ongoing interests in European currents of theosophy and anarchism, the development of his primitivist style in response to the French avant-garde, and Gauguin's legacy to modern art and culture in the early twentieth century. Readings will range from primary texts (literature and journals read by the artist, his letters, his satirical articles and caricatures produced for a Tahitian newspaper, his treatises on religion), to post-colonial theory and recent critiques of primitivism. French reading skills are useful, but not required for the course. We will visit the St. Louis Art Museum to view both the Oceanic collection, and prints and paintings by Gauguin. PRE-REQUISITE: AT LEAST ONE UPPER-LEVEL COURSE IN MODERN ART HISTORY, OR PERMISSION OF THE INSTRUCTOR.

Same as L01 Art-Arch 4854  
Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

#### **L97 GS 4856 French Art and Politics in the Belle Epoque**

This interdisciplinary seminar addresses the rich intersection of politics, fine arts and visual culture in modern France from the Franco-Prussian War (1870) to the First World War (1914). We will study the political trends, historical events, and cultural conditions of the era, and their direct influence on the production and reception of a wide range of visual arts, ranging from official paintings and monuments to popular culture such as tourist and documentary photography, commercial posters and political caricature. We also examine the question of what it meant in the Belle Epoque to be an avant-garde artist, and how such artists expressed political sentiment in their work. Prerequisites: permission of instructor.

Same as L01 Art-Arch 4856  
Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

#### **L97 GS 4859 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000**

This seminar examines film and modern art within the framework of "Orientalism" Reading foundational texts by Said, and incorporating theory and historical discourse concerned with race, nationalism, and colonialism, we explore artistic practice in European photography, painting, and decorative arts from 1850 to recent times and European and Hollywood Film. We study how power and desire have been inscribed in western visual culture across the bodies of nations and peoples through conventions such as the harem, the odalisque, the desert, and the mysteries of ancient Egypt. To that end, we will look at artists such as Delacroix, Ingres, Gérôme, Beardsley, and Matisse and will screen films such as *The Sheik*, *The Mummy*, *Salome*, *Cleopatra*, *Pepe le Moko*, *Naked Lunch*, *Shanghai Gesture*, *Thief of Bagdad*, *Princess Tam Tam* and *The Sheltering Sky*. Subjects include the representation of gender, sexuality, desire, race, and identity as well as the cultural impact of stereotype and "exotic" spectacle. Students will study methods of visual analysis in film studies and art history. All students must attend film screenings. 3 credits  
Same as L53 Film 485  
Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

---

#### **L97 GS 486 Global Studies Senior Honors Thesis**

Second semester of the Global Studies Senior Honors Thesis. Enroll in the section number that is unique to your thesis advisor. While this course earns you 3 credits, those may not be counted toward the GS major requirements. The course involves intensive research leading to the completion of your GS honors thesis conducted under the supervision and guidance of a faculty sponsor.  
Credit 3 units.

---

#### **L97 GS 4861 Gauguin Then and Now: Art, Myth, and Controversy**

This course is an examination of the art and career of Paul Gauguin (1848-1903) and the artistic, social, and political milieu of colonialism in which he worked in France, Polynesia, and the Caribbean. Topics include avant-garde Impressionist and Symbolist cultures, the power of the art market/dealer system, the artist's writings (in translation), French colonial culture and pervasive myths of island paradise, and the pressing critiques offered today by postcolonial and feminist theory. The final third of the course will focus on the varied global reception of his work in the 20th and 21st centuries as well as controversies surrounding his art, writings, and legacies, particularly among contemporary Pacific Islander artists and artists of color. We will consult local museum collections as possible and perhaps take a class trip to Chicago to see essential collections. Prerequisite: L01 215 or any 300-level course in art history, or permission of instructor.

Same as L01 Art-Arch 4861  
Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM EN: H

---

#### **L97 GS 4864 Exoticism and Primitivism in Modern Art**

An interdisciplinary investigation of the development of exoticism and primitivism in European and American Art from the Enlightenment to the Second World War. Topics include exoticist representations of non-western cultures; the links between colonialism and orientalism; the intersection of discourses on race and gender with exoticism; and the anti-modernist impulse of modernist primitivism. Sample artists and authors include Delacroix, Flaubert, Gauguin, LaFarge, Segalen, Picasso, and Matisse. PREREQUISITE: ANY 300 LEVEL COURSE IN ART HISTORY, PERMISSION OF THE INSTRUCTOR.

Same as L01 Art-Arch 4864  
Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

**L97 GS 4867 The Impressionist Landscape: Style, Place and Global Legacies 1870-1920**

We will consider Impressionism as a dominant style of the Parisian art world, first undertaken as an extension of Barbizon naturalism, but soon expanded into an avant-garde style that objectified sensation and emotion in the name of truth in representation. We will examine the place of individual perception, the physiology of sight, and theories of the natural in the development of the Impressionist landscape, through the consideration of style, genre, artistic theory, and these artists' investment in particular sites. Furthermore, the social, commercial and critical networks that supported the movement will be analyzed. Particular attention will be given to Monet, and a special exhibition of his water lily paintings on view at the St Louis Art Museum. Other key artists include Degas, Morisot, Renoir, and Cassatt. We will also discuss the relationship of the Impressionist landscape to the development of modernist abstraction, and the aesthetic and nationalist motivations for its appropriation across the globe. Prerequisite: Introduction to Western Art; Introduction to Modern Art, or permission of instructor. Same as L01 Art-Arch 4867

Credit 3 units. A&S IQ: HUM, LCD Art: AH EN: H

---

**L97 GS 4868 Russia and the West: Creating and Representing Identity**

What does the West look like through Russia's eyes, and what does Russia look like through the eyes of the West? And to what extent does this relationship matter to the rest of the world? In this course, students will examine American/European/Russian philosophical and polemical essays, literary texts (novels, poetry, short stories), films, dance/vocal/theatrical performances, architecture, travelogues, autobiographies, visual arts, propaganda, and primary historical documents- from the early 19th century to the Cold War to the present day. Our focus is on how group identity (national, ideological, coalitional, and so forth) intersects with various types of personal or individual identity. This is a discussion-based course and active participation (speaking and listening) each class-day is expected. There will be two short writing assignments and weekly online Canvas discussion and collaboration. Students will research a topic of their choice, culminating in an in-class presentation and final paper or project. No prerequisites. All interested students are welcome.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L97 GS 4869 Reading War and Peace**

What is it like to enter into a fictional world for a semester? In this course we read Leo Tolstoy's War and Peace in its entirety. Set during the Napoleonic wars (1805-1812), War and Peace takes the reader on a panoramic journey from the battlefield to the hay field, from the war room to the ballroom. It is a vivid portrayal of 19th-century Russian society as well as a penetrating examination of the causes and consequences of violence and the nature of love and family dynamics. In our discussions, we explore philosophies of history, issues of social injustice and gender inequality, the psychology of human suffering and joy, questions of literary form and genre, and the very experience of reading a long work of fiction. We begin with a selection of Tolstoy's early works that laid the foundation for War and Peace and conclude with a few of Tolstoy's late works that had an enormous influence on, among others, Mahatma Gandhi. Primary texts are supplemented with literary theory and film. All readings are in English.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

---

**L97 GS 4872 Colonial Cities and the Making of Modernity**

Massive urban growth has been a central result of the incorporation of many areas--both central and peripheral--into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course will investigate the character of cities in the colony

and then use these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course will be primarily on cities in the Middle East, North Africa, and South Asia.

Same as L22 History 4872

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM, IS EN: H

---

**L97 GS 4876 Advanced Seminar in History: Mexican Agriculture: Land, Politics and Development**

Access to and ownership of land has been a major issue in Mexican history. Land tenure in economic development has been a constant source of tension and debate since the 18th century. Paradoxically, land tenure has been put forth as both the obstacle and the solution to the country's modernization. Given its centrality in the construction of the modern period, this course examines liberalism, agrarian revolts, the revolution, the green revolution and neoliberalism through the lens of land issues. This course will also explore how these have shaped and have been shaped by indigenous peoples and peasants, from land disentanglement to the fight against GMO maize. Students will evaluate agrarian reforms, agricultural modernization programs, concepts of and transformations of natural resources, food production/consumption and social policies.

Same as L22 History 4876

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

---

**L97 GS 4879 Marking History: Painting and Sculpture After World War II in the U.S., France and Germany**

This seminar focuses on the aesthetic, cultural, and philosophical reactions to the devastating events surrounding World War II and its later reception. We consider artistic developments within a network of international exchange -- biennials as well as gallery and museum exhibitions -- in which France, Germany, and the United States participated equally within a field of visually similar aesthetic responses to a seismic shift in historical consciousness. What distinctive artistic languages emerged after the war to express transformations in historical consciousness and in older ideas about an unfettered subjectivity? In what ways did concepts of trauma with which we live today reshape collective memory and leave their trace on painting and sculpture? Looking at abstraction and semi-abstract works in painting and sculpture, we analyze the works of Jackson Pollock, Willem de Kooning, Alberto Giacometti and Jean Dubuffet, Wols, K.O. Götz, Emil Schuhmacher, and Hans Hartung. Students with reading skills in German or French are encouraged. Prerequisite: L01 215 or permission of instructor.

Same as L01 Art-Arch 4879

Credit 3 units. A&S IQ: HUM EN: H

---

**L97 GS 4883 The Political Economy of Health**

This course reviews social science contributions to understanding health as a function of political and economic influences. Considers the ways in which personal health is affected by macrosocial processes. Examines effects of globalization, international development and political instability on the health of individuals. Examples drawn from the U.S. and international contexts. Prerequisite: Junior standing or above.

Same as L48 Anthro 4883

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L97 GS 4885 Advanced Seminar: Medicine, Disease and Empire**

This course examines the history of medicine in connection to the politics of colonialism and empire-building, spanning the sixteenth century through the twentieth century. Topics covered include: epidemic disease outbreaks (e.g. smallpox, cholera, malaria); the role of science and medicine in endorsing the "civilizing missions" of empires; tropical climates and tropical diseases as western constructs; tensions between western medicine and indigenous healing practices



and beliefs; ideas of race and racism in science and medicine; modern advancements in sanitation and public health and their implementation overseas; and the historical roots of the modern global health movement.

Same as L22 History 4885

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L97 GS 489 Topics in Modern Chinese Literature

A topics course in modern Chinese literature; topics vary by semester.

Prerequisite: junior level or above or permission of instructor.

Same as L04 Chinese 489

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

---

### L97 GS 4896 Topics in Chinese Literature and Culture

Topics course in Chinese literature and culture; subject matter varies by semester. Prerequisite: junior level or above or permission of instructor.

Same as L04 Chinese 4891

Credit 3 units. A&S IQ: LCD, SSC Arch: HUM, SSC Art: SSC EN: S UColl: CD

---

### L97 GS 4910 Topics in Islamic Thought

This course focuses on a selected theme in the study of Islam and Islamic Thought. Please refer to the course listings for a description of the current offering.

Same as L23 Re St 490

Credit 3 units. A&S IQ: HUM, LCD

---

### L97 GS 4914 Advanced Seminar in History: Japan in World War II - History and Memory

This course examines the history of World War II in Asia and how it has been remembered in the postwar era. We will trace the war, from the first Japanese military attack on China in 1931 through the US atomic bombings of Hiroshima and Nagasaki in 1945. We will also examine several postwar controversies concerning how the war has been forgotten and remembered in Japan, in the rest of Asia, and in the United States. Goals include grasping the empirical history of the war as a step to becoming familiar with the theories and methods of Memory Studies in History.

Same as L22 History 4914

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

---

### L97 GS 4918 Postmodernism

This course explores the complex significance of Italian Postmodernism through an examination of the theoretical arguments and literary works that have shaped the cultural and political debate of the past fifty years. Students will study, among others, the critical theories of "open work" (Umberto Eco), "literature as lie" (Manganelli), and "weak thought" (Gianni Vattimo) that developed from the neo-avant-garde movement of the 1960s. Analysis will focus on the novels of four authors who have had a defining influence on Italian postmodern thought and narrative forms: Carlo Emilio Gadda, Italo Calvino, Luigi Malerba, and Umberto Eco. Course conducted in English; Italian majors read in Italian, others in English translation. Prereq for Italian majors: Ital 307D, or permission of instructor.

Same as L36 Ital 491

Credit 3 units.

---

### L97 GS 4920 The Italian Detective Novel

The detective novel has an unusual and exceptionally brief history in Italy. Only within the past 35 years has an Italian version or, more precisely, subversion of the genre emerged and come to dominate the Italian literary scene. Prominent Italian writers such as Italo Calvino, Umberto Eco, Leonardo Sciascia, and Luigi Malerba have deconstructed the conventions of the detective novel in order to portray the disorder

and arbitrary meaning of the postmodern world. This course will explore the history of the "anti-detective" novel in Italy, and the philosophical and political questions the genre evokes. Readings in Italian and English. Conducted in English.

Same as L36 Ital 492

Credit 3 units. Art: HUM

---

### L97 GS 4936 The Unmaking and Remaking of Europe: The Literature and History of the Great War of 1914-1918

The Great War of 1914-1918 is one of the most momentous events in history. We can approach its broad European import by reading its literatures comparatively. Far wider than the concerns of any one national ideology, the literature of record represents a profound crisis in the European cultural imaginary. A number of critical and interpretive issues will be in play in our readings, which will move through three major phases. We begin with the powerful immediacy of trench poetry (1914-1919), develop into the constructed narratives of the great postwar novels and memoirs (1920-1931), and then turn toward the retrospect of the 1930s, which is also the prospect on the next, now inevitable, war. The authors featured include combatant and civilian writers, names well-known and not so famous: Mann, Apollinaire, Owen, Pound, Cocteau, H.D., Woolf, Maurois, West, Celine, Joyce, Musil, Eliot, Rosenberg, Sassoon, Graves, Hardy, Trakl, Stramm, Lichtenstein, Péguy, Barbusse, Manning, Jünger, Zweig, Brittain, and Kroner. All readings for class will be in English translation. Our secondary literature will provide approaches to specific texts and models of literary and cultural history that represent the longer-range importance of the war.

Same as L16 Comp Lit 493

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L97 GS 4945 Comparative Literature Seminar: Diverse Topics in Literature

This course may offer a variety of topics. Semester sub-title will vary. In Fall 2008, it was offered as an in depth study of the individual through autobiographies. At other times before, it has been offered as a course on visual poetics from antiquity to the present. See department for further details.

Same as L16 Comp Lit 494

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L97 GS 4952 Seminar in Comparative Literature

Seminar in Comparative Literature Studies. Topics Vary. See course listings for current semester's offering.

Same as L16 Comp Lit 495

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

### L97 GS 4970 Guided Readings in Korean

This course is normally taken after successful completion of Korean 418, or by instructor's permission. May be repeated once. Prerequisite: permission of instructor.

Same as L51 Korean 497

Credit variable, maximum 3 units. EN: H

---

### L97 GS 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories

This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, and it considers how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political, and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market, and cross-cultural ethics impact the placement, study, and display of a culture's material heritage? We will build the seminar around the history of collecting in America, with a focus on Midwestern examples and particularly

important case studies in St. Louis. We will consider, for example, the significant local collections built by Joseph and Emily Rauh Pulitzer (modern art) and Morton May (modern and Oceanic art), as well as the histories of both modern European and non-Western collections now owned by St. Louis-area museums. This course will be complemented by various local field trips, including to the Saint Louis Art Museum, the Pulitzer Arts Foundation, the Mildred Lane Kemper Art Museum, and Cahokia Mounds State Historic Site. Prerequisites: L01 113; L01 215; or permission of instructor. One 300-level course in Art History preferred. Same as L01 Art-Arch 4975

Credit 3 units. A&S IQ: HUM Art: AH EN: H

---

#### **L97 GS 4976 Global Asia**

This course engages a new methodological approach to Asia that expands beyond the spatial concept of the region as a set of political entities occupying a specific part of the world. Global Asia seeks to open up avenues of inquiry to accommodate the study of flows of people, ideas, and practices across Asia and throughout the world. It provides the opportunity to consider Asian communities as they manifest themselves in different places and different ways. We begin with a survey of past attempts to define, understand, and manage Asia, which resulted in an area studies approach. We then engage transnational and interdisciplinary efforts, and conclude by considering the possibility that Global Asia can challenge and perhaps unseat the reigning epistemologies that exist today.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: IS EN: H

---

#### **L97 GS 498 Guided Readings in Chinese**

This course is normally taken after successful completion of L04 428. Prerequisite: senior or graduate level or permission of instructor. May be repeated once.

Same as L04 Chinese 498

Credit variable, maximum 3 units.

---

#### **L97 GS 4981 Advanced Seminar in History: Historical Perspectives on Human Rights and Globalization**

This course offers a historical perspective on the modern international human rights regime, using materials drawn from diplomatic, legal, political, and cultural studies. Successful completion of this seminar involves designing, researching, and writing a 25-30 page paper on a historically-oriented, human-rights-related topic of your choice.

Same as L22 History 4981

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L97 GS 4982 Advanced Seminar in History: Women and Confucian Culture in Early Modern East Asia**

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. We will focus on Ming (1368-1644) and Qing (1644-1911) China, but will also examine these issues in two other early modern East Asian societies: Yi/Choson (1329-1910) Korea and Tokugawa (1600-1868) Japan.

Same as L22 History 4982

Credit 3 units.

---

#### **L97 GS 499 Guided Readings in Japanese**

Prerequisites: Senior or graduate level and permission of the instructor. This course is normally taken after the successful completion of L05 459. May be repeated once.

Same as L05 Japan 499

Credit variable, maximum 3 units.

---

#### **L97 GS 4995 Advanced Seminar in History: Incredible India!**

From Christopher Columbus' misguided search for a mythical notion of India, to the Incredible India branding campaign launched by the Indian State's Department of Tourism, to the allure of yoga and true love, the notion of "India" has its own history. In this Advanced Seminar we trace the invention of India - as a concept - over time. We'll learn how the fabrication of India has proceeded through the centuries, and how the many meanings of "India" coalesce, nimbly side-stepping any popular or professional narrative of Indian history. Mobilizing an array of interdisciplinary tools, we will plot how the fetishization of "India" has itself become a flexible industry, how the management of Indian exceptionalism drives caste expansion. We'll study how the process renders certain subject positions and hierarchies as neutral and hegemonic while violently discarding others; how "India" is a product collectively manufactured, circulated, and consumed by a range of people around the world; the very real work of translation in bringing "India" into our everyday lives and imaginaries. This course fulfills the History major capstone requirement as an Advanced Seminar.

Same as L22 History 49SC

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

#### **L97 GS 49CA Advanced Seminar in History: Religion and the Secular: Struggles over Modernity**

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.

Same as L22 History 49CA

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

#### **L97 GS 49MG Advanced Seminar in History: Planning Global Cities**

This team-taught advanced seminar will address the history and theory of a variety of metropolitan environments from the mid-nineteenth century to the present. Readings will move from the nineteenth century state-centered urbanism of Paris or Vienna, through the colonial remaking of cities like Manila or Caracas and their connections to urban reform and the City Beautiful movement in the U.S., then through the rise of planning, zoning, auto-centered cities, federal interventions like urban renewal, the emergence of the preservation movement and new urbanism.

Same as L22 History 49MG

Credit 3 units.

---

#### **L97 GS 49NR Advanced Sem in History: Egypt & the Arab Spring: Middle Eastern Revolution in Historical Perspective**

The uprisings of the "Arab Spring" of 2011 captivated global media and observers. The movements brought down established regimes in Tunisia, Libya, Yemen, and Egypt. The focus of this course will be to understand the historical background and primary contemporary issues that have shaped Egypt's Arab Spring, and to examine the huge popular effort to document Egypt's revolution. Each student will design, research, and write a 25-page paper on a topic of his/her choice related to the Arab Spring.

Same as L22 History 49NR

Credit 3 units. A&S IQ: HUM, LCD EN: H

# Global Studies Major, Development Concentration

## Program Requirements

- **Total units required:** 36

All societies change over time, sometimes for better and sometimes for worse. In this concentration, students explore different conceptions of development and consider why some societies develop while others languish. What accounts for disparities in longevity, wealth, and access to food and health care? How can we explain differences in extreme poverty, malnutrition, and treatable disease? Students consider how societies move from being heavily rural to having higher levels of urbanization. What explains differences in political, civil, and economic liberties? What accounts for differences in gender rights and opportunities? What are the implications of climate change and environmental distress?

## Concentration Objectives

The Global Studies concentration in development offers an interdisciplinary approach to examine why some societies develop politically, socially, and economically while others languish. Students can explore disparities in wealth, political freedoms, gender rights, urbanization, access to basic resources like food and health care, environmental conditions, and social justice.

## General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

### This concentration requires 36 units of course work:

- 3 units of core course work: GS 3020 Global Futures
- 3 units of Research Methods course work (any level)
- 6 units of introductory course work (100-200 level) from two different academic disciplines

- 9 units of advanced course work from the Core Courses list (300-400 level)
- 12 units of advanced course work (300-400 level)
- 3 units of additional course work (any level)

Africa, East Asia, Eurasia, Europe, Latin America, the Middle East, South Asia, and North America are considered world areas for the development concentration. A student must complete two courses in one of these world areas and one course in another world area.

**Note:** A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or world area). Some of these requirements may be completed while abroad.

## Introductory Courses

Students choose two courses from this list, for a total of 6 units:

Code	Title	Units
AFAS 178	First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change	3
AFAS 255	Introduction to Africana Studies	3
Anthro 132	First-Year Seminar: Past Tense, Future Imperfect: The Rise & Fall of Societies & Global Civilization	3
Anthro 160B	Introduction to Cultural Anthropology	3
BEYOND 160	Gender, Youth, and Global Health	3
Biol 2950	Introduction to Environmental Biology	3
Chinese 227C	Chinese Civilization	3
Chinese 270	Sophomore Seminar: U.S.-China Relations: Perceptions and Realities	3
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
EEPS 111	Introduction To Global Climate Change In the 21st Century	3
EEPS 201	Earth and the Environment	4
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3
EEPS 219	Energy and the Environment	3
EnSt 110	Environmental Issues	3
EnSt 290	Sophomore Seminar in Sustainability and the Environment	3
FYP 116	Ampersand: Geographies of Globalization and Development	3
FYP 2242	Ampersand: Migration Policies and Colonialism: Refugee Resettlement and Integration	3
FYP 2243	Ampersand: Mediterranean Migration: Dynamics and Consequences on the EU and MENA	3
GIS 200	Introduction to GIS (U90)	3
GS 111	First-Year Seminar: The Vietnam Wars	3
GS 1133	Ampersand: Legacies of the Silk Road	3

GS 124	First-Year Sem: Bridging London: An Interdisciplinary Exploration of One of the World's Great Cities	3
GS 127	Migration in the Global World: Stories	3
GS 135	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GS 140	East Asia in the World	3
GS 155	First-Year Seminar: Mapping the World: Introduction to Human Geography	3
GS 207	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
GS 229	Modern European History: Migrations, Nation States, Identities	3
GS 244	Introduction to European Studies	3
GS 280	Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film	3
History 102D	Introduction to Modern European History	3
History 1500	Silver, Slaves and the State: Globalization in the 18th Century	3
History 164	Introduction to World History: The Second World War in World History	3
History 1640	Health and Disease in World History	3
History 2119	First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities	3
History 2157	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
IPH 207C	Modern Political Thought: Text & Traditions	3
Japan 226C	Japanese Civilization	3
JIMES 208F	Introduction to Jewish Civilization: History and Identity	3
JIMES 210C	Introduction to Islamic Civilization	3
JIMES 263	Democracies & Dictatorships in the Middle East	3
Korean 223C	Korean Civilization	3
LatAm 165D	Latin America: Nation, Ethnicity and Social Conflict	3
MEC 290	Microeconomics	3
MEC 292	Global Economy	3
Phil 100G	Logic and Critical Analysis	3
Phil 131F	Present Moral Problems	3
Phil 233F	Biomedical Ethics	3
Phil 235F	Introduction to Environmental Ethics	3
Physics 171A	Physics and Society	3
Pol Sci 102B	Introduction to Comparative Politics	3
Pol Sci 103B	International Politics	3
Pol Sci 106	Introduction to Political Theory	3

Pol Sci 2010	Introduction to Environmental Policy	3
Pol Sci 2100	Introduction to Migration Policy and Politics	3
Psych 221	First-Year Seminar: Introduction to Memory Studies	3
RelPol 290	Islamophobia & U.S. Politics	3
SOC 106	Social Problems and Social Issues	3
SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
SOC 2030	Social Movements	3
SOC 2110	Social Inequality in America	3
SDS 1011	Introduction to Statistics	3
SDS 2200	Elementary Probability and Statistics	3
URST 101	First-Year Seminar: Introduction to Urban Studies	3
WGSS 100B	Introduction to Women, Gender, and Sexuality Studies	3
WGSS 206	Sexuality and the State: Introduction to Sexuality Studies	3
WGSS 270A	Sophomore Seminar: Globalization and its Discontents	3

## Core Courses

Students choose three courses from this list, for a total of 9 units:

Code	Title	Units
Anthro 3206	Global Gender Issues	3
Anthro 3283	Introduction to Global Health	3
Anthro 3391	Economies as Cultural Systems	3
Anthro 3612	Population and Society	3
Anthro 4022	Transnational Reproductive Health Issues: Meanings, Technologies, Practices	3
Anthro 4517	Anthropology and Development	3
Econ 376	International Economics	3
Econ 451	Environmental Policy	3
GS 3020	Global Futures	3
GS 3176	Chinese Economy in World History	3
GS 4201	International Relations of Latin America	3
GS 4204	International Relations of Latin America (WI)	3
GS 4246	State Failure, State Success and Development	3
GS 4414	Gender Analysis for International Affairs	3
GS 4622	Labor and Labor Movements in Global History	3
History 3168	History of Global Capitalism: From Slavery to Neoliberalism	3
History 3194	Environment and Empire	3
History 3404	The Creation of Capitalism	3
History 3593	The Wheels of Commerce: From the Industrial Revolution to Global Capitalism	3

History 3598	The First World War and the Making of Modern Europe	3
IA 511	International Law and Human Rights (U85)	3
IA 519	International Growth and Development, Inequality, and Transitional Justice (U85)	3
IA 535	American Foreign Policy	3
IA 5571	Politics of Global Finance (U85)	3
IA 574	International Relations	3
IA 5772	State Failure, State Success and Development (U85)	3
Pol Sci 3171	Conflict and Security in International Relations	3
Pol Sci 3171	International Conflict Management and Resolution	3
Pol Sci 332B	Energy Politics	3
Pol Sci 3399	Political Violence	3
Pol Sci 373	International Political Economy	3
Pol Sci 4070	Global Justice	3
Pol Sci 4731	Global Political Economy	3
Pol Sci 4792	Globalization and National Politics	3
SOC 3001	Social Theory	3
SOC 4810	Global Structures and Problems	3
WGSS 4154	Decolonization to Globalization: How to End an Empire	3

## Research Methods Courses

Students choose one course from this list, for a total of 3 units:

Code	Title	Units
AFAS 4401	Intersectionality	3
Anthro 3284	Public Health Research and Practice	3
Anthro 4123	Argumentation Through Ethnography	3
Anthro 4253	Researching Fertility, Mortality, and Migration	3
Anthro 4455	Ethnographic Fieldwork: The Politics of Schooling	3
Anthro 4481	Writing Culture	3
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3
APL 4111	Linguistics and Language Learning	3
ARCH 307X	Community Building	3
CFH 400W	Merle Kling Undergraduate Honors Fellowship Seminar	3
Comp Lit 394	Worldwide Translation: Language, Culture, Technology	3
CSE 131	Introduction to Computer Science	3
DAT 120	Managerial Statistics I	3
DAT 121	Managerial Statistics II	3
Econ 413	Introduction to Econometrics	3
Econ 414	Econometric Techniques (U07)	3

EnSt 380	Applications in GIS	3
GIS 200	Introduction to GIS (U90)	3
GIS 300	Advanced GIS (U90)	3
GIS 303	Digital Cartography (U90)	3
GIS 421	Spatial Data Modeling and Design (U90)	3
GS 318	Learning to Use GIS in Development, Area Studies and International Affairs	3
GS 3248	Intercultural Communication	3
GS 4007	Global Studies Research Methods Proseminar and Assistantship	3
GS 4414	Gender Analysis for International Affairs	3
History 301T	Historical Methods-Transregional History	3
IA 524	Process and Design of Research (U85)	3
IA 5410	Alternative Analytic Techniques for International Affairs (U85)	3
NPM 450	Social Entrepreneurship (only if offered in person)	3
Phil 321G	Philosophy of Science	3
Pol Sci 263	Data Science for Politics	3
Pol Sci 3011	Computational Modeling in the Social Sciences	3
Pol Sci 362	Politics and the Theory of Games	3
Pol Sci 363	Quantitative Political Methodology	3
Pol Sci 4043	Public Policy Analysis, Assessment and Practical Wisdom	3
Pol Sci 4271	Topics in Politics	3
Pol Sci 495	Research Design and Methods	3
Psych 300	Introduction to Psychological Statistics	3
SOC 3050	Statistics for Sociology	3
SDS 1011	Introduction to Statistics	3
SDS 2200	Elementary Probability and Statistics	3
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3
SDS 475	Statistical Computation	3

## Advanced Courses

Students choose five courses from current, relevant, internationally focused course offerings in the following departments.\* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage and concentration course list for the full list of options.

- African and African-American Studies
- Anthropology
- Applied Linguistics
- Arabic
- Architecture
- Art History
- Biology and Biomedical Sciences
- Chinese
- Classics

- Earth, Environmental, and Planetary Sciences
- East Asian Languages and Cultures
- Economics
- Education
- Environmental Studies
- Film and Media Studies
- Finance (Business School)
- German
- Global Studies
- History
- Interdisciplinary Studies
- Italian
- Jewish, Islamic, and Middle Eastern Studies
- Korean
- Latin American Studies
- Management (Business School)
- Philosophy
- Political Science
- Psychological and Brain Sciences
- Religion and Politics
- Religious Studies
- Russian
- Social Administration (Social Work)
- Sociology
- Spanish
- School of Continuing & Professional Studies — International Affairs; International Studies; Nonprofit Management; Sustainability (only when courses are offered in person)
- Women, Gender, and Sexuality Studies

\* Students may submit a request to add a course by following the instructions for the Petition Process.

## Additional Requirements and Information

### Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.

- Study abroad credit only counts at the 300 level.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, the School of Continuing & Professional Studies, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit form with Arts & Sciences to take the course for "general credit" and then petition to have the course count as an elective toward their Global Studies major.
- Students may not receive credit for January Intensive Term (J-Term) study abroad programs; these programs are too short in duration.

### Latin Honors

- Students must confidently expect to graduate with an overall grade point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

### Language Requirement

All Global Studies majors must satisfy a language requirement that entails both the successful completion of four semesters of a modern language for a letter grade and placement into the third year of that language.

Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili.

Students should consult the course listings for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language." Click "Search" to see a list of available language courses.)

Please see the FAQs on the Global Studies website for more information.

Contact:	Toni Loomis
Phone:	314-935-5073
Email:	aloomis@wustl.edu
Website:	<a href="https://globalstudies.wustl.edu">https://globalstudies.wustl.edu</a>

## Global Studies Major, Eurasian Studies Concentration

### Program Requirements

- **Total units required:** 36

This concentration focuses on the social, cultural, and economic interconnections among the peoples of Eurasia. We define Eurasia as the vast landmass stretching east to west from China to Europe and north to south from Siberia into the Caucasus, the Crimean Peninsula, Central Asia, and the Himalayas. Ancient trade routes that crisscrossed the interior spaces of Europe and Asia, known collectively as the Silk Road, served as a globalizing thoroughfare for the movement of peoples, cultural practices, religious values, and commodities. Recent infrastructural improvements in these areas — as well as international economic, environmental, and political concerns — have once again opened up transnational economic networks and cross-cultural exchange along these "new silk roads."

## Concentration Objectives

For the Eurasian Studies concentration, students draw from a variety of disciplines to study not only specific geographical regions but also vital intersections and interrelationships among regions and peoples.

## General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

### This concentration requires 36 units of course work:

- 3 units of core course work: GS 3020 Global Futures
- 6 units of introductory course work (100-200 level)
- 27 units of advanced Eurasian studies course work (300-400 level) dealing with three different regions (e.g., Eastern, Western, and Central Eurasia) or with a transregional focus
- Students must fulfill the standard Global Studies language requirement with Arabic, Chinese, Hebrew, Hindi, Persian, Russian, or another Eurasian language as determined in consultation with their Global Studies advisor.
- The study abroad location must be in a country relevant to this concentration area. Otherwise, the student will not meet the study abroad requirement and will need to complete an additional 300- or 400-level course on campus.

**Note:** A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or regional). Some of these requirements may be completed while abroad.

## Advanced Courses

Students choose nine courses from current, relevant, internationally focused course offerings in the following areas of study.\* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage and concentration course list for the full list of options.

\* Students may submit a request to add a course by following the instructions for the Petition Process.

- Anthropology

Code	Title	Units
Anthro 3053	Nomadic Strategies and Extreme Ecologies	3
Anthro 3617	Past and Present Cultural Environments	3
Anthro 374	Social Landscapes in Global View	3
Anthro 376	Warriors, Merchants, Monks, and Courtesans: Ancient Narratives of Globalization in Google Earth	3
Anthro 3775	Ancient Eurasia and the New Silk Roads	3
Anthro 4033	Culture, Illness, and Healing in Asia	3
Anthro 4041	Islam and Politics	3
Anthro 4455	Ethnographic Fieldwork: The Politics of Schooling	3
Anthro 4761	The Pleistocene Peopling of Eurasia	3
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3

- Applied Linguistics

Code	Title	Units
APL 4023	Second-Language Acquisition and Technology	3
APL 4111	Linguistics and Language Learning	3
APL 4692	Reading Across Languages and Cultures: Theory, Research and Practice	3

- Arabic

Code	Title	Units
Arab 352	Iraqi Literature	3

- Art History

Code	Title	Units
Art-Arch 3415	Early Chinese Art: From Human Sacrifice to the Silk Road	3
Art-Arch 4924	1968 and Its Legacy	3

- Chinese

Code	Title	Units
Chinese 341	Early and Imperial Chinese Literature	3
Chinese 342	Modern and Contemporary Chinese Literature	3

- Classics

Code	Title	Units
Classics 345C	Greek History: The Dawn of Democracy	3
Classics 346C	Greek History: The Age of Alexander	3

- Comparative Literature

Code	Title	Units
Comp Lit 394	Worldwide Translation: Language, Culture, Technology	3

- East Asian Languages and Cultures

Code	Title	Units
EALC 3250	Topics in Early Modern Korea: Guns, Tobacco, and Sweet Potato: A History of Material Culture	3
EALC 340	Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives	3
EALC 4242	Culture and Politics in the People's Republic of China: New Approaches	3
EALC 4710	Topics in Japanese Culture	3

- Environmental Studies

Code	Title	Units
EnSt 380	Applications in GIS	3

- Film and Media Studies

Code	Title	Units
Film 475	Screening the Holocaust	3
Film 485	Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000	3
Film 507	The 007 Saga: James Bond and The Modern Media Franchise	3

- Global Studies

Code	Title	Units
GS 3006	Global Health and Language	3
GS 3008	Topics in Global Studies	3
GS 3020	Global Futures	3
GS 318	Learning to Use GIS in Development, Area Studies and International Affairs	3
GS 3248	Intercultural Communication	3
GS 3512	"Model Minority": The Asian American Experience	3
GS 364	Anarchism: History, Theory, and Praxis	3
GS 374	Russian Literature and Empire	3

GS 374	Russian Literature at the Borders: Multiculturalism and Ethnic Conflict	3
GS 3750	Topics in Russian Literature and Culture (WI)	3
GS 3822	From McDonald's to K-pop: New Movements in East Asia	3
GS 384	Migration and Modernity in Russia and the (Former) Soviet Union	3
GS 386	Empire in East Asia: Theory and History (WI)	3
GS 3866	Interrogating "Crime and Punishment"	3
GS 389	Furies and Die-Hards: Women in Rebellion and War	3
GS 4007	Global Studies Research Methods Proseminar and Assistantship	3
GS 4036	Children of Immigrants: Identity and Acculturation	3
GS 4246	State Failure, State Success and Development	3
GS 4414	Gender Analysis for International Affairs	3
GS 4622	Labor and Labor Movements in Global History	3
GS 4761	Politics of Global Finance	3
GS 4868	Russia and the West: Creating and Representing Identity	3
GS 4869	Reading War and Peace	3
GS 4976	Global Asias	3

- Hindi

Code	Title	Units
Hindi 353	Understanding Indian (Hindi/Urdu) Literature: Through Text and Images (Visual)	3

- History

Code	Title	Units
History 301T	Historical Methods-Transregional History	3
History 3045	Hot Peace: U.S.-Russia Relations Since the Cold War	3
History 3073	The Global War on Terrorism	3
History 313C	Islamic History: 600-1200	3
History 335C	Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History	3
History 3350	Out of the Shtetl: Jewish Life in Central and Eastern Europe in the 19th and 20th Centuries	3
History 3354	Vienna, Prague, Budapest: Politics, Culture and Identity in Central Europe	3
History 3416	War, Genocide and Gender in Modern Europe	3



History 3455	Cultural Encounters: China and Eurasia Since the Middle Ages	3
History 3548	Gender, Sexuality and Communism in 20th-Century Europe	3
History 3559	Socialist and Secular? A Social History of the Soviet Union	3
History 357	All Measures Short of War	3
History 3598	The First World War and the Making of Modern Europe	3
History 3680	The Cold War, 1945-1991	3
History 3681	The U.S. War in Iraq, 2003-2011	3
History 3810	Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula	3
History 39SC	Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar	3
History 4154	Decolonization to Globalization: How to End an Empire	3
History 4274	Palestine, Israel, and the Arab-Israeli Conflict	3
History 49SC	Advanced Seminar: Inventing India	3

- Jewish, Islamic, and Middle Eastern Studies

Code	Title	Units
JIMES 3030	Topics in JIMES: Education in Divided Societies - the Israeli Case	3
JIMES 3035	Antisemitism: History, Causes, Consequences	3
JIMES 3520	Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature	3
JIMES 354	Anthropological and Sociological Study of Muslim Societies	3
JIMES 3622	Topics in Islam	3
JIMES 373	Topics in Near Eastern Cultures:	3
JIMES 4043	Race and Ethnicity in the Middle East and North Africa	3
JIMES 442	Empire and Memory: Approaches to Islamic Historiography (ca. 800-1250)	3
JIMES 445	Topics in Islam	3
JIMES 446	History of Political Thought in the Middle East	3

- Political Science

Code	Title	Units
Pol Sci 372	Topics in International Politics	3
Pol Sci 393	History of Political Thought III: Liberty, Democracy, and Revolution	3

- Psychological and Brain Sciences

Code	Title	Units
Psych 413	Contemporary Topics in Social Psychology	3

- Religious Studies

Code	Title	Units
Re St 311	Buddhist Traditions	3
Re St 3392	Topics in South Asian Religions	3

- Russian Language and Literature

Code	Title	Units
Russ 332	Russian Theater, Drama and Performance: From Swan Lake to Punk Prayer	3
Russ 350C	The 19th-Century Russian Novel (WI)	3
Russ 372	Dostoevsky's Novels	3

- Sociology

Code	Title	Units
SOC 3710	Sociology of Immigration	3

## Additional Requirements and Information

### Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Study abroad credit only counts at the 300 level.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, the School of Continuing & Professional Studies, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit form with Arts & Sciences to take the course for "general credit" and then petition to have the course count as an elective toward their Global Studies major.
- Students may not receive credit for January Intensive Term (J-Term) study abroad programs; these programs are too short in duration.

## Latin Honors

- Students must confidently expect to graduate with an overall grade point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

## Language Requirement

All Global Studies majors must satisfy a language requirement that entails both the successful completion of four semesters of a modern language for a letter grade and placement into the third year of that language.

Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili.

Students should consult the course listings for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language." Click "Search" to see a list of available language courses.)

Please see the FAQs on the Global Studies website for more information.

Contact: Toni Loomis  
Phone: 314-935-5073  
Email: [aloomis@wustl.edu](mailto:aloomis@wustl.edu)  
Website: <https://globalstudies.wustl.edu>

# Global Studies Major, European Studies Concentration

## Program Requirements

- **Total units required:** 36

This concentration focuses on the new Europe and its historical and cultural contexts, attempting to understand the European contribution to world politics and cultural exchange. It involves the study of both traditional and new European cultural products (e.g., literature, film, visual art, electronic media) as well as of European institutions and contexts. This concentration will educate students interested in understanding Europe for its own sake but also help them to discover the ways in which the continent connects with other parts of the world. The concentration is committed to interdisciplinary approaches, and students may take courses in the traditional language-and-literature disciplines as well as in anthropology, art history, economics, film, history, music, philosophy, and political science.

## Concentration Objectives

The European Studies concentration defines the geography of modern Europe to include the Atlantic world as well as its Eurasian and Mediterranean neighbors.

## General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

### This concentration requires 36 units of course work:

- 3 units of core course work: GS 3020 Global Futures
- 3 units of introductory course work (100 or 200 level)
- 3 units of European history course work (300 level or above from history department offerings on Europe [from 1750 forward])
- 3 units of non-European world area course work (any level)
- 24 units of advanced European studies course work (300-400 level; at least one course must focus on gender, race, or class)
- Students must fulfill the standard Global Studies language requirement with a European language consistent with their study abroad location (e.g., French, German, Italian, Portuguese, Spanish).

**Note:** A single course may satisfy more than one of the distribution requirements (i.e., disciplinary; race, gender, class; or world area). Some of these requirements may be completed while abroad.

## Introductory Courses

Students choose one course from this list, for a total of 3 units:

Code	Title	Units
GS 207	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
GS 244	Introduction to European Studies (preferred)	3
History 102D	Introduction to Modern European History	3

## Non-European Area Courses

Students choose one course, for a total of 3 units. We consider world areas to be Africa, East Asia, Eurasia, Latin America, the Middle East, and South Asia. Courses that may be used to satisfy this requirement may include advanced area-specific courses or the following lower-level courses:

Code	Title	Units
AFAS 209B	African Studies: An Introduction	3
Art-Arch 111	Introduction to Asian Art	3
Chinese 227C	Chinese Civilization	3
GS 135	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GS 140	East Asia in the World	3
GS 280	Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film	3
History 2157	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
Japan 226C	Japanese Civilization	3
JIMES 208F	Introduction to Jewish Civilization: History and Identity	3
JIMES 210C	Introduction to Islamic Civilization	3
Korean 223C	Korean Civilization	3
LatAm 165D	Latin America: Nation, Ethnicity and Social Conflict	3

## Advanced Courses

Students choose nine courses from current European-focused course offerings in the following departments.\* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage and concentration course list for the full list of options.

- African and African-American Studies
- Anthropology
- Applied Linguistics
- Art History
- Classics
- Drama
- Economics
- Education
- Film and Media Studies
- Global Studies
- History
- Interdisciplinary Project in the Humanities
- Jewish, Islamic and Middle Eastern Studies
- Languages and Literatures
- Music
- Philosophy

- Political Science
- Sociology
- Women, Gender, and Sexuality Studies

\* Students may submit a request to add a course by following the instructions for the Petition Process.

## Additional Requirements and Information

### Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Study abroad credit only counts at the 300 level.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, the School of Continuing & Professional Studies, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit form with Arts & Sciences to take the course for "general credit" and then petition to have the course count as an elective toward their Global Studies major.
- Students may not receive credit for January Intensive Term (J-Term) study abroad programs; these programs are too short in duration.

### Latin Honors

- Students must confidently expect to graduate with an overall grade point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

### Language Requirement

All Global Studies majors must satisfy a language requirement that entails both the successful completion of four semesters of a modern language for a letter grade and placement into the third year of that language.

Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili.

Students should consult the course listings for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language." Click "Search" to see a list of available language courses.)

Please see the FAQs on the Global Studies website for more information.

Contact: Toni Loomis  
Phone: 314-935-5073  
Email: [aloomis@wustl.edu](mailto:aloomis@wustl.edu)  
Website: <https://globalstudies.wustl.edu>

## Global Studies Major, Global Asias Concentration

### Program Requirements

- **Total units required:** 36

Global Asias provides the means for students to study Asia transnationally and transculturally, thereby expanding the geographic concept of the region beyond a set of political entities occupying a specific world region. East Asia, South Asia, Southeast Asia, Central Asia, and the Asian diaspora are all part of this concentration, with the goal of recognizing that the flows of people, objects, ideas, and practices of Asia have spread across the region and around the globe.

### Concentration Objectives

Drawing on a range of approaches, the Global Asias concentration provides the means to study Asia in its many manifestations — in the past and in the present — in our world today.

### General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

#### This concentration requires 36 units of course work:

- 3 units of introductory course work (100-200 level)
- 3 units of core course work: GS 3020 Global Futures
- 3 units of core course work: GS 4976 Global Asias
- 6 units of multiethnic, diaspora, transnational, or transregional Asia-related course work (at least 3 units at the 300-400 level)
- 21 units of advanced Global Asias course work (300-400 level; at least one course must focus on premodern Asias [pre-1850])
- East Asia, North Asia, South Asia, Southeast Asia, Central Asia, and the Asian diaspora are the relevant areas for the Global Asias concentration. A student must complete one course in at least three of these areas or with a transregional focus.
- Students must fulfill the standard Global Studies language requirement with Arabic, Chinese, Hindi, Japanese, Korean, or Urdu. Russian may be considered upon petition if a student is a native speaker of one of the listed languages or has tested into the fourth year of one of the listed languages.
- The study abroad location must be in a country relevant to this concentration area. Otherwise, the student will not meet the study abroad requirement and will need to complete an additional 300- or 400-level course on campus.

**Note:** A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or regional). Some of these requirements may be completed while abroad.

### Introductory Courses

Students choose one course from this list, for a total of 3 units:

Code	Title	Units
Art-Arch 111	Introduction to Asian Art	3
Art-Arch 146	First Year Seminar: Beijing and the Forbidden City	3
AAS 200	Doctors and Terrorists: The Fictions of South Asian America	3
Chinese 227C	Chinese Civilization	3
GS 111	First-Year Seminar: The Vietnam Wars	3
GS 135	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GS 207	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
History 193	First-Year Seminar: Silk Roads and Empires	3

History 2157	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
Japan 226C	Japanese Civilization	3
JIMES 210C	Introduction to Islamic Civilization	3
Korean 223C	Korean Civilization	3

## Multiethnic, Diaspora, Transnational, or Transregional Asia-Related Courses

Students choose two courses from this list, for a total of 6 units; at least one course must be at the 300 or 400 level:

Code	Title	Units
AMCS 202	The Immigrant Experience	3
Anthro 3102	Topics in Anthropology: Sustainability in Extractive Communities	3
Anthro 3313	Women and Islam	3
Anthro 3775	Ancient Eurasia and the New Silk Roads	3
Anthro 4033	Culture, Illness, and Healing in Asia	3
Art-Arch 144	FYS: Collecting Art/Excluding People: The Contradictions of Chinese Art in U.S. Museums	3
Art-Arch 4494	East, Meet West: Asia Encounters Europe	3
AAS 200	Doctors and Terrorists: The Fictions of South Asian America	3
Chinese 330	Topics in Chinese Literature and Culture	3
Chinese 350	U.S.-China Relations from 1949 to the Present	3
Chinese 4891	Topics in Chinese Literature and Culture	3
Comp Lit 375	Topics in Comparative Literature: Representation and Memory in St. Louis Museums	3
Film 443	Memory, Tears, and Longing: East Asian Melodrama Film	3
FYP 116	Ampersand: Geographies of Globalization and Development	3
FYP 2243	Ampersand: Mediterranean Migration: Dynamics and Consequences on the EU and MENA	3
GS 111	First-Year Seminar: The Vietnam Wars	3
GS 1133	Ampersand: Legacies of the Silk Road	3
GS 127	Migration in the Global World: Stories	3
GS 135	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GS 140	East Asia in the World	3
GS 155	First-Year Seminar: Mapping the World: Introduction to Human Geography	3
GS 280	Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film	3
GS 3512	"Model Minority": The Asian American Experience	3

GS 3822	From McDonald's to K-pop: New Movements in East Asia	3
GS 386	Empire in East Asia: Theory and History (WI)	3
GS 4036	Children of Immigrants: Identity and Acculturation	3
History 193	First-Year Seminar: Silk Roads and Empires	3
History 2062	Sophomore Seminar	3
History 301T	Historical Methods-Transregional History	3
History 3165	Chinese Diasporas	3
History 3167	Economic History of China: From the Silver Age to Reform and Opening, 1500-1990	3
History 3192	Modern South Asia	3
History 3194	Environment and Empire	3
History 3455	Cultural Encounters: China and Eurasia Since the Middle Ages	3
History 39SC	Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar	3
History 4154	Decolonization to Globalization: How to End an Empire	3
History 4872	Colonial Cities and the Making of Modernity	3
History 4914	Advanced Seminar: Japan in World War II- History and Memory	3
History 5376	Science and Technology in East Asia	3
JIMES 210C	Introduction to Islamic Civilization	3
JIMES 351	Muhammad: His Life and Legacy	3
JIMES 354	Anthropological and Sociological Study of Muslim Societies	3
Re St 3090	Chinese Thought	3
Re St 311	Buddhist Traditions	3
Re St 403	Topics in East Asian Religion and Thought	3

## Advanced Courses

Students choose seven courses from current, relevant, internationally focused course offerings in the following departments.\* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage and concentration course list for the full list of options.

\* Students may submit a request to add a course by following the instructions for the Petition Process.

- Anthropology

Code	Title	Units
Anthro 3055	Contemporary Chinese Culture and Society	3
Anthro 3102	Topics in Anthropology: Sustainability in Extractive Communities	3
Anthro 3163	Archaeology of China: Food and People	3
Anthro 3313	Women and Islam	3
Anthro 376	Warriors, Merchants, Monks, and Courtesans: Ancient Narratives of Globalization in Google Earth	3
Anthro 3775	Ancient Eurasia and the New Silk Roads	3
Anthro 4011	Popular Culture and Consumption in Modern China	3
Anthro 4033	Culture, Illness, and Healing in Asia	3
Anthro 4041	Islam and Politics	3
Anthro 4761	The Pleistocene Peopling of Eurasia	3

- Art History

Code	Title	Units
Art-Arch 3412	Japanese Art	3
Art-Arch 3415	Early Chinese Art: From Human Sacrifice to the Silk Road	3
Art-Arch 3425	Classical to Contemporary Chinese Art	3
Art-Arch 3426	Modern & Contemporary Chinese Art	3
Art-Arch 3442	Chinese Painting, Then and Now	3
Art-Arch 444	The Forbidden City	3
Art-Arch 4482	Japanese Prints: Courtesans, Actors and Travelers	3
Art-Arch 4494	East, Meet West: Asia Encounters Europe	3

- Chinese

Code	Title	Units
Chinese 3163	Historical Landscape and National Identity in Modern China	3
Chinese 3211	Contemporary Chinese Popular Culture	3
Chinese 330	Topics in Chinese Literature and Culture	3
Chinese 3352	China's Urban Experience: Shanghai and Beyond	3
Chinese 341	Early and Imperial Chinese Literature	3
Chinese 342	Modern and Contemporary Chinese Literature	3
Chinese 350	U.S.-China Relations from 1949 to the Present	3
Chinese 4242	Culture and Politics in the People's Republic of China: New Approaches	3
Chinese 4510	Urban Culture in Modern China	3
Chinese 467	The Chinese Theater	3
Chinese 479	Reading Seminar in Modern Chinese Literature: Envisioning a New China: The May Fourth Era (1919-1949)	3

Chinese 480	Reading Seminar in Chinese Popular Literature and Culture	3
Chinese 489	Topics in Modern Chinese Literature	3
Chinese 498	Guided Readings in Chinese	3

- Comparative Literature

Code	Title	Units
Comp Lit 375	Topics in Comparative Literature: Representation and Memory in St. Louis Museums	3
Comp Lit 449	Topics in Comparative Literature: Writing from the Periphery: The Question of Chineseness	3

- East Asian Languages and Cultures

Code	Title	Units
EALC 3250	Topics in Early Modern Korea: Guns, Tobacco, and Sweet Potato: A History of Material Culture	3
EALC 3340	Topics in East Asian Religions	3
EALC 340	Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives	3
EALC 3510	Pleasure, Amusement, and Play: Entertainment Culture in Premodern China	3
EALC 3750	Imagined Pasts: Traditional Korea through Film	3
EALC 3900	EALC Seminar:	3
EALC 420	Nature, Technology, and Medicine in Korea	3
EALC 425	Topics in Religion and Culture in East Asia: Women, Confucianism and Buddhism in East Asia	3
EALC 430	Topics in Chinese Media Culture	3
EALC 4710	Topics in Japanese Culture	3
EALC 4750	Worldviews, World-Building, and World Literature: New Approaches to Chinese Literature (1500-1900)	3
EALC 496	Guided Readings in East Asian Languages and Cultures	3

- English Literature

Code	Title	Units
E Lit 307	The Writing of the Indian Subcontinent	3

- Environmental Studies

Code	Title	Units
EnSt 4527	IPCC: Governance, Policy and Science	3

- Film and Media Studies

Code	Title	Units
Film 326	Samurai, Rebels, and Bandits: The Japanese Period Film	3
Film 341	Transnational Cinema(s): Film Flows in a Changing World	3
Film 431	Renegades and Radicals: The Japanese New Wave	3
Film 443	Memory, Tears, and Longing: East Asian Melodrama Film	3
Film 458	Major Film Directors	3
Film 485	Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000	3

- Global Studies

Code	Title	Units
GS 3006	Global Health and Language	3
GS 3020	Global Futures	3
GS 318	Learning to Use GIS in Development, Area Studies and International Affairs	3
GS 3248	Intercultural Communication	3
GS 3512	"Model Minority": The Asian American Experience	3
GS 364	Anarchism: History, Theory, and Praxis	3
GS 3822	From McDonald's to K-pop: New Movements in East Asia	3
GS 384	Migration and Modernity in Russia and the (Former) Soviet Union	3
GS 386	Empire in East Asia: Theory and History (WI)	3
GS 389	Furies and Die-Hards: Women in Rebellion and War	3
GS 390	Topics in Migration and Identity	3
GS 4007	Global Studies Research Methods Proseminar and Assistantship	3
GS 4036	Children of Immigrants: Identity and Acculturation	3
GS 4414	Gender Analysis for International Affairs	3
GS 4976	Global Asias	3

- Hindi

Code	Title	Units
Hindi 353	Understanding Indian (Hindi/Urdu) Literature: Through Text and Images (Visual)	3

- History

Code	Title	Units
History 301T	Historical Methods-Transregional History	3
History 3074	Hinduism & the Hindu Right	3
History 313C	Islamic History: 600-1200	3
History 3162	Early Modern China	3

History 3165	Chinese Diasporas	3
History 3166	A History of Modern China	3
History 3167	Economic History of China: From the Silver Age to Reform and Opening, 1500-1990	3
History 316C	Modern China: 1890s to the Present	3
History 3192	Modern South Asia	3
History 3194	Environment and Empire	3
History 320C	Japan Since 1868	3
History 331	19th-Century China: Violence and Transformation	3
History 3455	Cultural Encounters: China and Eurasia Since the Middle Ages	3
History 3559	Socialist and Secular? A Social History of the Soviet Union	3
History 3680	The Cold War, 1945-1991	3
History 36CA	Heroes and Saints in India: Religion, Myth, History	3
History 39SC	Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar	3
History 4154	Decolonization to Globalization: How to End an Empire	3
History 4872	Colonial Cities and the Making of Modernity	3
History 4885	Advanced Seminar: Medicine, Disease and Empire	3
History 4914	Advanced Seminar: Japan in World War II- History and Memory	3
History 49SC	Advanced Seminar: Inventing India	3

- Interdisciplinary Project in the Humanities

Code	Title	Units
IPH 3587	From Genghis Khan to the Taliban: War and Peace in Central Asia	3

- Japanese

Code	Title	Units
Japan 324	A User's Guide to Japanese Poetry	3
Japan 332C	Japanese Literature: Beginnings to 19th Century	3
Japan 333C	The Modern Voice in Japanese Literature	3
Japan 346	Japanese Literature in Translation: Mystery Fiction	3
Japan 445	Japanese Fiction: Meiji Women Writers (Writing-Intensive Seminar)	3
Japan 4451	Topics in Modern Japanese Literature	3

Japan 449	Modern Japanese Women Writers: Writing Intensive Seminar	3
Japan 4491	Modern Japanese Women Writers	3
Japan 491	Topics in Japanese Literature & History:	3
Japan 499	Guided Readings in Japanese	3

- Jewish, Islamic and Middle Eastern Studies

Code	Title	Units
JIMES 351	Muhammad: His Life and Legacy	3
JIMES 354	Anthropological and Sociological Study of Muslim Societies	3
JIMES 3622	Topics in Islam	3
JIMES 373	Topics in Near Eastern Cultures:	3
JIMES 445	Topics in Islam	3

- Korean

Code	Title	Units
Korean 352	Literature of Modern and Contemporary Korea	3
Korean 355	Topics in Korean Literature and Culture	3
Korean 365	Topics in Modern Korean Literature: The Korean Wave: Reading Korea through Popular Culture and Media	3
Korean 370	When Tigers Smoke: Songs and Stories from Traditional Korea	3
Korean 437	Contemporary Korean I: Language, History, and Musical Culture	3
Korean 438	Contemporary Korean II: Language, History, and Musical Culture	3
Korean 455	Topics in Korean Literature and Culture	3
Korean 497	Guided Readings in Korean	3

- Political Science

Code	Title	Units
Pol Sci 3300	Terrorism and Counterterrorism	3

- Religious Studies

Code	Title	Units
Re St 303	Daoist Traditions	3
Re St 3090	Chinese Thought	3
Re St 3091	Confucian Thought	3
Re St 311	Buddhist Traditions	3
Re St 312	South Asian Religious Traditions	3
Re St 3171	Religion and Culture in South and Southeast Asia	3
Re St 3392	Topics in South Asian Religions	3
Re St 346	Topics in East Asian Religions	3
Re St 3670	Gurus, Saints, and Scientists: Religion in Modern South Asia	3

Re St 368	Theories and Methods in the Study of Religion	3
Re St 403	Topics in East Asian Religion and Thought	3
Re St 418	Sexuality and Gender in East Asian Religions	3
Re St 480	Topics in Buddhist Traditions	3

- Women, Gender, and Sexuality Studies

Code	Title	Units
WGSS 366	Caste: Sexuality, Race and Globalization.	3

## Additional Requirements and Information

### Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Study abroad credit only counts at the 300 level.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, the School of Continuing & Professional Studies, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit form with Arts & Sciences to take the course for "general credit" and then petition to have the course count as an elective toward their Global Studies major.
- Students may not receive credit for January Intensive Term (J-Term) study abroad programs; these programs are too short in duration.

### Latin Honors

- Students must confidently expect to graduate with an overall grade point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).



## Language Requirement

All Global Studies majors must satisfy a language requirement that entails both the successful completion of four semesters of a modern language for a letter grade and placement into the third year of that language.

Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili.

Students should consult the course listings for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language." Click "Search" to see a list of available language courses.)

Please see the FAQs on the Global Studies website for more information.

Contact: Toni Loomis  
Phone: 314-935-5073  
Email: [aloomis@wustl.edu](mailto:aloomis@wustl.edu)  
Website: <https://globalstudies.wustl.edu>

## Global Studies Major, Global Cultural Studies Concentration

### Program Requirements

- **Total units required:** 36

The concentration in Global Cultural Studies focuses on the practical and theoretical issues arising from cross-cultural encounters around the world. Students will study these issues by both examining conventional cultural products (e.g., literature, film, visual art, new media) and investigating their broader political and social contexts. This concentration addresses compelling issues of cultural interchange for students interested in cultures for their own sake as well as in careers in NGOs and international business and law.

### Concentration Objectives

The Global Cultural Studies concentration is committed to interdisciplinary approaches to contemporary problems. Students may take courses in the language and literature disciplines as well as in anthropology; art history; film; history; music; religious studies; and women, gender, and sexuality studies.

### General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

#### This concentration requires 36 units of course work:

- 3 units of core course work: GS 3020 Global Futures
- 6 units of disciplinary introductions and methods course work (from two different disciplines; 100-200 level)
- 9 units of world area course work (any level)\*
- 18 units of advanced course work (at least one course must focus on gender, race, or class) (300-400 level)

\* Of the three required world area courses, one must be at the advanced level. The other two courses may be taken at any level.

Africa, East Asia, Eurasia, Europe, Latin America, the Middle East, South Asia, and North America are considered world areas for the Global Cultural Studies concentration. A student must complete two courses in one of these world areas and one course in another world area.

**Note:** A single course may satisfy more than one of the distribution requirements (i.e., disciplinary; gender, race, class; or world area). Some of these requirements may be completed while abroad.

### Disciplinary Introductory and Methods Courses

Students choose two courses from this list,\* for a total of 6 units:

Code	Title	Units
AFAS 255	Introduction to Africana Studies	3
Anthro 160B	Introduction to Cultural Anthropology	3
Art-Arch 111	Introduction to Asian Art	3
Art-Arch 113	History of Western Art, Architecture & Design	3
Art-Arch 215	Introduction to Modern Art, Architecture and Design	3
Comp Lit 211	World Literature	3
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Film 220	Introduction to Film Studies	3
FYP 1133	Ampersand: Legacies of the Silk Road	3
FYP 116	Ampersand: Geographies of Globalization and Development	3

FYP 117	FYS: Global Population on the Move: Language & Resettlement with Law, Healthcare & Education	3
GS 124	First-Year Sem: Bridging London: An Interdisciplinary Exploration of One of the World's Great Cities	3
GS 127	Migration in the Global World: Stories	3
GS 135	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GS 155	First-Year Seminar: Mapping the World: Introduction to Human Geography	3
GS 207	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
History 102D	Introduction to Modern European History	3
History 1500	Silver, Slaves and the State: Globalization in the 18th Century	3
History 164	Introduction to World History: The Second World War in World History	3
History 1640	Health and Disease in World History	3
IPH 175	First-Year Seminar: Seeing is Believing: Visuality, Power and Truth	3
IPH 207C	Modern Political Thought: Text & Traditions	3
IPH 312	Introduction to Digital Humanities	3
Ling 170D	Introduction to Linguistics	3
Introduction to Literature courses as appropriate (English, Comp Lit, or foreign language)		3
Music 1021	Musics of the World	3
Phil 120F	Problems in Philosophy	3
Phil 131F	Present Moral Problems	3
Pol Sci 103B	International Politics	3
Pol Sci 106	Introduction to Political Theory	3
Pol Sci 2100	Introduction to Migration Policy and Politics	3
Psych 221	First-Year Seminar: Introduction to Memory Studies	3
SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
WGSS 100B	Introduction to Women, Gender, and Sexuality Studies	3
WGSS 104	First-Year Seminar: Gender, Sexuality and Settler Colonialism	3
WGSS 105	Introduction to Sexuality Studies	3
WGSS 206	Sexuality and the State: Introduction to Sexuality Studies	3
WGSS 270A	Sophomore Seminar: Globalization and its Discontents	3

\* Students may submit a request to add a course by following the instructions for the Petition Process.

## World Area Courses

Of the three required world area courses, one must be at the advanced level, and it will be counted toward the 21 credits of advanced work needed to complete the major. The other two courses may be taken at any level. Examples of lower-level courses that may be used to satisfy this requirement include the following:

Code	Title	Units
AFAS 178	First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change	3
AFAS 209B	African Studies: An Introduction	3
AFAS 255	Introduction to Africana Studies	3
Chinese 227C	Chinese Civilization	3
GS 111	First-Year Seminar: The Vietnam Wars	3
GS 140	East Asia in the World	3
GS 229	Modern European History: Migrations, Nation States, Identities	3
GS 244	Introduction to European Studies	3
GS 280	Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film	3
History 102D	Introduction to Modern European History	3
History 2157	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
Japan 226C	Japanese Civilization	3
JIMES 208F	Introduction to Jewish Civilization: History and Identity	3
JIMES 210C	Introduction to Islamic Civilization	3
Korean 223C	Korean Civilization	3
LatAm 165D	Latin America: Nation, Ethnicity and Social Conflict	3

## Advanced Courses

Students choose eight courses from current, relevant, internationally focused course offerings in the following departments.\* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage and concentration course list for the full list of options.

- African and African-American Studies
- Anthropology
- Applied Linguistics
- Architecture
- Art History
- Children's Studies
- Classics
- Dance

- Drama
- Economics
- Environmental Studies
- Film and Media Studies
- Global Studies
- History
- Interdisciplinary Project in the Humanities
- International Affairs (School of Continuing & Professional Studies)
- International Studies (School of Continuing & Professional Studies)
- Jewish, Islamic and Middle Eastern Studies
- Languages and Literatures
- Latin American Studies
- Music
- Philosophy
- Political Science
- Psychological and Brain Sciences
- Religion and Politics
- Religious Studies
- Sociology
- Women, Gender, and Sexuality Studies

\* Students may submit a request to add a course by following the instructions for the Petition Process.

## Additional Requirements and Information

### Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Study abroad credit only counts at the 300 level.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, the School of Continuing & Professional Studies, summer school at other U.S. universities, or any combination thereof.

- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit form with Arts & Sciences to take the course for "general credit" and then petition to have the course count as an elective toward their Global Studies major.
- Students may not receive credit for January Intensive Term (J-Term) study abroad programs; these programs are too short in duration.

### Latin Honors

- Students must confidently expect to graduate with an overall grade point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

### Language Requirement

All Global Studies majors must satisfy a language requirement that entails both the successful completion of four semesters of a modern language for a letter grade and placement into the third year of that language.

Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili.

Students should consult the course listings for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language." Click "Search" to see a list of available language courses.)

Please see the FAQs on the Global Studies website for more information.

Contact: Toni Loomis  
Phone: 314-935-5073  
Email: [aloomis@wustl.edu](mailto:aloomis@wustl.edu)  
Website: <https://globalstudies.wustl.edu>

## Global Studies Major, International Affairs Concentration

### Program Requirements

- **Total units required:** 36

Why do states, nations, and societies cooperate, compromise, and fight? Living and working in our rapidly changing global arena presents great opportunities to advance the human condition, improve political and civil liberties, recast bargains between governments and their societies, transform social welfare, and advance the boundaries of

knowledge and scientific exploration. Yet, this same context presents great risks as people fear loss of identity, worry about economic subordination and loss to those beyond their borders, encounter the export of environmental degradation, and confront potential decline in personal and social autonomy. Students can explore the heightened economic, political, social, cultural, and environmental interdependence that generates prospects for cooperation; at the same time, this interdependence involves serious challenges, which create the possibility for conflict but also for compromise.

## Concentration Objectives

The concentration in International Affairs offers an interdisciplinary approach to understanding relations between societies. It provides opportunities to examine complex global issues and processes from multiple perspectives and to help understand the fundamental processes of cooperation, compromise, and conflict in the global arena. The program provides students with knowledge and skills for understanding and working with difficult international and cross-cultural problems that states, societies, and communities face.

## General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 300 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 400 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

### This concentration requires 36 units of course work:

- 3 units of core course work: GS 3020 Global Futures
- 3 units of Research Methods course work (any level)
- 6 units of introductory course work (100-200 level) from two different academic disciplines
- 9 units of advanced course work from the Core Courses list (300-400 level)
- 12 units of advanced course work (300-400 level)
- 3 units of additional course work (any level)

Africa, East Asia, Eurasia, Europe, Latin America, the Middle East, South Asia, and North America are considered world areas for the International Affairs concentration. A student must complete two courses in one of these world areas and one course in another world area.

**Note:** A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or world area). Some of these requirements may be completed while abroad.

## Introductory Courses

Students choose two courses from this list, for a total of 6 units:

Code	Title	Units
AFAS 178	First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change	3
AFAS 255	Introduction to Africana Studies	3
Anthro 132	First-Year Seminar: Past Tense, Future Imperfect: The Rise & Fall of Societies & Global Civilization	3
Anthro 160B	Introduction to Cultural Anthropology	3
BEYOND 160	Gender, Youth, and Global Health	3
Biol 2950	Introduction to Environmental Biology	3
Chinese 227C	Chinese Civilization	3
Chinese 270	Sophomore Seminar: U.S.-China Relations: Perceptions and Realities	3
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
EEPS 111	Introduction To Global Climate Change In the 21st Century	3
EEPS 201	Earth and the Environment	4
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3
EEPS 219	Energy and the Environment	3
EnSt 110	Environmental Issues	3
EnSt 290	Sophomore Seminar in Sustainability and the Environment	3
FYP 116	Ampersand: Geographies of Globalization and Development	3
FYP 2242	Ampersand: Migration Policies and Colonialism: Refugee Resettlement and Integration	3
FYP 2243	Ampersand: Mediterranean Migration: Dynamics and Consequences on the EU and MENA	3
GIS 200	Introduction to GIS (U90)	3
GS 111	First-Year Seminar: The Vietnam Wars	3
GS 1133	Ampersand: Legacies of the Silk Road	3
GS 124	First-Year Sem: Bridging London: An Interdisciplinary Exploration of One of the World's Great Cities	3
GS 127	Migration in the Global World: Stories	3
GS 135	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GS 140	East Asia in the World	3
GS 155	First-Year Seminar: Mapping the World: Introduction to Human Geography	3

GS 207	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
GS 229	Modern European History: Migrations, Nation States, Identities	3
GS 244	Introduction to European Studies	3
GS 280	Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film	3
History 102D	Introduction to Modern European History	3
History 1500	Silver, Slaves and the State: Globalization in the 18th Century	3
History 164	Introduction to World History: The Second World War in World History	3
History 1640	Health and Disease in World History	3
History 2119	First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities	3
History 2157	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
IPH 207C	Modern Political Thought: Text & Traditions	3
Japan 226C	Japanese Civilization	3
JIMES 208F	Introduction to Jewish Civilization: History and Identity	3
JIMES 210C	Introduction to Islamic Civilization	3
JIMES 263	Democracies & Dictatorships in the Middle East	3
Korean 223C	Korean Civilization	3
LatAm 165D	Latin America: Nation, Ethnicity and Social Conflict	3
MEC 290	Microeconomics	3
MEC 292	Global Economy	3
Phil 100G	Logic and Critical Analysis	3
Phil 131F	Present Moral Problems	3
Phil 233F	Biomedical Ethics	3
Phil 235F	Introduction to Environmental Ethics	3
Physics 171A	Physics and Society	3
Pol Sci 102B	Introduction to Comparative Politics	3
Pol Sci 103B	International Politics	3
Pol Sci 106	Introduction to Political Theory	3
Pol Sci 2010	Introduction to Environmental Policy	3
Pol Sci 2100	Introduction to Migration Policy and Politics	3
Psych 221	First-Year Seminar: Introduction to Memory Studies	3
RelPol 290	Islamophobia & U.S. Politics	3
SDS 1011	Introduction to Statistics	3
SDS 2200	Elementary Probability and Statistics	3
SOC 106	Social Problems and Social Issues	3

SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
SOC 2030	Social Movements	3
SOC 2110	Social Inequality in America	3
URST 101	First-Year Seminar: Introduction to Urban Studies	3
WGSS 100B	Introduction to Women, Gender, and Sexuality Studies	3
WGSS 206	Sexuality and the State: Introduction to Sexuality Studies	3
WGSS 270A	Sophomore Seminar: Globalization and its Discontents	3

## Core Courses

Students choose three courses from this list, for a total of 9 units:

Code	Title	Units
Anthro 3206	Global Gender Issues	3
Anthro 3283	Introduction to Global Health	3
Anthro 3391	Economies as Cultural Systems	3
Anthro 3612	Population and Society	3
Anthro 4022	Transnational Reproductive Health Issues: Meanings, Technologies, Practices	3
Anthro 4517	Anthropology and Development	3
Econ 376	International Economics	3
Econ 451	Environmental Policy	3
GS 3020	Global Futures	3
GS 3176	Chinese Economy in World History	3
GS 4201	International Relations of Latin America	3
GS 4204	International Relations of Latin America (WI)	3
GS 4246	State Failure, State Success and Development	3
GS 4414	Gender Analysis for International Affairs	3
GS 4622	Labor and Labor Movements in Global History	3
History 3168	History of Global Capitalism: From Slavery to Neoliberalism	3
History 3194	Environment and Empire	3
History 3404	The Creation of Capitalism	3
History 3593	The Wheels of Commerce: From the Industrial Revolution to Global Capitalism	3
History 3598	The First World War and the Making of Modern Europe	3
IA 511	International Law and Human Rights (U85)	3
IA 519	International Growth and Development, Inequality, and Transitional Justice (U85)	3
IA 535	American Foreign Policy (U85)	3
IA 5571	Politics of Global Finance (U85)	3
IA 574	International Relations (U85)	3

IA 5772	State Failure, State Success and Development (U85)	3
Pol Sci 3171	Conflict and Security in International Relations	3
Pol Sci 3171	International Conflict Management and Resolution	3
Pol Sci 332B	Energy Politics	3
Pol Sci 339	Political Violence	3
Pol Sci 373	International Political Economy	3
Pol Sci 4070	Global Justice	3
Pol Sci 4731	Global Political Economy	3
Pol Sci 4792	Globalization and National Politics	3
SOC 3001	Social Theory	3
SOC 4810	Global Structures and Problems	3
WGSS 4154	Decolonization to Globalization: How to End an Empire	3

## Research Methods Courses

Students choose course one from this list, for a total of 3 units:

Code	Title	Units
AFAS 4401	Intersectionality	3
Anthro 3284	Public Health Research and Practice	3
Anthro 4123	Argumentation Through Ethnography	3
Anthro 4253	Researching Fertility, Mortality, and Migration	3
Anthro 4455	Ethnographic Fieldwork: The Politics of Schooling	3
Anthro 4481	Writing Culture	3
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3
APL 4111	Linguistics and Language Learning	3
ARCH 307X	Community Building	3
CFH 400W	Merle Kling Undergraduate Honors Fellowship Seminar	3
Comp Lit 394	Worldwide Translation: Language, Culture, Technology	3
CSE 131	Introduction to Computer Science	3
DAT 120	Managerial Statistics I	3
DAT 121	Managerial Statistics II	3
Econ 413	Introduction to Econometrics	3
Econ 414	Econometric Techniques (U07)	3
EnSt 380	Applications in GIS	3
GIS 200	Introduction to GIS (U90)	3
GIS 300	Advanced GIS (U90)	3
GIS 303	Digital Cartography (U90)	3
GIS 421	Spatial Data Modeling and Design (U90)	3
GS 318	Learning to Use GIS in Development, Area Studies and International Affairs	3
GS 3248	Intercultural Communication	3

GS 4007	Global Studies Research Methods Proseminar and Assistantship	3
GS 4414	Gender Analysis for International Affairs	3
History 301T	Historical Methods-Transregional History	3
IA 524	Process and Design of Research (U85)	3
IA 5410	Alternative Analytic Techniques for International Affairs (U85)	3
NPM 450	Social Entrepreneurship (only if offered in person)	3
Phil 321G	Philosophy of Science	3
Pol Sci 263	Data Science for Politics	3
Pol Sci 3011	Computational Modeling in the Social Sciences	3
Pol Sci 362	Politics and the Theory of Games	3
Pol Sci 363	Quantitative Political Methodology	3
Pol Sci 4043	Public Policy Analysis, Assessment and Practical Wisdom	3
Pol Sci 4271	Topics in Politics	3
Pol Sci 495	Research Design and Methods	3
Psych 300	Introduction to Psychological Statistics	3
SDS 1011	Introduction to Statistics	3
SDS 2200	Elementary Probability and Statistics	3
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3
SDS 475	Statistical Computation	3
SOC 3050	Statistics for Sociology	3

## Advanced Courses

Students choose five courses from current, relevant, internationally focused course offerings in the following departments.\* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage and concentration course list for the full list of options.

- African and African-American Studies
- Anthropology
- Applied Linguistics
- Arabic
- Architecture
- Art History
- Biology and Biomedical Sciences
- Chinese
- Classics
- Earth, Environmental, and Planetary Science
- East Asian Languages and Cultures
- Economics
- Education
- Environmental Studies
- Film and Media Studies
- Finance (Olin Business School)

- German
- Global Studies
- History
- Interdisciplinary Studies
- Italian
- Jewish, Islamic and Middle Eastern Studies
- Korean
- Latin American Studies
- Management (Olin Business School)
- Philosophy
- Political Science
- Psychological and Brain Sciences
- Religion and Politics
- Religious Studies
- Russian
- Social Administration (Social Work)
- Sociology
- Spanish
- School of Continuing & Professional Studies — International Affairs; International Studies; Nonprofit Management; Sustainability (only when courses are offered in person)
- Women, Gender, and Sexuality Studies

\* Students may submit a request to add a course by following the instructions for the Petition Process.

## Additional Requirements and Information

### Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 300 or 400 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Study abroad credit only counts at the 300 level.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, the School of Continuing & Professional Studies, summer school at other U.S. universities, or any combination thereof.

- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit form with Arts & Sciences to take the course for "general credit" and then petition to have the course count as an elective toward their Global Studies major.
- Students may not receive credit for January Intensive Term (J-Term) study abroad programs; these programs are too short in duration.

### Latin Honors

- Students must confidently expect to graduate with an overall grade point average of 3.65 or higher to qualify for Latin Honors.
- Students should enroll in GS 485 Preparation for Global Studies Honors Thesis during the fall of senior year and in GS 486 Global Studies Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

### Language Requirement

All Global Studies majors must satisfy a language requirement that entails both the successful completion of four semesters of a modern language for a letter grade and placement into the third year of that language.

Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili.

Students should consult the course listings for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language." Click "Search" to see a list of available language courses.)

Please see the FAQs on the Global Studies website for more information.

Contact:	Toni Loomis
Phone:	314-935-5073
Email:	aloomis@wustl.edu
Website:	<a href="https://globalstudies.wustl.edu">https://globalstudies.wustl.edu</a>

## History

The Department of History engages its students through a study of the past. We are committed to the idea that the most compelling stories are often the most revealing ones. In addition to teaching students the particular skills of historical inquiry, we provide them with tools that serve them beyond their majors and beyond the university.

The discipline of history poses challenging questions about the ways that human beings have made the worlds they live in. There are many approaches to history. Some historians study politics, whether that means political parties or the ways that people who never held public office nonetheless act to shape public life. Others study the lived experience of everyday Americans or the popular culture that reflects how people understand the world around them. Still others are especially interested in the kinds of stories about the past that we tell

ourselves, for those stories reveal a great deal about our own society as well as that of a different time. Although it is not true that history repeats itself, it is true that, without knowledge of the past, we are unable to understand the present.

The Department of History at Washington University offers history majors and minors the opportunity to develop a coherent and challenging program of study. We also encourage all undergraduates to incorporate the discipline of historical thinking into their liberal arts education. In all courses, students are taught the kinds of skills that will help them succeed both in classes at Washington University and in their postgraduate careers. History students learn to read carefully, think critically, research honestly, and present information and ideas clearly and concisely, both verbally and in writing.

The Department of History offers a wide variety of courses, ranging from the ancient world to the present and spanning across Africa, Asia, the Middle East, Europe, and the Americas. There are many opportunities for small-group learning and discussion in first-year seminars, sophomore honors colloquia, writing-intensive seminars, and advanced seminars. The history major is structured to be flexible and to encourage students both to pursue established interests and to explore topics, time periods, and locales that may be less familiar.

The Department of History prides itself on the individual attention that faculty mentors provide to students. Graduates express great satisfaction with their experiences in the major, specifically mentioning the faculty's knowledge of the subject matter, dynamic teaching styles, and respect for students.

Some history majors go on to pursue graduate work in the field and become professional historians, but most find that the knowledge and skills they build through history courses prepare them for a wide range of careers. Our graduates have attended law and medical schools and have pursued careers in government, education, research, business, communications, international agencies, publishing, museums and archives, public advocacy, and many other fields.

Phone: 314-935-5450  
Email: [history@wustl.edu](mailto:history@wustl.edu)  
Website: <http://history.wustl.edu>

## Faculty

### Chair

#### **Corinna Treitel**

William Eliot Smith Professor of History  
PhD, Harvard University  
Modern European History

### Director of Graduate Studies

#### **Steve Hindle**

Derek Hirst Endowed Professor of Early Modern British History  
PhD, University of Cambridge  
Early Modern European History

### Director of Undergraduate Studies

#### **Peter J. Kastor**

Samuel K. Eddy Professor  
PhD, University of Virginia  
U.S. History

### Department Faculty

#### **Cassie Adcock**

Associate Professor  
PhD, University of Chicago  
Modern South Asian History

#### **Iver Bernstein**

Professor  
PhD, Yale University  
U.S. History and the Civil War

#### **Daniel Bornstein**

Stella K. Darrow Professor of Catholic Studies  
PhD, University of Chicago  
Early Modern European History

#### **Flora Cassen**

Associate Professor  
PhD, New York University  
Jewish History, Early Modern Europe

#### **Shefali Chandra**

Associate Professor  
PhD, University of Pennsylvania  
Modern South Asian History

#### **Douglas Flowe**

Associate Professor  
PhD, University of Rochester  
U.S. History

#### **Christine R. Johnson**

Associate Professor  
PhD, Johns Hopkins University  
Early Modern European History

#### **Jonathan Judaken**

Gloria M. Goldstein Endowed Chair in Jewish History & Thought  
PhD, University of California, Irvine  
Jewish History, Racism, Existentialism

#### **Krister Knapp**

Teaching Professor  
PhD, Boston University  
U.S. Intellectual History

#### **Uluğ Kuzuoğlu**

Assistant Professor  
PhD, Columbia University  
Modern Chinese History



**Kenneth Ludmerer**

Mabel Dorn Reeder Distinguished Professor in the History of Medicine  
PhD, MD, Johns Hopkins University  
Medical History

**Steven B. Miles**

Professor  
PhD, University of Washington  
Chinese History

**Diana J. Montaña**

Assistant Professor  
PhD, University of Arizona  
Latin American History

**Sowandé Mustakeem**

Associate Professor  
PhD, Michigan State University  
Atlantic Slave Trade and the Middle Passage

**Tim Parsons**

Professor  
PhD, Johns Hopkins University  
African History

**Mark Pegg**

Professor  
PhD, Princeton University  
Medieval European History

**Christina Ramos**

Associate Professor  
PhD, Harvard University  
Latin American History, History of Medicine

**Nancy Y. Reynolds**

Associate Professor  
PhD, Stanford University  
Middle Eastern History

**Anne Schult**

Assistant Professor  
PhD, New York University  
Modern European History

**Dalen Wakeley-Smith**

Assistant Professor  
PhD, University of Michigan  
U.S. History

**Anika Walke**

Associate Professor  
PhD, University of California, Santa Cruz  
Modern European History

**Marjan Wardaki**

Assistant Professor  
PhD, University of California  
History of Science

**Lori Watt**

Associate Professor  
PhD, Columbia University  
Japanese History

## Affiliated Faculty

**William Bubelis**

Associate Professor of Classics  
PhD, University of Chicago  
Classics

**Joanna Dee Das**

Associate Professor of Dance  
PhD, Columbia University

**Adrienne D. Davis**

William M. Van Cleve Professor of Law  
JD, Yale University School of Law

**Martin Jacobs**

Professor of Rabbinic Studies  
PhD and Habilitation, Free University of Berlin  
Jewish, Islamic, and Middle Eastern Studies

**Zhao Ma**

Associate Professor of Modern Chinese History and Culture  
PhD, Johns Hopkins University  
East Asian Languages and Cultures

**Laurie F. Maffly-Kipp**

Archer Alexander Distinguished Professor  
PhD, Yale University  
Danforth Center on Religion and Politics

**Rebecca Messbarger**

Professor of Italian and Women, Gender, and Sexuality Studies  
PhD, University of Chicago  
Romance Languages and Literatures

**Eric P. Mumford**

Rebecca and John Voyles Professor of Architecture  
PhD, Princeton University  
Architecture

**Michelle Purdy**

Associate Professor of Education  
PhD, Emory University

**Leigh E. Schmidt**

Edward C. Mallinckrodt Distinguished University Professor  
PhD, Princeton University  
Danforth Center on Religion and Politics

**Claudia Swan**

The Inaugural Mark Steinberg Weil Professor of Art History  
PhD, Columbia University

### Mark Valeri

Reverend Priscilla Wood Neaves Distinguished Professor of Religion and Politics

PhD, Princeton University  
Danforth Center on Religion and Politics

### Hayrettin Yücesoy

Associate Professor of Arabic and Islamic Studies  
PhD, University of Chicago

### Steven Zwicker

Stanley Elkin Professor in the Humanities  
PhD, Brown University  
English

## Professors Emeriti

### Jean Allman

J.H. Hexter Professor in the Humanities  
PhD, Northwestern University  
African and African-American Studies

### Andrea S. Friedman

PhD, University of Wisconsin  
U.S. Women's History

### Steven Hause

PhD, Washington University

### Derek M. Hirst

William Eliot Smith Professor Emeritus of History  
PhD, Cambridge University

### Gerald N. Izenberg

PhD, Harvard University

### Hillel J. Kieval

Gloria M. Goldstein Professor of Jewish History and Thought  
PhD, Harvard University  
Jewish History

### David T. Konig

PhD, Harvard University

### Linda J. Nicholson

Susan E. and William P. Stiritz Distinguished Professor Emerita of Women's Studies  
PhD, Brandeis University

### Max J. Okenfuss

PhD, Harvard University

### Laurence Schneider

PhD, University of California, Berkeley

### Richard J. Walter

PhD, Stanford University

## Majors

- History Major (p. 729)

## Minors

- History Minor (p. 730)
- Medical Humanities Minor (p. 731)

## Courses

Courses include the following:

- History (p. 689)
- Medical Humanities (p. 724)

## History

Visit online course listings to view semester offerings for L22 History.

### L22 History 101C Western Civilization

This course is a history of Western civilization from 3500 BC to AD 1600. Western civilization may be characterized as one long debate on the holy. In no other civilization did this debate about the limits of the sacred and the profane -- this constant effort at trying to grasp the divine through word and deed -- last continuously for more than 5000 years. To argue over the holy is to argue over the very nature of how to live a life, from the most mundane daily activity to the most sublime act of the imagination. It is to argue over how politics, economics, art, philosophy, literature, and religion are realized in a society. Apart from many types of polytheism, we study the three great world monotheistic religions: Judaism, Christianity, and Islam. We study the ancient cultures of northern Africa and the eastern Mediterranean, the empires of Alexander the Great and imperial Rome, the Christianization of the Roman Empire and the rise of Islam, the early medieval world in the North Sea and the Byzantine Empire in Constantinople, the formation of Latin Christendom and the papal monarchy, the Crusades and the reaction of the Islamic lands, concepts of individuality, the persecution of Jews and heretics, chivalry and peasant servitude, the Mongol Empire, the Black Death and the devastation of the 14th century, the Renaissance in Italy and the Protestant reformation, the hunt for witches and the scientific revolution, and the medieval origins of the African diaspora and the European conquest of the Americas. What defined being human -- and so a man, a woman, or a child -- over five millennia? Fundamental questions of this course include the following: What is "Western civilization"? When do the characteristics defined as "Western" come together as a coherent phenomenon? What, then, is historical truth? This course (through lectures, reading primary sources, discussion sections, and essay writing) gives the student a learned background in almost 5000 years of history. This is an introductory course for the history major and minor.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H

### L22 History 1021 An Ancient Murder Mystery: The Death of Jesus from the Gospels to Mel Gibson

When Mel Gibson's movie "The Passion of the Christ" was released in 2004, it provoked a tremendous amount of public debate and divided Christians (Catholics and Protestants of all sorts) and Jews (Orthodox, Conservative, Liberal and Reform) in every possible combination. Although the virulence of the discussions may have given us the impression that this was a new issue, in reality the question of the Jews' role and involvement in Jesus' death has been disputed for almost two thousand years. The claim that the Jews are responsible for Christ's death is the subject of this class and we will study its history from the gospels to today using textual sources (historical, religious

and literary works) and the visual arts (paintings and movies). But this class is not about who did or did not kill Jesus, nor is it about judging people's positions on the issue. Rather it is about the power of a story to travel through time and space, to being told and retold in different versions and with different purposes, and to affect the real lives of men and women. First-Year Seminar; Course is for first-year, non-transfer students only.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

### **L22 History 102D Introduction to Modern European History**

The history of Europe since 1500 is a remarkable array of contradictions: freedom and fascism; democracy and imperialism; industrialization and Romanticism; international capitalism and fervent nationalism; social change and scientific racism. What produced these developments in European social, economic, and political spheres and how did these different currents diverge and converge? How did European developments affect global actors and vice versa? What are the consequences for our own time of these contradictory aspects of Europe's modernization? Class assignments include textbook and primary source reading (c. 75 pages/week), discussion participation, 2 short analytical papers, 3 in-class exams, and a final cumulative take-home essay. This course satisfies the Introductory Survey requirement for the history major and minor. DISCUSSION SECTION IS REQUIRED.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L22 History 1119 First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities**

This course examines the history of racial thinking and the experience of race in Latin America. Topics covered include: concepts of "blood purity" in early modern Spain; the casta system in colonial Spanish America; indigenous and African identities; race, citizenship, and nation-building; whitening projects; discourses of mestizaje or "race mixture"; and the intersection of race, gender, and class. While the focus of the course will be on the complexities of race in Latin America, a place of enormous ethnic and cultural diversity, we'll also be looking to draw comparisons to the history of race in the U.S.

Credit 3 units. BU: HUM, IS

---

### **L22 History 1130 Introduction to Race**

This course serves as an introduction to the analytic category race. Students will be exposed to major theories concepts, processes, frameworks, and scholars of race. They will develop the skills and language to critically examine and discuss race, with emphasis on how conceptions of race and collective identity have deep historical roots and have changed over time. This course takes the position that race-like gender, class and sexuality-is socially constructed. That said, while race is socially constructed, this course also emphasizes that racialization and racial categories have social, political, and economic consequences in people's everyday lives. Meaning the socially and historically constructed category of race has real implications for people and communities. Ultimately, the purpose of the course is to teach students to read, think and write critically about one of today's most contentious topics-race-by exposing them to readings and other course materials that consider race and the process of racialization in specific contexts and time periods throughout the world.

Same as L90 AFAS 1130

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

### **L22 History 1150 First-Year Seminar: The Presidency 101: From Washington to Trump**

Is this your first presidential election, or are you a policy wonk? Regardless of your political experience, this course provides an opportunity for students to learn about the American presidency as a contemporary political institution with deep roots in American history.

This first-year seminar introduces undergraduates to the presidency by considering the institution in its political and cultural contexts. Using the 2020 election as a point of departure, this course will explore how the current president as well as the aspiring candidates reveal broader trends and new developments in American political history. In addition to introducing students to the study of the presidency, this course will also introduce students to diverse means of studying culture, with assignments that range from political speeches to policy documents to popular media.

Credit 3 units. A&S: FYS A&S IQ: SSC BU: BA, HUM EN: S

---

### **L22 History 1500 Silver, Slaves and the State: Globalization in the 18th Century**

In this course, students will look at how silver, and also porcelain, tobacco and salt, shaped the early modern world. The course will look at how merchants and adventurers, as well as pilgrims, pirates, migrants, and captives, encountered very different facets of that world, and tried to make sense of it. Students will also study how these attempts at exchange, how that process of "making sense," transformed how men and women of the 18th century, around the globe, saw their territories and their fellow humans. This is a world history class.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

### **L22 History 154 First-Year Seminar: Saints and Society**

The topic of this course is saints and society in medieval and early modern Europe. It will explore the complex relationships between exceptional holy men and women, the historical settings in which they lived, and the religious and cultural traditions on which they drew. It will consider saints as both embodiments of the highest ideals of their societies and radical challenges to ordinary patterns of social existence.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L22 History 156 First-Year Seminar: England in the Age of Shakespeare**

This course will examine certain themes central to our understanding of Shakespeare's England, such as monarchy, order, power and the limits on action, national identity, gender and family. Students will read and discuss modern historical scholarship, a range of contemporary sources, and Shakespeare's plays, and the relationship between them.

Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM, IS EN: H

---

### **L22 History 163 Freedom, Citizenship and the Making of American Life**

This course offers a broad survey of American history from the era before European settlement of North America to the late twentieth century. The course explores the emergence and geographic expansion of the United States and addresses changes in what it meant to be an American during the nation's history. Tracing major changes in the nation's economic structures, politics, social order and culture, the course chronicles, among other issues, changes in the meanings of freedom, citizenship, and American identity. Introductory course to the major and minor.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

**L22 History 164 Introduction to World History: The Second World War in World History**

This course introduction to World History uses World War II as a lens to examine the methodologies, approaches and sources historians employ to understand and analyze historical periods. The class will explore the global connections and interactions which characterize World History. The emphasis of this course will be on digging into topics traditionally neglected: the impact of the war on race, gender, family and children; daily life; and daily ethical decision making. Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: HUM, IS EN: H

---

**L22 History 1640 Health and Disease in World History**

Health and disease are universal human experiences, yet vary profoundly across time and place. Extending from ancient times to the present, this course surveys that variety from a global perspective. We will explore medical traditions from around the world, then examine how these responded to major epidemic diseases such as the Black Death. We will study the globalization of disease and the emergence of scientific medicine after 1450, then turn to the interrelated histories of health and disease in the modern era. Throughout, we will attend carefully to how the biological aspects of health and disease have shaped world history, while at the same time exploring the powerful mediating role of social, cultural, economic, and political factors—from religious beliefs and dietary practices to inequality, poverty, empire, and war—in determining the myriad ways in which health and disease have been experienced and understood. Introductory course to the major and minor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 180 First-Year Seminar in Religious Studies: Miracles**

This course is for freshman only. The topic varies from semester to semester. Recent topics include Miracles; Sexuality in Early Christianity; and The Self in Chinese Thought.

Credit 3 units. A&S: FYS A&S IQ: HUM

---

**L22 History 192 First-Year Seminar: African Experiences in the Second World War**

Most conventional histories of the Second World War pay scant attention to Africa, thereby creating the misconception that the war had little impact on the peoples of the African continent. This introductory seminar restores the experiences of ordinary African women and men to the larger historical narratives of both Africa and World War II. Combining personal memoirs with official primary sources reveals not only how the global conflict influenced African history but also how Africans helped shape the final outcome and consequences of the war. This course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L22 History 193 First-Year Seminar: Silk Roads and Empires**

Did the Silk Road even exist? Coined by a German geographer in the late 19th century, the term "Silk Road" has long been a metaphor for global connectivity. Evoking the image of camels and traders, diplomats and warriors, and missionaries and artists roaming across Eurasia from Chinese cities to Mediterranean shores, the so-called Silk Road has captivated the imagination of historians, novelists, and film makers for decades. This course investigates the fact and fiction of the Silk Road. Over the course of the semester, we will encounter people, texts, and objects that weaved a world wide web before the age of the internet. We will examine Buddhist monks, Muslim scholars, and Mongol rulers who connected disparate regions of the globe before the age of globalization, and we will discuss whether the concept and history of the Silk Road may offer anything novel for us in the 21st century. This course is for first-year, non-transfer students only.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L22 History 200 Doctors and Terrorists: The Fictions of South Asian America**

South Asians have always played an integral role in the culture, history and politics of the United States. However, for complex reasons, their presence has either been concealed, or dismissed through dangerous stereotypes, or just as inaccurately, excessively celebrated for proving the generosity of American liberalism and multiculturalism. Racially misrecognized, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have reached to fiction, music and popular culture to craft deeply intimate and original assessments of mainstream desires. In doing so they have sought to resist the dictates of whiteness, to question US imperialism, to garner acceptance and mobility, to build solidarity with other US minorities. In this course we learn about the complex history and cultural productions of South Asians in America. How did "South Asia" become a category of identification, and who benefitted from that designation? What role have South Asians played in the economic, cultural and global ascendancy of the United States? How do South Asians connect with, and control, their countries of origin? Why do discourses of sex and intimacy rise to the surface in this history, and what is the significance of story-telling in building the archive and questioning the fiction of South Asian America? Course enrollment is limited to first-year and sophomore students.

Same as L98 AMCS 2002

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

**L22 History 2006 "Reading" Culture: Visualizing the American City**

See Section Description. Topic changes semester to semester.

Same as L98 AMCS 206

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM, VC BU: HUM EN: H

---

**L22 History 2052 Historical Fiction & Fictional Histories**

The relationship between history and fiction has always been contentious and sometimes turbulent, not least because the two genres have traditionally been seen as mutually exclusive. However, new hybrid forms of writing—from historical fiction, to docudramas, to fictionalized biographies—have led to the blurring of the boundary and encouraged the claim that history itself is just another form of fiction. At the same time, historical novelists have placed increasing emphasis on the authenticity, sometimes even the accuracy, of their narratives and characterizations. And further still, contemporary writers are challenging dominant historical narratives by creating plausible fictions from the perspectives of the subordinated, the marginalized and the disenfranchised: plebeians, women, and indigenous, enslaved, and diasporic peoples. As historical novels become ever more popular, the distinction between history and fiction appears to be collapsing before our eyes. Through reading and discussing some outstanding examples of the genre of historical fiction published between the early nineteenth and the early twenty-first century (from Walter Scott to Charles Dickens, from Toni Morrison to Amitav Ghosh, from Graham Swift to Hilary Mantel), this course will investigate whether history is 'factual' or just another form of fiction; whether the appeal of historical fiction should lie in its authenticity; whether the recent success of historical novels should be viewed as a new development, or rather, as a revival of an older literary tradition; and whether novelists and dramatists are more adept than historians at interrogating issues of memory, identity, and change.

Credit 3 units. A&S IQ: HUM EN: H

---

**L22 History 2061 Sophomore Seminar**

This course is a sophomore seminar in history; topics vary per semester. Prerequisite: sophomore standing.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L22 History 2062 Sophomore Seminar

This course is a sophomore seminar in history; topics vary per semester. Prerequisite: sophomore standing.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, IS EN: H

---

### L22 History 2070 Crossing Borders: An Introduction to Institutions and Concepts in Global Studies

This course provides an overview of the emergence of international governing institutions, the ideologies that shaped them, and concepts helpful for understanding them. Identifying the systems that have emerged to govern modern human societies at the national and international levels provides the means to consider how human beings are categorized within those systems, as citizens, subjects, asylum seekers, refugees, and the stateless. We engage a few classic works -- including "The Communist Manifesto," "Imagined Communities," and "Orientalism" -- and consider how they have transformed knowledge. The goal is for students to gain an empirical grasp of world institutions and a critical vocabulary that will provide the means for an informed engagement with international issues across different world regions and academic approaches.

Same as L97 GS 207

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: IS EN: S

---

### L22 History 2081 Introduction to Jewish Civilization: History and Identity

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course--designed as an introduction to Jewish history, culture, and society--will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: 7th century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JIMES 208F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### L22 History 2091 First-Year Seminar: The City in Early Modern Europe

From the city-states of Renaissance Italy to the eighteenth-century boomtowns of London and Paris, cities functioned as political, economic, and cultural centers, creating unique opportunities and challenges for their diverse inhabitants. Using a wide variety of primary and secondary sources, this course will examine how men and women, rich and poor, established citizens and marginal groups, tried to understand and manage life in the city. Their conflicting experiences and expectations created not only social and economic unrest, but also a resilient social infrastructure, a tradition of popular participation in politics, and a rich legacy of cultural accomplishment. Topics studied include: urban political and economic organization; the creation and use of public spaces; religion as a source of community and conflict; and urban crime and public punishment.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD BU: HUM, IS

---

### L22 History 2118 First-Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History

Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation building process through the lens of Latin American women. Students will examine the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social revolutions and dictatorial regimes of the twentieth century. Besides looking at their political and economic lives, students will explore the changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L22 History 2119 First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities

What does it mean to identify as mestizo, moreno, or mulato? How have Latin American nations dealt with their mixed racial populations and their rich African and indigenous heritages? What does it mean to be black in nations where the official discourse is one of racial hybridity or color blindness? This course examines the history of racial thinking and the experience of race in Latin America. While the focus of the course will be on the complexities of race in Latin America, a place of enormous ethnic and cultural diversity, we will also draw comparisons to the history of race in the U.S.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L22 History 214C Introduction to Islamic Civilization

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Same as L75 JIMES 210C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### L22 History 2152 The Theory and Practice of Justice: The American Historical Experience

This introductory course uses historical case studies combined with readings in law, literature, and philosophy to illuminate key episodes where definitions of justice were contested in 19th and 20th century America. Some of the conflicts to be explored include: Cherokee Removal, Civil War era debates over southern secession; whether reparation should be offered to freed people to redress the injustices of racial slavery; the denial of voting rights to women as a case of "taxation without representation"; 20th century controversies over legal bans on racial intermarriage; free speech versus hate speech in the 1960s and 70s; and recent debates over affirmative action and gay marriage. Attendance Required.

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: ETH, HUM EN: H

---

**L22 History 2157 First-Year Seminar: The Meaning of Pakistan: History, Culture, Art**

Pakistan is the second largest Muslim nation and the sixth most populous country in the world. First imagined as an anti-majoritarian and anti-imperial idea, the nation came to be split between East and West Pakistan, with a hostile Indian nation dividing the country. The subsequent emergence of Bangladesh, from within, exposed the complexities of US imperial and Indian power, colonialism, identity, ethnicity, race, nationalism and repression. More recently, the War on Terror has once again exploited the ethnic and cultural conflicts produced by world histories of power and resistance. The events of the past two hundred years have undoubtedly and violently exacerbated the politicization of social and cultural identities. This course situates Pakistan in the context of pre-colonial social formations, British colonialism, internal colonialism, US imperialism, the Cold War, Soviet interests, Indian regional hegemony and then turns to the powerful and diverse struggles launched by its own citizens against these external forces. How did successive empires construct and politicize social identities, and how did people contest and adapt these? How did caste, gender, race and religion shape empire and anti-imperial histories? Our sources will be historical, ethnographic, and literary. We will cover topics such as colonial fantasies, decolonization, the political uses of social categories of tribe, caste, language and gender, the political economy of militarism, terrorism, 'development', activism, diasporic formations, poetry, music and art. The course will deepen our collective understanding of a critical series of developments in world history. Just as crucially, we will build a framework within which to address the stereotypes about Pakistan that dominate popular and media discourses today.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 2158 First Year Seminar: Outcasts and Outlaws: The History of Othering in Modern Europe**

Villainous figures such as pirates, bandits, rebels, and terrorists have easily jumped from the historical record into the broader cultural imaginary. But what, beyond their disdain for the law, do they have in common, and why do they keep resurfacing in accounts of contemporary politics? This course will survey several outsider archetypes across 19th- and 20th-century Europe and its empires. We will ask: what does it mean to be "outside" of the community, and which mechanisms and spaces have historically produced and maintained this exclusion? With particular attention to the history of European imperialism, this course will analyze how images of outcasts and outlaws have been shaped by perceptions of gender, race, and class, and how they have produced distinct forms of management and policing. The class will also highlight the central role that mobility has played for this type of othering. Putting archetypes from the European underworld into conversation with one another and investigating their reconfigurations across time, we will systematically work out what function they perform for past and present society and what, if any, forms of resistance they afford.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L22 History 2251 Religion and Politics in American History**

In a famous 2004 article, historian Jon Butler once remarked that US history textbooks and survey courses tend to pay significant attention to religion during the Colonial Era and early Republic, yet after the Civil War "religion more often appears as a jack-in-the-box" that pops up in historical accounts somewhat randomly and without much elaboration or analysis. To address the gaps in historical understandings that these absences may create, this course will provide a survey of the ways theological ideas and religiously-motivated social movements have shaped US politics and civic life from the Civil War to the present. With a particular emphasis placed on how religion intersects with other social categories such as race, gender, and class, it will examine the complex role that religious beliefs, practices, and identities have played

in major political events and debates from the 1860s to today. In doing so, it will also inquire into what it means to study religion as a historical phenomenon, the theoretical and methodological tools that best assist in this work, and the historiographic implications of better attending to religion in historical analyses. No prior coursework in US history or religious studies is required.

Same as L57 RelPol 225

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L22 History 2255 First-Year Seminar: The Caribbean and the World**

For many, the Caribbean evokes images of an exotic place with beautiful beaches, friendly, happy "natives" and unbridled hedonism. Yet, much more than a distant vacation destination for "first world" consumption, the Caribbean has long been closely intertwined with major events in World History. This course explores the ways in which the Caribbean has been a part of the making of World History, beginning in the 14th century and ending in the contemporary period. Themes covered will include: capitalism and slavery; the Haitian Revolution and its global reverberations; U.S. imperialism in the Caribbean; the impact of Caribbean migration on British culture; Caribbean sports; music and food in a global context; and the contributions of Caribbean thinkers to anti-colonial and anti-imperialist thought and action.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: IS EN: H

---

**L22 History 2358 First-Year Seminar: Travel and Travelers in the Second British Empire**

Empires were, most fundamentally, networks of communication, commerce, governance, and travel held together by force. They are difficult to understand and define because different sorts of people experienced imperial rule differently. This seminar offers a new perspective on the Second British Empire by examining it through the eyes of the people who traveled throughout it as politicians, administrators, soldiers, merchants, missionaries, journalists, artists, and settlers. The course work and assignments involve reading and writing conventional travel accounts, memoirs, and police reports.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS

---

**L22 History 2443 First-Year Seminar: The Nuremberg Trials and International Justice**

This course is an exercise in understanding how professional historians and the general public discover and use the past. The main goals of this course are to understand the many different methods and standards applied to the past; to understand how and why each generation changes the past as it seeks to make it "usable"; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively. The subject of this inquiry will be the Nuremberg trials - the innovations and critiques around the law and politics of the trials themselves, as well as the trials' legacies for ideas about international justice in postwar America and the world. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM, IS EN: H

---

**L22 History 245 Topics in National Security History**

This purpose of this course is to introduce first year students in an intimate setting to major topics in national security policy. For that reason, enrollments will be kept small. The goal is to provide insights for students considering a major in history and perhaps even a career in policy. The course structure will rotate topics (intelligence, war, world orders, etc.) each time it is taught.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L22 History 2561 Urban America**

The city is a crucial frame for understanding the nation's cultural, economic, social, political and ecological concerns. This course discusses its importance in shaping American society and consider urban environments as living, breathing, contracting and expanding regions in the landscape. Questions of race, class and gender will be explored in an attempt to understand the current configuration of American cities, and to allow students to engage meaningfully with the continual transformation of urban space. Attention will be paid to the role played by popular imagination in the formation of public policy, civic spatial arrangement, suburban development and urban historical geography.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L22 History 2674 Sophomore Seminar: Slavery and Memory in American Popular Culture**

Sophomores receive priority registration. The history of slavery has long created a sense of unease within the consciousness of many Americans. Recognizing this continued reality, this seminar examines how slavery is both remembered and silenced within contemporary popular culture. Although slavery scholarship continues to expand, how do everyday Americans gain access to the history of bondage? Taking an interdisciplinary approach to these intriguing queries, we will examine a range of sources: literature, public history, art/poetry, visual culture, movies and documentaries, as well as contemporary music including reggae and hip hop. The centerpiece of this course covers North American society, however, in order to offer a critical point of contrast students will be challenged to explore the varied ways slavery is commemorated in others parts of the African Diaspora.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L22 History 270 Globalization and its Discontents**

Today, the heady promises of globalization appear to have failed us. The notion of global markets and global citizens seems to have remained at best, an ideal. Meanwhile the world's majority has witnessed a staggering decline in education, nutrition, health and even physical mobility. Nowhere have these developments passed unquestioned: from the rise of the so-called Maoist insurgency in India to the Occupy movement in the US, people and especially the youth have expressed their outrage in creative and unconventional ways. This course plots the long and necessarily violent history of forging global interconnections. The lens for our analysis will be India, South Asia and their relationship with the United States. We will approach a range of novels, films and popular cultural artifacts as we build our own understanding of the nature, critique and promise of globalization.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

**L22 History 2700 Sophomore Seminar: U.S.-China Relations: Perceptions and Realities**

The United States and China are the two most important global powers today, and the bilateral relationship is one of the most comprehensive, complex, consequential, and competitive major-power relations in the world. The course aims to examine the attitudes, ideas, and values that have shaped the relationship, from the era of colonial expansion in the 1800s to the rise of China as a major political and economic power in the 21st century. Drawing upon visual images, literature, films, policy statements, and other materials, the course will analyze the patterns of perceptions that have informed and shaped the understanding of realities. This course, which uses an interdisciplinary approach, will include discussions and debates from both American and Chinese perspectives. Prerequisite: sophomore level only.

Same as L04 Chinese 270

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 270A Sophomore Seminar: Globalization and its Descendants**

The metanarrative of globalization and global inter-connections privileges the story of markets, growth, and mobility. That story is relentlessly optimistic, and simultaneously, devoid of an understanding of gender, sexual difference or race. In this course, we take a different approach. We discard the more conventional "metrics" of globalization by focusing instead on another equally global story: the manner by which human beings have been gendered and racialized over time. Doing so allows us to revisit globalization through its own deceptions, its interconnected secrets. We confront a different set of questions: how has intimacy shaped global mobility, what is the relationship between caste and MAMAA, between custom and the movement of capital, between "slums" and scale, between outsourcing and incarceration, how does the normative family propel global racial regimes? Most crucially, how and why is the emotional and intimate story of globalization concealed? The seminar class utilizes a wide array of sources, historical documents, scholarly critiques, novels and film and largely considers the longer, global history of India as the case study. Our specific focus will be on the secretive interconnections of slavery, seclusion, settlers, servitude, surrogacy, and scholarship, as we take a deep dive into the disguises, and the more hidden aspects, of globalization.

Same as L77 WGSS 270A

Credit 3 units. A&S IQ: HUM, LCD BU: BA, IS EN: H

---

**L22 History 2721 Ampersand: Rethinking WashU's Relation to Enslavement: Past, Present and Future**

Explore Washington University's entanglement with the institution of slavery over its 168-year history. This full-year course guides students into independent research that engages the distortions, erasures, and silences of the "slavery archive," especially as they pertain to Black lives in St. Louis whose stories shape the University's long and important tradition. Use textual and digital methods in an endeavor to understand this past, learn how it shapes our present, and consider how it ought to shape our institutional future. This class is for first-year, non-transfer students only.

Same as L61 FYP 2721

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L22 History 2750 Sophomore Seminar: Beijing: From Imperial Capital to Olympic City**

This course examines recent English-language scholarship on Beijing's history and culture. From the early modern period to the contemporary era, Beijing has served as the capital for imperial, early Republican, and revolutionary and post-socialist China. The city thus has been virtually synonymous with governmental power and elite politics. However, recent scholarship has shifted focus from the political perspective to uncovering the social and cultural changes at the grassroots. Notable scholarly works have demonstrated that the modernization impulse and the move to industrialization served to create the city's modern face. Administrative reforms gave rise to new conceptions and a host of institutions to manage social relief, public services, and legal and punitive institutions. The rise, fall, and subsequent revival of the consumer marketplace impacted cultural production and consumption. Mass (de)mobilization closed old venues while opening new possibilities for residents to understand and participate in politics. The recent English-language scholarship not only delineates forces that shaped the lives of millions of residents of Beijing but also situates their experience in the national and global context of modernization and revolution.

Same as L04 Chinese 275

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L22 History 2802 Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film**

This course is an examination of key turning points in Japan from the mid-19th century to the present. It focuses on the important role that bureaucracies, staffed by public servants, have played in shaping the political and social life on the archipelago and in the region. We will engage representations of political and social life in Japan by making use of its rich visual culture by viewing and discussing Japanese films. The assigned films, which will be screened in Japanese with English subtitles, will likely include "The Twilight Samurai," "To Live," and "Shin Godzilla," among others. These films provide representations of how people in Japan have responded to crises, including revolution, war, and natural disasters. Through written and visual materials, students will gain a better understanding of history in Japan, public service, and the utility of film for engaging the past. Film screenings are mandatory. Same as L97 GS 280

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L22 History 2910 Racism and Antiracism**

When President Obama was elected, it ignited a debate about whether America had finally become "post-racial." This assertion was belied by an entrenched underclass of Blacks and others from immigrant backgrounds; by the regular killing of innocent, young Black men alongside their mass incarceration, along with a whole series of other social indicators; by the dramatic rise in anti-Semitic incidents and Islamophobia globally; and most evidently by the discourse used during the Trump era that weaponized white Christian nationalism. At the end of four years of the Trump presidency defined by racist discourse and policies, it culminated in an insurgent riot on the Capitol designed to block the peaceful transfer of power, the basis of American democracy. This course provides the long view to understanding this recent period in American and global history. We begin by defining key terms in the discussion around racism today, including what we mean by racism and what unites anti-Semitism, anti-Black racism and Islamophobia, but also notions like privilege, cultural appropriation, and microaggressions. We then move on to the long history of the category of race. We start with a unit on race and religion and then move on to the role of the discovery of the "New World" and the development of the Atlantic slave system, and its impact on the Enlightenment, which was the incubator for the concept of race. From there, we consider how fundamental race was to European and American colonial dominance by the end of the nineteenth-century and the role it played in racial states like Nazi Germany and South Africa. The last portion of the class will focus on struggles to dismantle racism over the last century, considering the anti-colonial and Civil Rights movement, and the anti-apartheid struggle. Along the way, we will have addressed the overlaps and disconnects between anti-Black, anti-Jewish, and anti-Islamic racism and read a number of key thinkers and activists who can help us in the fight against racism.

Same as L75 JIMES 2910

Credit 3 units. A&S IQ: HUM, SC

---

**L22 History 299 Undergraduate Internship in History**

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., 8-10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic adviser and career placement file.

Credit variable, maximum 3 units.

---

**L22 History 3002 Independent Work**

Permission of the instructor is required.

Credit 3 units.

---

**L22 History 3011 Biblical Law and the Origins of Western Justice**

This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.

Same as L75 JIMES 3012

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

---

**L22 History 301A Historical Methods**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 301C Historical Methods-Caribbean History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Credit 3 units. BU: HUM, IS

---

**L22 History 301E Historical Methods-East Asian History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Credit 3 units. BU: HUM, IS

---

**L22 History 301F Historical Methods-African History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 301L Historical Methods-Latin American History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.



Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 301M Historical Methods-Middle Eastern History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

**L22 History 301N Historical Methods-Microhistories: Scale and Narrative in Historical Research and Writing**

Historical Methods (Transregional): How much can we learn about the past through the story of a single person, place, object, or event? Since the 1970s, historians have attempted to show that 'microhistories' can powerfully illuminate the grand sweep of history. By narrowing their focus to magnify the small, the particular, and the local, 'microhistorians' have argued that studies of apparently inconsequential subjects can have a major impact on our understanding of the past. This course is based on the intensive reading and discussion of several outstanding examples of the 'micro-historical' study of individuals, families, communities, events, and social interactions. These will be primarily drawn from the literature on early modern Europe, which has a long and continuing tradition of work of this kind. Some, however, are taken from the historiography of Early America and recent approaches to 'Global' history. Particular attention will be paid to questions of evidence and of its potential in the hands of imaginative historians; and to the deployment of particular analytical and narrative techniques in the construction of history. We will often be less concerned with whether the historians we study are 'right' in their arguments than with how they develop and present them.

Credit 3 units. A&S IQ: HUM EN: H

---

**L22 History 301R Historical Methods-European History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H  
UColl: HEU, HSM

---

**L22 History 301S Historical Methods-South Asian History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Credit 3 units. BU: HUM, IS

---

**L22 History 301T Historical Methods-Transregional History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 301U Historical Methods-United States History**

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. Required for history majors. Preference given to History majors; other interested students welcome.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L22 History 3023 Politics, Religion, and Society in Early Modern Britain, 1485-1714**

This lecture course is intended to provide an introduction to the political, religious and economic development of English society between the late fifteenth and the early eighteenth centuries. Particular issues addressed in the lectures will include: changing social structure; households; local communities; gender roles; economic development; urbanization; religious change from the Reformation to the Act of Toleration; the Tudor and Stuart monarchies; rebellion, popular protest and civil war; witchcraft; education, literacy and print culture; crime and the law; poverty and social welfare; the changing structures and dynamics of political participation; the emergence of parliamentary government; and the early development of imperial ambitions.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L22 History 3034 Jews in French History and Culture**

This course will explore the rich history of the representations of Jews within French culture and contributions to French history. The class will consider how French Jews served as incubators of cultural modernity. France was the first country in Europe to emancipate Jews from their ghettos, offering them civil rights and civic equality. But at the same time, France was a crucible for the development of modern anti-Semitism. Jews appear as characters in novels, hosts of intellectual salons, as actors on the French stage, as icons of financial capitalism, as examples of the limits and possibilities of immigration, integration, and even assimilation, as authors and intellectuals, as quintessentially French and Other to France. We will navigate these tensions through literature, art, film, theater, and in their diverse historical contexts.

Credit 3 units. A&S IQ: HUM, LCD, SC EN: H

---

**L22 History 3035 Antisemitism: History, Causes, Consequences**

Why do people hate other people? Why have religion, race, gender, ethnicity and so on led to sectarian violence with terrifying regularity throughout history? Focused on antisemitism from Biblical times to today, this class will grapple with those questions. Please note: L75 5035 is intended for graduate students only.

Same as L75 JIMES 3035

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA EN: H

---

**L22 History 3044 Humors, Pox and Plague: Medieval and Early Modern Medicine**

This course examines how people thought about, experienced, and managed disease in the medieval and early modern periods. Students will consider developments in learned medicine alongside the activities of a diverse range of practitioners-e.g. surgeons, empirics, quacks, midwives, saints, and local healers-involved in the business of curing a wide range of ailments. Significant attention will be paid to the experiences of patients and the social and cultural significance of disease. Major topics include: the rise and fall of humoral medicine; religious explanations of illness; diseases such as leprosy, syphilis, and plague; the rise of anatomy; herbs and pharmaceuticals; the experience of childbirth; and the emergence of identifiably "modern" institutions such as hospitals, the medical profession, and public health. The focus will be on Western Europe but we'll also consider developments in the Islamic world and the Americas.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L22 History 3045 Hot Peace: U.S.-Russia Relations Since the Cold War**

This course is an historical analysis of U.S.-Russia relations since the end of the Cold War. Focusing on "reset" diplomacy during the terms of five American and three Russian presidents since 1990, it reveals a familiar historical pattern that begins with high hopes, dialogue, and optimism only to be followed by vast disappointment, standoffs, and pessimism. Despite this dynamic, the course shows how and why the two countries have been able to cooperate at times to make substantial headway on critical issues such as arms control, nonproliferation of WMD, NATO expansion, counterterrorism, and economic and energy development, whereas at other times they have run afoul of major obstacles such as further NATO expansion, missile defense, and democracy and human rights in Russia. The course also examines how many political events created substantial challenges to U.S.-Russia relations, including the Balkan Wars; U.S. wars in Iraq and Afghanistan; Russia's wars in Chechnya, Georgia and Ukraine/Crimea; the "Color Revolutions"; the Arab Spring and subsequent civil wars in Iraq, Syria, Yemen and Libya; the fight against ISIS and other militant Islamists; the threats posed by Iran and North Korea; the rise of China; espionage crises; hybrid wars; cyberattacks; and disinformation campaigns. Two vital questions frame the analysis: (1) Why has it been so difficult for these two great powers to develop a mutually beneficial relationship? (2) What would be required to move beyond the limited partnership to something more productive and sustaining? The course concludes by evaluating "reset" diplomacy and the ongoing attempts to move U.S.-Russia relations beyond a Hot Peace.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L22 History 3056 Material Culture in Modern China**

In this course, we will explore change and continuity from late imperial to postsocialist China through an analysis of everyday material culture. Drawing upon material objects, historical texts, ethnographic studies, and films, we will investigate values, beliefs and attitudes towards the material world in modern Chinese life. Readings, lectures, and discussions will focus on how political, ethnic, regional, religious, and gender identities have been constructed and shaped by the use and production of material artifacts ranging from household goods and tomb objects to built forms and bodily dispositions. Case studies include foot-binding, opium use, fashion, tea culture, fast food consumption, sports and nation building, contemporary art markets, the privatization of housing, and worker discipline in transnational factories.

Same as L48 Anthro 3056

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

### **L22 History 3066 The American City in the 19th and 20th Centuries**

This course will explore the cultural, political, and economic history of U.S. cities in the 19th and 20th centuries. The course will focus on New York, Chicago, St. Louis, Los Angeles, and Atlanta, although other cities may be included. Students will conduct significant primary research on sections of St. Louis, developing a detailed history of one of the city's neighborhoods. Much of the course readings address broad themes such as immigration, industrialization, deindustrialization, and race and gender relations in American cities.

Credit 3 units. A&S IQ: HUM, SD Art: HUM BU: HUM

---

### **L22 History 3067 Topics in the History of Medicine: History of Madness**

Mental health -- its diagnosis, social implications, and experience -- is a central and increasingly visible part of the practice of medicine. This course explores "madness." How have different societies explained and responded to states of mind, behavior, and emotion judged to be unreasonable? What role has medicine played in framing understandings about mental disorders and their management? During this course we will engage these questions, charting the shifting experience of mental illness roughly from the Middle Ages to the present. Themes covered include: religious models of madness; humoral medicine and disorders such as melancholy; the pre-modern madhouse and the emergence of the modern asylum; the history of psychiatry; the insanity defense in the courtroom; patient autobiography; gender, race, and mental health.

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

### **L22 History 3073 The Global War on Terrorism**

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L22 History 3074 Hinduism & the Hindu Right**

We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his "Hindu Nationalist" party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

### **L22 History 3082 City on a Hill: The Concept and Culture of American Exceptionalism**

This course examines the concept, history, and culture of American exceptionalism--the idea that America has been specially chosen, or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we will re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture--a thesis our class will reassess with the help of modern critics. In the second part of this class, we will broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day, ending with an analysis of Donald Trump and the rise of "America First." In the end, students will gain a firm grasp of the long history and continuing significance--the pervasive impact--of this concept in American culture.

Same as L98 AMCS 3081

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L22 History 3091 Poverty and Social Reform in American History**

This course explores the history of dominant ideas about the causes of and solutions to poverty in American society. We will investigate changing economic, cultural, and political conditions that gave rise to new populations of impoverished Americans and to the expansion or contraction of poverty rates at various times in American history. However, we will focus primarily on how various social commentators, political activists, and reformers defined poverty, explained its causes, and struggled to ameliorate its effects. The course aims to highlight changes in theories and ideas about the relationship between dependence and independence, personal responsibility and social obligation, and the state and the citizen.

Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

---

**L22 History 30CC The American School**

In this course we analyze the development of American schooling within the context of American social history. Our focus is on three general themes: the differing conceptions of schooling held by some American political, social, and cultural thinkers; the changing relationships among schools and other educational institutions such as the church and the family; and the policy issues and arguments that have shaped the development of schooling in America. We spend considerable time studying the history of schooling in relation to the enduring challenges and dilemmas of marginalized groups including but not limited to systemic racial inequalities, access to schooling and inequitable schooling experiences. Undergraduate students must enroll in Educ. 301C, while graduate students must enroll in Educ. 5001.

Same as L12 Educ 301C

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

**L22 History 30GS "I Know It When I See It": A History of Obscenity & Pornography in the United States**

When Supreme Court Justice Potter Stewart was asked to describe his test for obscenity in 1964, he responded: "I know it when I see it." But do we? What is pornography and how has it changed over the last two and a half centuries? What role does pornography play in our society and how is our society reflected in its contents? This course seeks to explore these questions and more and actively engages in the debate and controversies inherent to discussions of pornography in America. In this course we will engage with primary sources to track the changing nature of pornographic material- written, physical, and visual- and to recognize the way pornography reflects changes in the wider social milieu, as well as secondary and theoretical sources to contextualize and provoke our understanding of patterns of pornography use and regulation. It is likely that our definition of pornography will change over the semester- our initial definition is broadly bounded by material considered pornographic by its contemporaries and that which is created with the intent of erotic stimulation.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L22 History 3113 Seminar: Perceptions of Time and Place in Early Modern England**

This seminar analyses perceptions of time and place in England, c.1500-1800, and their relationship to both personal and social identity. These issues will be explored using appropriate theoretical and substantive readings and both visual and textual primary sources. Particular attention will be given to the use of visual images as historical evidence. Specific issues addressed include the development of cartography, chorography and antiquarianism; conventions of time reckoning and the dating of events; perceptions of the life course; the creation of social memory and historical narratives; representations of social place; agrarian change and the transformation of the landscape; the impact of the Reformation on the calendar, the landscape, and senses of the past; and representations of previously unknown places and peoples. Primary sources for discussion include maps and

prospects; chorographical surveys; illustrated antiquarian writings; almanacs; pictorial representations of notable events; engravings; paintings (portraits; 'country house portraits'; landscapes; 'conversation pieces'; history painting and 'documentary' works); memorials; family histories; extracts from court records.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L22 History 3117 Capitalism, Socialism and Labor: The Political Economy of 20th Century Africa**

This course surveys the integration of African individuals and communities into the global economy. We will, however, pay equal attention to their efforts to resist integration, or at least have a greater say in how it would take place. This social history of the political economy of sub-Saharan Africa in the "long" 20th century critiques theories of imperialism, capitalism, socialism, development and underdevelopment from the perspective of ordinary people. The essay-based course work is focused on making original arguments using primary historical sources as evidence.

Same as L90 AFAS 3117

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

**L22 History 313C Islamic History: 600-1200**

The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 3149 The Late Ottoman Middle East**

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students will focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 314C Islamic History: 1200-1800**

An introduction to Islamic polities and societies from the Mongol conquests to the thirteenth century to the collapse and weakening of the colossal "gunpowder" empires of the Ottomans, Safavids and Mughals in the early eighteenth century. Broadly speaking, this course covers the Middle Period (1000-1800) of Islamic history, sandwiched between the Early and High Caliphal Periods (600-100) on the one hand and the Modern Period (1800-Present) on the other hand. Familiarity with the Early and High Caliphal periods is not assumed. The course will not be a "survey" of this period but a series of "windows" that will allow you to develop both an in-depth understanding of some key features of Islamic societies and a clear appreciation of the challenges (as well as the rewards!) that await historians of the Middle Period. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran and Mughal India.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

---

### L22 History 3150 The Middle East in the 20th Century

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism).

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

---

### L22 History 3153 Sex and Gender in Greco Roman Antiquity

In this course, we will explore how ancient Greeks and Romans thought about gender and sexuality. We will consider questions such as: which traits and behaviors did the Greeks and the Romans associate with masculinity and with femininity? What can we tell from our sources about those who did not fit neatly into this binary? How did ancient Greeks and Romans think about male and female anatomy and psychology? How did the Greeks and the Romans construct sexuality and how did they approach homosexual and heterosexual relationships? How did they think about erotic desire? How did ancient laws and institutions circumscribe the lives of men and women, and how did they contribute to the construction of gender and sexuality? How did class, ethnicity, and age intersect with ideas about gender and sexuality in antiquity? We will read an array of ancient texts in translation, we will consider various theoretical viewpoints, and we will move toward a better understanding of how gender and sexuality were constructed in antiquity. Ultimately, we will reflect on how our exploration of ancient ideas about these issues can help us understand better how we think about them today.

Same as L08 Classics 3152

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: BA EN: H

---

### L22 History 3162 Early Modern China

This course examines political, socio-economic, and intellectual-cultural developments in Chinese society from the middle of the fourteenth century to 1800. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911). Thematically, the course emphasizes such early modern indigenous developments as increasing commercialization, social mobility, and questioning of received cultural values.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L22 History 3163 Historical Landscape and National Identity in Modern China

This course attempts to ground the history of modern China in physical space such as imperial palaces, monuments and memorials, campus, homes and residential neighborhoods, recreational facilities, streets, prisons, factories, gardens, and churches. Using methods of historical and cultural anthropological analysis, the course invests the places where we see with historical meaning. Through exploring the ritual, political, and historical significance of historical landmarks, the course investigates the forces that have transformed physical spaces into symbols of national, local, and personal identity. The historical events and processes we examine along the way through the sites include the changing notion of rulership, national identity, state-building, colonialism and imperialism, global capitalism and international tourism. Acknowledging and understanding the fact that these meanings and significances are fluid, multiple, contradictory, and changing over time are an important concern of this course.

Same as L04 Chinese 3163

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L22 History 3165 Chinese Diasporas

Five hundred years ago, the Chinese population was concentrated in core areas of China proper. Beginning in the 16th century, significant numbers of Chinese people moved to the frontiers of an expanding China and across its borders: to Japan and Southeast Asia, to the Americas and Australia, and to Africa and Europe. Although Chinese migration certainly existed beforehand, the period from the 16th century to the present day is marked by the emergence of sustained movement of non-state actors and the development of institutions -- ranging from native-place associations to tourist agents' websites -- that supported this vast circulation of people. Likewise, in many emigrant communities and host societies, Chinese diasporic families adapted to migration as a way of life. This course traces this worldwide circulation of Chinese people over these five centuries.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

### L22 History 3166 A History of Modern China

This course explores the 19th- and 20th-century history of China. Its purpose is to provide students with a historical foundation to understand the momentous changes the country underwent during its traumatic transition from an empire to a nation-state. We start the course at the height of the empire's power in the late 18th century, when the Qing dynasty (1637-1912) conquered vast swathes of lands and people in Inner Asia. We then move on to the Qing's troubled relationship with Western capitalism and imperialism in the 19th century, which challenged the economic, social, and ideological structures of the imperial regime, culminating in the emergence of "China" as a nation-state. By situating China's national history within a global context, the course outlines in detail the transformations that took place in the 20th century, from the rise of communism and fascism to the Second World War to Maoism and cultural revolution. We end the semester with yet another major change that took place in the 1980s, when a revolutionary Maoist ideology was replaced with a technocratic regime, the legacies of which are still with us today.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

### L22 History 3167 Economic History of China: From the Silver Age to Reform and Opening, 1500-1990

This seminar explores the economic history of China from the 16th to the 20th century; this time period is the half a millennium during which China became part of the world economy and defined its development in major ways. Over the course of the semester, students will be exposed to the main debates in the field of Chinese economic history while acquiring a strong grasp of the nuts and bolts of how economy functioned and changed from the imperial to the modern times. Situating China within a comparative perspective, we will examine a multitude of debates ranging from the global silver age of the 16th century to the birth of capitalism, the socialist economy, and the PRC's recent involvement in Africa. We will in particular discuss the contradictions that arose out of China's integration into the world economy and the different kinds of economic regimes that existed and continue to exist within China. While this course assumes a basic familiarity with Asian history, students with backgrounds in other world histories and/or social science disciplines should feel comfortable with the course material.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L22 History 3168 History of Global Capitalism: From Slavery to Neoliberalism

This course introduces the methods, issues, and debates that shape our understanding of economic change and development from the Industrial Revolution to the post-industrial age. Engaging economic theorists from Marx to Smith to Weber and Wallerstein, this course problematizes the notion of rational economic actors and interrogates notions of free trade in an attempt to understand the impact of capitalism on the world. We start the course with a discussion of

the "exceptionalism" of Great Britain as the first industrial nation and reconsider the impact of new trade, production, property and monetary/financial regimes that resulted in the so-called "Great Divergence" between China and the West. We then turn to the "late industrializers" of China, Japan, and Mexico in order to investigate the varieties of development, specifically focusing on monetary integration, legal integration and the global impact of the great depression. Continuing into the Bretton Woods Conference and the post-war international monetary systems, we bring the course to a close with the advent of the "post-industrial age." This course is designed both for students specializing in economic history and students in all disciplines interested in historical approaches to political/economic development. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

---

**L22 History 3169 Cyborgs in History: From Cybernetics to Artificial Intelligence**

Who coined the word "cyborg," and why? How did cyborgs become so integral to our imaginative worlds and daily existence? In this course, we will contemplate the intersection between technologies and societies through the lens of cyborgs, a term that is shorthand for "cybernetic organisms." Defying the separation between humans and machines, cyborgs have been critical to sciences, humanities, pop culture, feminism, afrofuturism, and queer studies, among many other fields of inquiry. This course will take a deep dive into the worlds of scientists, scholars, artists, and ordinary people to discover the cultural meanings of cyborgs across time and space. Along the way, we will meet Norbert Wiener, who coined the term "cybernetics"; Donna Haraway, for whom the cyborgs were a revolutionary species; and John C. Lilly, who thought he could speak with dolphins. We will also travel to the USSR to read about a failed internet; to Chile, where cybernetics was a socialist project; and to Japan, to learn about gender and technology in non-Western spaces. By the end of the course, students will have a strong theoretical and historical grasp on the social worlds of cybernetic technologies. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

**L22 History 316C Modern China: 1890s to the Present**

A survey of China's history from the clash with Western powers in the 1800s to the present day economic revolution. This course examines the background to the 1911 revolution that destroyed the old political order. Then it follows the great cultural and political movements that lead to the Communist victory in 1949. The development of the People's Republic will be examined in detail, from Mao to the global economy. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 3171 American Unbelief from the Enlightenment to the Present**

This course examines American secularism, humanism, freethought, and atheism from the Enlightenment forward to the present. Topics to be explored include: the tensions between secular and Christian conceptions of the nation's founding, blasphemy and irreligious cartoons, the civil liberties of atheists and nontheists, the battles over religion in the public schools, atheism and gender politics, the culture wars over secular humanism, and the contemporary growth of the religiously disaffiliated or "nones." The course considers not only the intellectual dimensions of skeptical critiques of religion, but also the underlying politics of secularism (and anti-secularism) in a nation routinely imagined as "under God." Same as L57 RelPol 3160  
Credit 3 units. A&S IQ: HUM

---

**L22 History 3172 Queer Histories**

Queer history is a profoundly political project. Scholars and activists use queer histories to assert theories of identity formation, build communities, and advance a vision of the meanings of sexuality in modern life and the place of queer people in national communities. This history of alternative sexual identities is narrated in a variety of settings—the internet as well as the academy, art and film as well as the streets—and draws upon numerous disciplines, including anthropology, geography, sociology, oral history, fiction and memoir, as well as history. This discussion-based course will examine the sites and genres of queer history, with particular attention to moments of contestation and debate about its contours and meanings. Same as L77 WGSS 3172  
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HT BU: BA EN: H

---

**L22 History 3173 Service Learning: Documenting the Queer Past in St. Louis**

Around the United States and the world, grassroots LGBTQ history projects investigate the queer past as a means of honoring the courage of those who have come before, creating a sense of community today as well as building an understanding of the exclusions and divisions that shaped these communities and that continue to limit them. In this course, we participate in this national project of history-making by helping to excavate the queer past in the greater St. Louis region. Course readings will focus on the ways that sexual identities and communities in the United States have been shaped by urban settings since the late 19th century, with particular attention to the ways that race, class, and gender have structured queer spaces and communities. In their community service project, students will work with local LGBTQ groups, including the St. Louis LGBT History Project, to research St. Louis's queer past. Each student will also conduct an oral history interview with an LGBTQ community member. Note: This is a community-engaged learning class, which means that it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement, which necessitates an additional three to five hours per week. Before beginning the community service component, students must complete required training. Prerequisite: Introduction to Women, Gender, and Sexuality Studies; Introduction to Queer Studies; or permission of instructor. Same as L77 WGSS 3173  
Credit 4 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L22 History 3176 Chinese Economy in World History**

From the Belt and Road Initiative to high-tech surveillance, China is at the center of contemporary discussions about the future of the global economy. This course will expose students to a historical understanding of how China not only became part of the world economy, but in fact defined its development in major ways. Over the course of the semester, students will explore a variety of subjects, from the Great Divergence between Europe and China in the eighteenth century to the rise of Maoist socialism in mid-twentieth century, to China's transition to capitalism and involvement in Africa in the twenty-first century. Examining the past two hundred fifty years of Chinese and global economic history, the students will gain a deep understanding of how China became the world's second largest economy, and what that means for the future. Same as L97 GS 3176  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L22 History 3183 The Jews of North Africa**

This course examines the colonial and postcolonial experiences of Jews living in North Africa (mainly Algeria, Morocco, Tunisia, Libya and Egypt) in the context of the region's connections with and relationships to the European powers in the 19th and 20th centuries. We will focus on how the intrusion of foreign powers disrupted and shifted long-

standing relationships between Jews and their non-Jewish neighbors, particularly the Muslim populations. We will also explore changes that occurred within the Jewish community as Jews negotiated their place within the new European Imperial system and its subsequent dismantling. Students will have the opportunity to engage with European ideas of "regenerating" North African Jews living under Ottoman Rule, the changing political and social statuses of Jews throughout the French and British regions, the changing relationship between Jews and their non-Jewish neighbors, the rupture caused by both World Wars, and how Jews coped with and responded to the dismantling of European empires and the birth of nation-states in the region, including Israel.

Same as L75 JIMES 3183

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

### L22 History 3192 Modern South Asia

This course will cover the history of the Indian sub-continent in the 19th and 20th centuries. We shall look closely at a number of issues including colonialism in India; anti-colonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history will be emphasized equally.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L22 History 3193 Engaging the City: The Material World of Modern Segregation: St. Louis in the Long Era of Ferguson.

See course listings for current offering.

Same as L98 AMCS 3190

Credit 3 units. A&S IQ: SSC, SC, SD Art: CPSC BU: HUM EN: S

---

### L22 History 3194 Environment and Empire

In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures, and farm lands, rivers and rainfall, animals and humans? We'll ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course will cover examples from Asia to Africa, with a focus on the "jewel in the crown" of the British empire: the Indian subcontinent. We'll learn how the colonized contributed to the science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

### L22 History 3195 Empire and Ethnicity: Qing Legacies in China and Inner Asia, 1600 to Today

Eschewing traditional narratives of a "closed" Chinese civilization, this course explores the cultural, religious, and ethnic diversity of China and its dynamic interactions with Inner Asia during the early modern period. It questions the myth of a monolithic Chinese culture and uncovers the region's multiple and ethnically entangled past through an in-depth look at the Manchu-led Qing dynasty (1644-1912). This was the last non-Han dynasty of the Imperial Era, and it gave the People's Republic of China its vast Inner Asian territories: Xinjiang, Inner Mongolia, and Tibet. In rethinking the Qing Empire, this course particularly focuses on Tibetan Buddhism and Islam as religious ideologies that linked China with Tibetan, Mongolian, and Turkic-Muslim regions of Inner Asia through the imperial center at Beijing. Specific topics will range from food culture (Halal) to the Qing's expansion into and later colonization of Xinjiang, the reverberations of which persist even today under the Belt and Road Initiative.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L22 History 320C Japan Since 1868

For some, the word Japan evokes Hello Kitty, animated films, cartoons, and sushi. For others, it makes them think of the Nanjing Atrocity, "comfort women," the Bataan Death March, and problematic textbooks. Still others will think of woodblock prints, tea ceremonies, and cherry blossoms or perhaps of Sony Walkmans and Toyota automobiles. At the same time, still others may have no image of Japan at all. Tracing the story of Japan's transformations - from a preindustrial peasant society managed by samurai-bureaucrats into an expansionist nation-state and then into its current paradoxical guise of a peaceful nation of culture led by conservative nationalists - provides the means for deepening our understandings of historical change in one region and grappling with the methods and aims of the discipline of history.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L22 History 321C Introduction to Colonial Latin America until 1825

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400-1815). Stressing the experiences and cultural contributions of Americans, Europeans, and Africans, we consider the following topics through primary written documents, first-hand accounts, and excellent secondary scholarship, as well as through art, music, and architecture: Aztec, Maya, Inca, and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese, and Amerindian); environmental histories; consolidation of colonialism in labor, tributary, and judicial systems; race, ethnicity, slavery, caste, and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade, and global economies; urban and rural life; the roles of women, gender, and sexuality in the colonies. Geographically, we will cover Mexico, the Andes, and to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Pre-modern, Latin America.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

### L22 History 3220 Modern Mexico: Land, Politics and Development

This course is designed to provide students with an overview of the political, social, economic and cultural history of Mexico from the era of Independence (roughly 1810) to the present. Lectures will outline basic theoretical models for analyzing historical trends and then present a basic chronological historical narrative.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L22 History 322C Modern Latin America

This course aims to present a survey of Latin American history from Independence to the present. Topics to be covered include the Wars of Independence; caudillismo; nationalism; liberalism; slavery and indigenous peoples; urbanization, industrialization and populism; ideas of race & ethnicity; the Mexican and Cuban Revolutions; US intervention; modernity, modernism and modernization; motherhood and citizenship; the Cold War; terror and violence under military dictatorships and popular resistance movements. While the course aims to provide students with an understanding of the region, it will focus primarily on the experiences of Mexico, Cuba, Brazil, Argentina and Central America.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 3262 The Early Medieval World: 200-1000**

This course begins with the crisis of the Roman Empire in the third century and the conversion of the Emperor Constantine to Christianity in 312. We will study the so-called "barbarian invasions" of the fourth and fifth centuries and the collapse of the Roman Empire in the West. The Roman Empire in the East (and commonly known as the Byzantine Empire after the seventh century) survived intact, developing a very different style of Christianity than in the lands of the former western empire. Apart from examining Christianization in the deserts of Egypt or the chilly North Sea, we will discuss the phenomenon of Islam in the seventh century (especially after the Prophet Muhammad's death in 632) and the Arab conquests of the eastern Mediterranean and north Africa. In the post-Roman world of the West we will read about the Anglo-Saxons, the Carolingians, and the Vikings. In exploring these topics we will have to think about the relationship of kings to popes, Emperors to patriarchs, of missionaries to pagans, of cities to villages, of the sacred to the profane. Our attention will be directed to things as various as different forms of monasticism, the establishment of frontier communities, the culture of the Arabian peninsula, magic, paganism, military tactics, Romanesque churches, sea travel, manuscript illumination, the architecture of mosques, early medieval philosophy, the changing imagery of Christ, holiness, and violence as a redemptive act.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

**L22 History 3263 The High Middle Ages: 1000-1500**

This course begins with Latin Christendom in the first millennium and ends with the arrival of Europeans in the Americas. We will study, amongst other topics, the relationship of popes to kings, cities to villages, Jews to Christians, vernacular literature to Latin, knights to peasants, the sacred to the profane, as well as different forms of religious life, farming, heresy, the shift from a penitential culture to a confessional one, the crusades and Islam, troubadour poetry, love, universities, leprosy, the inquisition, Gothic art, the devil, chivalry, manuscript illumination, the Mongol Empire, shoes, definitions of feudalism, environment, trade, scholastic philosophy, female spirituality, witchcraft, sex, the Black Death, food, the Hundred Years War, the formation of "Europe," the renaissance in Italy, enslaved Africans in the Iberian peninsula, and the conquest of the Mexica.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 3266 Scholarship and the Screen: Medieval History and Modern Film**

Historical films are surprisingly accurate reflections of modern historiographical trends in the study of the Middle Ages. This course uses films on the Middle Ages, medieval documentary evidence, scholarship from the time the film was released, and current scholarship. It will explore the shifts in historical interpretation of the Middle Ages over the last century and engage in debates over what evoking the past means for the scholar and the filmmaker.

Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

---

**L22 History 3307 The Politics of Black Criminality and Popular Protest**

This course will explore the meanings and perceptions of Black criminality in modern American culture. It will consider issues of rioting and racial violence; movements ranging from hip-hop to Black power; the crucial matter of police brutality; and cultural associations between criminality and Black masculinity. Our work will be informed by an awareness of the historical interactions between African Americans and legal and other systems of authority: in particular, the ambiguous boundaries of legality under slavery, post-emancipation convict leasing, Jim Crow laws, Black gangs, and the functions of illegal acts in the lives of Black citizens. The course will give special attention to the ways that

popular thought, imagination, and culture -- and particularly Black thought and culture -- have addressed crime. How does criminality connect to popular forms of protest, resistance, and discussions about inequality and identity?

Same as L98 AMCS 3304

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

---

**L22 History 330C Culture & Identity**

This course topic changes; see semester listing for current course offering.

Same as L98 AMCS 330C

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

---

**L22 History 331 19th-Century China: Violence and Transformation**

This course traces the history of China over the course of the 19th century, with an emphasis on social and cultural history. This was one of the most tumultuous centuries in Chinese history, during which China faced threats from abroad in the form of Western and Japanese imperialism as well as from within in the form of environmental degradation and rebellions resulting in an unprecedented loss of human life. The 19th century has thus often been portrayed as a period of sharp decline for China. At the same time, we will explore the ways in which the origins of the dynamic society and economy found in China today -- as well as the worldwide influence of overseas Chinese -- can be traced to this century of turmoil.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 333 The Holocaust: History and Memory of the Nazi Genocide**

Origins, causes, and significance of the Nazi attempt to destroy European Jewry within the context of European and Jewish history. Related themes: the Holocaust in literature; the psychology of murderers and victims, bystanders and survivors; contemporary implications of the Holocaust for theology and politics.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: ETH, HUM, IS EN: H

---

**L22 History 334C Crusade, Conflict, and Coexistence: Jews in Christian Europe**

This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world—a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures, and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS EN: H

---

**L22 History 3350 Out of the Shtetl: Jewish Life in Central and Eastern Europe in the 19th and 20th Centuries**

"Out of the Shtetl" is a course about tradition and transformation; small towns and urban centers; ethnicity and citizenship; and nations, states, and empires. At its core, this course asks the following questions: What did it mean for the Jews of Central and Eastern Europe to emerge from small market towns and villages to confront modern ethnicities, nations, and empires? What lasting impact did the shtetl experience have on Jewish life in a rapidly changing environment? The focus is on the Jewish historical experience in the countries that make up

Central and Eastern Europe (mainly the Bohemian lands, Hungary, Poland, and Russia) from the late 18th century to the fall of the Soviet Union. Among the topics that we will cover are Jews and the nobility in Poland-Lithuania; the multicultural imperial state; Hasidism and its opponents; absolutism and reform in imperial settings; the emergence of modern European nationalisms and their impact on Jewish identity; antisemitism and popular violence; nationalist and radical movements among Jews; war, revolution, and genocide; and the transition from Soviet dominion to democratic states.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L22 History 3352 China's Urban Experience: Shanghai and Beyond**

The course studies the history of Chinese cities from the mid-19th century to the late 20th century. It situates the investigation of urban transformation in two contexts: the domestic context of modern China's reform and revolution and the global context of the international flow of people, products, capitals, and ideas. It chooses a local narrative approach and situates the investigation in one of China's largest, complex, and most dynamic and globalized cities - Shanghai. The experience of the city and its people reveals the creative and controversial ways people redefined, reconfigured, and reshaped forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism, and capitalism. The course also seeks to go beyond the "Shanghai model" by comparing Shanghai with other Chinese cities. It presents a range of the urban experience in modern China.

Same as L04 Chinese 3352

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### **L22 History 3354 Vienna, Prague, Budapest: Politics, Culture and Identity in Central Europe**

The term Central Europe evokes the names of Freud and Mahler; Kafka and Kundera; Herzl, Lukács, and Konrád. In politics, it evokes images of revolution and counter-revolution, ethnic nationalism, fascism, and communism. Both culture and politics, in fact, were deeply embedded in the structures of empire (in our case, the Habsburg Monarchy)--structures which both balanced and exacerbated ethnic, religious, and social struggles--in modern state formation, and in the emergence of creative and dynamic urban centers, of which Vienna, Budapest, and Prague were the most visible. This course seeks to put all of these elements into play--empire, nation, urban space, religion, and ethnicity--in order to illustrate what it has meant to be modern, creative, European, nationalist, or cosmopolitan since the 19th century. It engages current debates on nationalism and national identity; the viability of empires as supra-national constructs; urbanism and modern culture; the place of Jews in the social and cultural fabric of Central Europe; migration; and authoritarian and violent responses to modernity.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L22 History 335C Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History**

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be-or to become-modern. To answer this question, we look at two broad trends that took shape toward the end of the eighteenth century--the Enlightenment and the formation of the modern state--and we track changes and developments in Jewish life down to the close of the twentieth century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time--from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation;" acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political

and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H  
UColl: HEU, HSM

---

### **L22 History 3363 Topics in American Culture Studies**

The topic of this course varies from semester to semester. Please refer to the Course Listings for a description of the current offering.

Same as L98 AMCS 3360

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

### **L22 History 336C History of the Jews in Islamic Lands**

This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age. Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Genizah, reflecting social history, the status of women, and other aspects of daily life.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L22 History 3404 The Creation of Capitalism**

Capitalism is now the dominant form of economic organization around the world. This course traces the rise of capitalism from its beginnings in late medieval Europe, through its development in the global trade connecting Europe to Africa, Asia, and the Americas, to its formative role in the Industrial Revolution of the early nineteenth century. How and why did capitalism emerge and expand to a position of such importance? Who profited from it and who resisted it? And how did numerous elites become convinced that capitalism was necessary and moral? Students will engage these questions through lectures and class discussions based on primary source readings such as merchant letters, economic legislation, and Adam Smith's *The Wealth of Nations*, as well as key works of historical scholarship on topics such as piracy, the Dutch tulipmania, and the Atlantic plantation economy. Assignments include weekly readings, short response assignments, open-note exams, and researching and developing a time-appropriate business plan.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L22 History 3407 Renaissance to Revolutions: Crisis & Continuity in Early Modern Europe**

This course surveys the history of Europe from the end of the Middle Ages to Napoleon. Topics will include the Renaissance, the Protestant and Catholic Reformations, the Wars of Religion, the emergence of the State, the creation of transatlantic empires, Absolutism, the Enlightenment, and Napoleon.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### **L22 History 3414 The World is Not Enough: Europe's Global Empires, 1400-1750**

"Non sufficit orbis" (the world is not enough) became the motto for King Philip II of Spain, whose empire touched nearly every part of the globe. Europe's expansion to Africa, Asia, and the Americas was a transforming event for world history and for its willing and unwilling participants. This course examines the religious, political, and economic forces driving the overseas expansion of Europe, compares the experience



of European sailors, soldiers, and merchants in different parts of the world, and analyzes the effect of empire on the colonizers, the colonized, and the balance of world power. Topics covered include: Portuguese and Spanish conquests in the East and West Indies, religious conversion and resistance, trade routes and rivalries, colonial practices and indigenous influence, the establishment of Atlantic slavery, and the rise of the Dutch and English empires.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L22 History 3416 War, Genocide and Gender in Modern Europe**

This course explores the way in which gender and gender relations shaped and were shaped by war and genocide in 20th century Europe. The course approaches the subject from various vantage points, including economic, social and cultural history, and draws on comparisons between different regions. Topics covered will include: new wartime tasks for women; soldier's treatment of civilians under occupation, including sexual violence; how combatants dealt with fear, injury and the loss of comrades; masculine attributes of soldiers and officers of different nations and in different wartime roles; survival strategies and the relation to expectations with regard to people's (perceived) gender identity; the meanings of patriotism for women and men during war; and gender specific experiences of genocide.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 341C Ancient History: The Roman Republic**

Rome from its legendary foundation until the assassination of Julius Caesar. Topics include: the establishment, development, and collapse of Rome's Republican government; imperial expansion; Roman culture in a Mediterranean context; and the dramatic political and military events associated with figures like the Carthaginian general Hannibal, the Thracian rebel Spartacus, and the Roman statesman Cicero. Same as L08 Classics 341C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 3420 Americans and Their Presidents**

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through Barack Obama. In addition to a consideration of the President's political and policymaking roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L22 History 3424 Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World**

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences. Same as L66 ChSt 342

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L22 History 342C Ancient History: The Roman Empire**

An introduction to the political, military, and social history of Rome from the first emperor Augustus to the time of Constantine. Topics include: Rome's place as the center of a vast and diverse empire; religious movements, such as Jewish revolts and the rise of Christianity; and the stability of the state in the face of economic crises, military coups, and scandals and intrigues among Rome's imperial elite. Same as L08 Classics 342C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 343C Europe in the Age of Reformation**

How should people act towards each other, towards political authorities and towards their God? Who decided what was the "right" faith: the individual? the family? the state? Could a community survive religious division? What should states do about individuals or communities who refused to conform in matters of religion? With Martin Luther's challenge to the Roman Catholic Church, the debates over these questions transformed European theology, society, and politics. In this class we will examine the development of Protestant and Radical theology, the Reformers' relations' with established political authorities, the response of the Catholic Church, the development of new social and cultural expectations, the control of marginalized religious groups such as Jews, Muslims, and Anabaptists, and the experiment of the New World.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM BU: HUM, IS

---

**L22 History 3450 Modern Germany**

This course surveys the political, social, economic, and cultural forces that have shaped German history since 1800. After examining the multiplicity of German states that existed in 1800, we will identify the key factors that resulted in unification in 1871. We then turn to a study of modern Germany in its various forms, from the Empire through the Weimar Republic and Third Reich, to post-war division and reunification. A major focus will be the continuities and discontinuities of German history, particularly with regard to the historical roots of Nazism and attempts to "break with the past" after 1945.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM BU: HUM, IS EN: H

---

**L22 History 3455 Cultural Encounters: China and Eurasia Since the Middle Ages**

Eschewing traditional narratives of Chinese civilization, which imply a society closed to the outside world, this course follows current scholarship in situating Chinese history within a broader spatial context. In particular, this course explores cultural encounters between China and other subregions of the Eurasian continent to the north and west of China, from the Tang Dynasty (618-907) to the present. The course begins by analyzing the relationship between nomadic societies on the steppe (and, more generally, "non-state spaces") and settled agricultural societies such as China. We then turn to the influence of two religions imported from central Eurasia: Buddhism and Islam. A related theme is the relationship, in the early modern era, between trade, which tended to erode boundaries, and states, which sought to create boundaries. We will then trace the changing dynamics among commerce, religion, and nation-states in the 20th century. Finally, we return to the role of Buddhism and Islam in the contemporary relationship between China and the various peoples and states across its western frontier.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

**L22 History 3456 Greek History: The Dawn of Democracy**

From the so-called Dark Ages to the death of Socrates, a survey of the political, social, economic, and military development of early Greece, with emphasis upon citizenship and political structure, religion and culture, and the complex relationships between Greeks and neighboring peoples.

Same as L08 Classics 345C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L22 History 346C Greek History: The Age of Alexander**

From the death of Socrates until the foundation of the Roman Empire, Greece and the Ancient Near East underwent profound changes that still resonate today. This course surveys the political, social, economic, and military developments of this period, especially Alexander the Great's legacy.

Same as L08 Classics 346C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L22 History 3473 Race, Rights, and Humanity in European History**

This course explores discourses of human rights as natural rights in Europe from the Enlightenment to the present. While Europe -- and particularly France -- has been quick to declare itself the birthplace of human rights, a closer look reveals a broad continuum of conceptions of political, social, and economic rights. The course functions as a kind of survey of Modern European history, touching on the Age of Revolutions, the rise of European overseas empires, international anti-slavery movements, totalitarianism, and postwar development. It focuses on how political, social, and economic rights have always been articulated incompletely, to the benefit of some and to the detriment of others.

Same as L93 IPH 3473

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS

---

**L22 History 3481 Revolutionize It!: Second-Wave Feminism and the Struggle for a Radical Movement**

In this discussion-based course, we explore the complex, contradictory and profoundly multiracial history of the so-called "second wave" of the feminist movement (1960s-1980s). We will focus on those activists who understood themselves to be radicals and revolutionaries -- women's liberationists, women of color (or third-world) feminists, and lesbian-feminists -- as they collaborated and collided with each other. Among the questions we will ask are the following: What happens to our understanding of the second wave when we center the activism of African-American, Latinx, indigenous and anti-capitalist feminists? What were the promises and the pitfalls of a politics of "sisterhood"? How did sexual desire and sexual conflict shape both notions of identity and the movement on the ground? We will also consider the legacy of second-wave feminism for the politics of our time, including #MeToo, reproductive freedom, and the struggle for trans liberation. Prerequisite: L77 100B or permission of instructor.

Same as L77 WGSS 348

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L22 History 3503 U.S.-China Relations from 1949 to the Present**

The United States and China are the two most important global powers today, and the relationship between them is one of the most comprehensive, complex, and consequential major-power relations in the world. The tangled relationship is at times turbulent, and its future remains uncertain. This course studies the bilateral relationship from the Chinese Civil War to the rise of China as a major political and economic power in the 21st century. It invites students to explore the following questions: What have China and the U.S. done to confront or accommodate each other in global politics? How has foreign policy in both countries balanced the often competing goals of state security, economic stability, domestic political order, and international influence? What are the impacts of a rising China on geopolitics in

the Asia-Pacific region and on the U.S.'s global leadership in the 21st century? By drawing on scholarship in political and social history and area studies, this course helps students better understand both the historical context and current developments of U.S.-China relations. Fulfills modern elective for EALC major.

Same as L04 Chinese 350

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L22 History 351 England Under the Tudors**

The late medieval collapse of order and the Tudor reaction, with the assertion of a strong personal monarchy. Analysis of the nature of protest (noble, parliamentary, peasant) and its limitations, to establish how the Crown was able to consolidate its authority; the impact of religious change (the Reformation, Puritanism). Prerequisite: sophomore standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 3514 Race, Ethnicity, and Migration: A Transatlantic History**

This course interrogates the making and re-making of racial and ethnic categories in the long history of transatlantic migration from the 1850s to the present. We will examine how the steady movement of people and ideas between Europe and the United States have shaped the discourses and policies of immigration, social reform, and globalization on both sides of the mighty Atlantic. Students will be exposed to historical processes and discourses which not only affected the racialization of different groups in various nations but also the ways in which those processes and discourses were influenced by events unfolding across vast spaces. Rather than simply working in a comparative modality, students will think relationally and transnationally to explore the material and representational consequences of racial and ethnic politics.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L22 History 3548 Gender, Sexuality and Communism in 20th-Century Europe**

This upper-division course examines the role of gender and sexuality for the establishment of communist societies in Europe in 20th century. We will explore to what extent societies built on the communist model succeeded with the achievement of gender equality and allowed for sexual relations liberated from religious or economic constraints. Class materials examine how state socialism shaped gender roles and women's and men's lives differently as well as how gays and lesbians struggled against social taboo and state repression. Students analyze the impact of modernization, industrialization, war and other conflicts on concepts of femininity and masculinity as well as on the regulation of sexuality and family relations in several Eastern European countries. We will place these dynamics within the context of broader political and cultural developments, ending with an analysis of the breakdown of socialism in the early 1990s and its impact on gender relations and the freedom of expression. The course provides students with a basic knowledge of the history of Eastern Europe and of left-wing movements active in the area, emphasizing the effects of communist ideas on women, gender equality, and non-normative sexual orientations.

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

---

**L22 History 3559 Socialist and Secular? A Social History of the Soviet Union**

This class explores daily life and cultural developments in the Soviet Union, 1917 to 1999. Focusing on the everyday experience of Soviet citizens during these years, students learn about the effects of large-scale social and political transformation on the private lives of people. To explore daily life in the Soviet Union, this class uses a variety of

sources and media, including scholarly analysis, contemporaneous portrayals, literary representations, and films. Students will receive a foundation in Soviet political, social, and cultural history with deeper insights into select aspects of life in Soviet society.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 3561 Andean History: Culture and Politics**

Since pre-Columbian times, the central Andean mountain system, combining highlands, coastal and jungle areas, has been the locus of multiethnic polities. Within this highly variegated geographical and cultural-historical space, emerged the Inca Empire, the Viceroyalty of Peru - Spain's core South American colony, and the central Andean republics of Ecuador, Peru, and Bolivia. Taking a chronological and thematic approach, this course will examine pre-Columbian Andean societies, Inca rule, Andean transformations under Spanish colonialism, post-independence nation-state formation, state-Indian relations, reform and revolutionary movements, and neoliberal policies and the rise of new social movements and ethnic politics. This course focuses primarily on the development of popular and elite political cultures, and the nature and complexity of local, regional, and national power relations.

Same as L97 GS 356

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L22 History 3563 Ancient Sport and Spectacle**

Ancient sport and spectacle seem both familiar and foreign to us today. We share the Greek obsession with athletic success, and we have revived their Olympic games-and yet the Greeks competed nude and covered in oil and included in their celebration a sacrifice of 100 oxen to Zeus. So too do we recognize the familiar form of the Roman arena, but recoil from the bloody spectacles that it housed. In this class we will examine the world of ancient Greco-Roman sport and spectacle, seeking to better understand both ancient culture and our own. We will consider Greek athletic competition, Roman gladiatorial combat, chariot racing, and other public performances. We will set these competitions in their social and historical context, considering both their evolution and their remarkable staying power.

Same as L08 Classics 3563

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L22 History 357 All Measures Short of War**

This course focuses on the return of great power competition in the 21st century. In particular, it examines the security challenges facing the United States in the form of strategic competition from revisionist states (Russia and China) and hostile threats from rogue regimes (Iran and North Korea). Through a consideration of the strategic, military, political, economic, and intelligence dynamics germane to foreign policy and national security, it will examine the hypothesis that the United States is not likely to go to hot war with any of these four nations but instead resort to what President Roosevelt in another context and time famously called "all measures short of war" -- in other words, engaging one another through new technologies such as cyber, artificial intelligence, robotics, big data, hypersonics, biotechnology, and other means that have come to demarcate a hybrid battlefield in an age of hostile competition. As such, the course will assess the recent past, current state, and likely future of American power in the new global security environment.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 359 Topics in European History: Modern European Women**

This course examines the radical transformation in the position and perspective of European women since the eighteenth century. The primary geographical focus is on Britain, France, and Germany. Topics include: changing relations between the sexes; the emergence of mass

feminist movements; the rise of the 'new woman;' women and war; and the cultural construction and social organization of gender. We will look at the lives of women as nurses, prostitutes, artists, mothers, hysterics, political activists, consumers, and factory hands.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 3593 The Wheels of Commerce: From the Industrial Revolution to Global Capitalism**

This course introduces the methods, issues, and debates that shape our understanding of economic change and development from the Industrial Revolution to the post-industrial age. Engaging economic theorists from Marx to Smith, to Weber and Wallerstein, this course problematizes the notion of rational economic actors and interrogates notions of free trade in an attempt to understand the impact of capitalism on the world. We start the course with a discussion of the "exceptionalism" of Great Britain as the first industrial nation and reconsider the impact of new trade, production, property and monetary/financial regimes that resulted in the so-called "Great Divergence" between China and the West. We then turn to the "late industrializers" of China, Japan, and Mexico in order to investigate the varieties of development, specifically focusing on monetary integration, legal integration and the global impact of the great depression. Continuing into the Bretton Woods Conference and the post-war international monetary systems, we bring the course to a close with the advent of the "post-industrial age." This course is designed both for students specializing in economic history and students in all disciplines interested in historical approaches to political/economic development.

Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

---

**L22 History 3598 The First World War and the Making of Modern Europe**

The First World War ushered our age into existence. Its memories still haunt us and its aftershocks shaped the course of the twentieth century. The Russian Revolution, the emergence of new national states, Fascism, Nazism, the Second World War, and the Cold War are all its products. Today, many of the ethnic and national conflicts that triggered war in 1914 have resurfaced. Understanding the First World War, in short, is crucial to understanding our own era.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

---

**L22 History 3599 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies**

Jewish literature includes highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy businesswoman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation. Please note: L75 559 is intended for graduate students only.

Same as L75 JIMES 359

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L22 History 35SM Hands on the Past: History, Murder and the Archive**

The future depends on the past. This course taps into that understanding by offering an alternative hands-on methods class to encourage undergraduate student engagement with history and archives, both on and off line. In this particular class, students will be nurtured to more deeply interact with the historical past by exploring gender, race, violence and sexuality through three central questions explored throughout the course: What and how is African American history conducted? How do we best document the past with students fully at the intellectual table of production and preservation? How do we make history with history? These exciting and diverse interests will be pursued through in class discussions and course assigned readings, but especially by taking a spring break research project trip across Missouri to various local repositories and the State archives, to activate and fuel the idea of putting hands on the past.

Credit 3 units. A&S IQ: SSC, SD BU: BA, HUM EN: S

---

**L22 History 3600 Beyond Sea, Sunshine and Soca: A History of the Caribbean**

This course examines major themes in the history of the Caribbean from the fifteenth to the twentieth century. The first half of the course will focus on the fifteenth to the nineteenth century, exploring issues such as indigenous societies, European encounter and conquest, plantation slavery, the resistance of enslaved Africans and emancipation. The remainder of the course focuses on aspects of the cultural, economic, political and social experiences of Caribbean peoples during the twentieth century. Major areas of inquiry include the labor rebellions of the 1930s, decolonization, diasporic alliances, Black Power, identity construction and the politics of tourism. While the English-speaking Caribbean constitutes the main focus, references will be made to other areas such as Cuba and Haiti.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 3603 Renaissance Italy**

This course examines the social, cultural, intellectual, and political history of late medieval and Renaissance Italy: civic life and urban culture; the crisis of the fourteenth century; the city-states of Renaissance Italy; the revival of classical antiquity; art and humanism of the Renaissance; culture, politics, and society; Machiavelli and Renaissance political thought; the wars of Italy; religious crisis and religious reaction in the sixteenth century.

Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H UColl: HEU, HSP

---

**L22 History 3608 Science and Society Since 1800**

This course surveys selected topics and themes in the history of modern science from 1800 to the present. Emphasis will be on the life sciences, with some attention to the physical sciences.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

**L22 History 3609 Jamaica: A Political History**

This course examines the political history of Jamaica from the colonial period to the 1970s. Students will use primary documents (speeches, policy documents, etc.), secondary sources (historical monographs, political biographies, etc.), and film to engage the evolution of Jamaica's government. The course begins by exploring the colonial governmental apparatus with a view to grasping the impact of the British system on the island's current political apparatus. This will allow students to engage important debates concerning the transition from colony to postcolony. Additionally, students will discuss the relationship between the governmental structure and the ever-evolving socio-cultural realities in Jamaica, especially as it pertains to race, class, gender, culture, clientelism, patronage, and national identity.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: HSM, HTR

---

**L22 History 361 Topics in History and Technology**

The history of computing from mechanical calculating devices to electronic digital computers. This course will examine technical systems in terms of the nexus between technologies and the humans who operate them. Emphasis will be placed on the interconnections between technological and cultural change.

Credit 3 units. BU: HUM

---

**L22 History 3613 Women and Social Movements: Gender and Sexuality in U.S. Social Movements with History**

This course examines the history of grassroots activism and political engagement of women in the United States. Looking at social movements organized by women or around issues of gender and sexuality, class texts interrogate women's participation in, and exclusion from, political life. Key movements organizing the course units include, among others: the Temperance Movement, Abolitionist Movements, the Women's Suffrage Movements, Women's Labor Movements, Women's Global Peace Movements, and Recent Immigration Movements.

Readings and discussion will pay particular attention to the movements of women of color, as well as the critiques of women of color of dominant women's movements. Course materials will analyze how methods of organizing reflect traditional forms of "doing politics," and we will also examine strategies and tactics for defining problems and posing solutions particular to women. Prerequisites: any 100- or 200-level Women, Gender, and Sexuality Studies course or permission from the instructor.

Same as L77 WGSS 361

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

---

**L22 History 3614 Artificial Intelligence: The Mind and The Machine**

At once bewildered and terrified, here we enter the age of artificial intelligence (AI). Can this new technology be the solution to all problems plaguing our societies? Or will it be the Pandora's Box? As heated discussions around AI take place around the world, this course will examine the deeper history of mechanizing the human mind. Students will explore the first attempts to build calculating machines, the origins of the information age that started much earlier than the invention of computers, the cybernetic revolution that transformed the meaning of the human, and the politics that drove the desire to invent the first artificial intelligence. We will collectively ponder the past of AI to see what the future holds.

Credit 3 units. A&S IQ: HUM EN: H

---

**L22 History 3620 Aliens and Undesirables: The Making of American Immigrants**

What makes the "right kind of immigrant?" This question has been on the minds of Americans for generations, yet we still are often left without an answer. This course explores that question by proposing another set of questions: "what is an immigrant?" "How are certain people included or excluded from this category?" and "why is immigration still a concern in the 21st century?" We will explore these questions by examining cultural materials such as film, music, photographs, and ephemera alongside the social, legal, and political discourses which framed immigration throughout the long 20th century. We will learn about refugees from Europe, migrants from Latin America, and those deemed "undesirable" from around the world as they travelled to our own fine city of Saint Louis. Starting in the late 19th century this course will untangle the legislative, cultural, and political actions that impact the discussions around immigration and migration today. A large component of the course will explore the cultural productions which overlapped with the social and political discourses and ensured the longevity and spread of those ideas far beyond the homes and halls of the powerful and into the streets and theaters of the nation. Examining the cultural artifacts that individuals

and groups produced for the public allows us to practice historical thinking, material cultural analysis, and draw connections between different time periods and emergent concerns. Throughout the course students will have the opportunity to examine primary source material alongside selected texts which explore the various immigration issues related to concerns around mobility including race, ethnicity, gender, sexuality, and progressive and liberal politics. In the end students will walk away from this course with an understanding of the historical forces which have shaped American immigration from the calls of Benjamin Franklin to exclude Germans to the cries of "Build the Wall" in the 21st century.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM

---

### **L22 History 3622 Topics in Islam**

Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor. Please note: L75 5622 is intended for graduate students only.

Same as L75 JIMES 3622

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H UColl: CD

---

### **L22 History 3630 Mapping the World of Black Criminality**

Ideas concerning the evolution of violence, crime, and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race - more specifically blackness - alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctly criminal population. Taking a dual approach, students will consider the historical roots of the policing of black bodies alongside the social history of black crime while also foregrounding where and how black females fit into these critical conversations of crime and vice. Employing a panoramic approach, students will examine historical narratives, movies and documentaries, literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. The prerequisite for the course is L90 3880(Terror and Violence in the Black Atlantic) and/or permission from the instructor, which will be determined based on a student's past experience in courses that explore factors of race and identity. For AFAS majors, this course counts as Area Requirement 2. Same as L90 AFAS 363

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

### **L22 History 365 The Birth Crisis of Democracy: The New United States of America, 1776-1850**

"Go get yourself some democracy!" Americans have so often preached to other nations, but just how did Americans themselves go about creating the world's largest and most successful democratic republic? How democratic was this violent new nation that reeled from one crisis to another and ultimately to the brink of collapse in its first 75 years? This survey of American history from the creation of the Republic to the eve of the Civil War explores the Revolution and its ambiguous legacies, the starkly paradoxical "marriage" of slavery and freedom, and the creation of much of the America that we know; mass political parties; a powerful presidency; sustained capitalist growth; individualistic creeds; formalized and folkloric racism; heteronormative patriarchal family life; technological innovation; literary experimentation; distinctively American legal, scientific and religious cultures; and the modern movements of labor, feminism, and African-American empowerment. Prerequisite: sophomore standing or permission of the instructor. Modern, U.S.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H UColl: HSP, HUS

---

### **L22 History 366 The Living American Civil War**

This course focuses on the Civil War and Reconstruction as the central drama of American life in the 19th century, and also, the central event of American history itself, to the present day. How do we begin to understand the significance of the killing fields of the American Civil War, its three quarters of a million dead? The bloody conflict, and its causes and consequences, are explored from multiple perspectives: those of individuals such as Lincoln, McClellan, Davis, Grant, Longstreet and Lee, Dix and Tubman, Douglas and Douglass, who made momentous choices of the era; of groups such as the African American freedpeople and the Radical Republicans, whose struggles for freedom and power helped shape the actions of individuals; and of the historians, novelists, filmmakers and social movements that have fought to define the war's legacy for modern America. How is the Civil War both long ended and, at the same time, very much alive and still contested in contemporary America? Modern, U.S. PREREQUISITE: Sophomore standing or permission of the instructor.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

### **L22 History 3662 Experts, Administrators and Soldiers:**

#### **Governance and Development in Post-Colonial Africa**

Between 1957 and 1975, one African territory after another made the transition from European colony to independent nation state. Widespread optimism that these "transfers of power" would bring a new era of prosperity and dignity dissipated quickly as the new nations struggled with political instability, military coups, social unrest, and persistent poverty. Consequently many western observers and development specialists are certain that they have become "failed states" requiring foreign assistance to develop properly. This course challenges these assumptions by tracing the origins of African governance and economic development from their imperial origins into the independence era. By exploring nation-building, economic planning, and public administration from the perspective of political elites, foreign experts, and ordinary people the class takes an intimate look at how colonies became nation states. These new perspectives offer students a historical grounding in international public administration and development by exploring how imperial ideas and concepts continue to influence contemporary social planning and development policy in both Africa and the wider world.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L22 History 3663 Caste: Globalization, Sexuality and Race**

Be it sati or enforced widowhood, arranged or love marriage, the rise of national leaders like Indira Gandhi and Kamala Harris, or the obsession with "fair" skin, caste shapes possibilities and perceptions for billions. In this class we combine a historical understanding of the social caste structure with the insights made by those who have worked to annihilate caste. We will re-visit history with the analytic tools provided by the concepts of compulsory endogamy, "surplus woman," and "brahmanical patriarchy," and we will build an understanding of the enduring yet invisible "sexual-caste" complex. As we will see, caste has always relied on sexual difference, its ever-mutating power enabled by the intersectionalities of race, gender and class. We'll learn how caste adapts to every twist in world history, increasingly taking root outside India and South Asia. We will delve into film and memoir, sources that document the incessant injustices of caste and how they have compounded under globalization. The class will research the exchange of concepts between anti-race and anti-caste activists: how caste has shaped the work of prominent anti-racist intellectuals and activists in the United States such as W.E.B. DuBois and Isabel Wilkerson and in turn, the agenda and creativity of groups such as the Dalit Panthers. Finally, the course will build a practical guide to engaging with and interrupting caste in the context of the contemporary global world today. Waitlists controlled by Department; priority given to WGSS majors. Enrollment cap 15.

Same as L77 WGSS 366

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L22 History 367 America in the Age of Inequality: The Gilded Age & the Progressive Era, 1877-1919**

This course will explore dramatic changes in American society during the half-century from the Civil War to the end of WWI. We will discuss industrialization; mass immigration from Europe, Asia and Latin America; the vast movement of rural people to cities; the fall of Reconstruction and rise of Jim Crow; the expansion of organized labor; birth of American Socialism; and the rise of the American empire in the Caribbean and the Philippines. The course will, in addition, analyze the many and varied social reform efforts of the turn of the twentieth century, from women's suffrage to anti-lynching campaigns; from trust-busting and anti-immigrant crusades to the settlement house movement.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L22 History 3670 The Long Civil Rights Movement**

The Civil Rights Movement is known as a southern movement, led by church leaders and college students, fought through sit-ins and marches, dealing primarily with non-economic objectives, framed by a black and white paradigm, and limited to a single tumultuous decade. This course seeks to broaden our understanding of the movement geographically, chronologically, and thematically. It pays special attention to struggles fought in the North, West and Southwest; it seeks to question binaries constructed around "confrontational" and "accommodationist" leaders; it reveals how Latinos, Native Americans, and Asian Americans impacted and were impacted by the movement; and it seeks to link the public memory of this movement with contemporary racial politics.

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA, HUM EN: H

---

**L22 History 3672 Medicine, Healing and Experimentation in the Contours of Black History**

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus will be extended towards the underpinnings of race and gender in the medical treatment allocated across time and space--the U.S., Caribbean, and Latin America--to give further insight into the roots of contemporary practice of medicine.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L22 History 3680 The Cold War, 1945-1991**

This course presents an assessment of the Cold War from the perspective of its major participants. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; McCarthyism and the Red Scare; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba, Vietnam, Africa, and the Middle East; the rise and fall of detente; the Reagan years and the impact of Gorbachev; the East European Revolutions; and the end of the Cold War.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

---

**L22 History 3681 The U.S. War in Iraq, 2003-2011**

This course presents a historical assessment of the United States' eight year war in Iraq from its inception on March 20, 2003, to the withdrawal of all combat troops on December 15, 2011. Topics to be covered include: the Bush Administration's decision to make Iraq part of the "War on Terror" and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course will conclude with an assessment of the war's effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 36CA Heroes and Saints in India: Religion, Myth, History**

This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

---

**L22 History 3714 What a Way to Make a Living: Work, Politics, & Culture in the 20th Century United States**

This course explores the lives, labors, and leisure of working people in the twentieth century United States. Students will focus on the seismic transformations and bitter conflicts that went into making a mass production, mass consumption society. How did working people experience and fight to exert control over jobs increasingly dictated by the unyielding pace of vast assembly lines? What happened when manufacturing jobs disappeared? Who left? Who got left behind? How were households and neighborhoods made and remade by huge movements of people from the countryside into cities, and then from urban centers to suburban sprawl? How have working people narrated their own stories from below, and, in turn, how has working life been narrated and (re)packaged from above? To answer these questions, and many more, we will pay close attention to how the organization of work under 20th century capitalism (re)defined social hierarchies, the meaning of citizenship, and racial, gendered, and sexual identity.

Credit 3 units. A&S IQ: HUM EN: H

---

**L22 History 3715 Unruly Populations: Biopolitics in 20th-Century Europe**

While modern European history is usually told as a rapid succession of political revolutions, social reforms, and expanding civil rights, this course centers demographics as the driving force of change and presents Europe's turbulent 20th century as a struggle for population control. Beginning at the turn of the century, the course critically examines what it meant to understand and govern society as a population and interrogates the state tools used to record and stratify populations by attributes of race, ethnicity, sex, and age. It then considers how the tenet of biopolitics has influenced policies towards health care, schooling, social security, the food economy, urban development, and migration in Europe and across its overseas empires. The course also explores how individual historical actors, including colonial subjects, refugees, and women's rights activists, have challenged and evaded this pervasive government of life.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L22 History 3722 The American South: Histories, Cultures, and Representatives Beyond a Region**

In 1995 Atlanta based hip hop group Goodie Mob released their debut album entitled Soul Food. On the record is a song called "Dirty South." The track talks about life in the South highlighting the war on drugs, racism, and stereotypes that people thought about Black southerners. That same year another Southern hip hop group, Outkast, won the best new hip hop award and brought widespread attention to the rap and hip-hop scene which had been dominated by East Coast and West Coast artists. A new generation of Southern music would quickly become the dominant form of hip hop we hear today. In the early albums you hear lines which ask what it means to be Southern, questions where the South is, and speaks of Southern culture. We will attempt to answer some of those questions that Goodie Mob, Outkast, and more recently Beyoncé posed through a historical exploration of a region steeped in mystery and mystique. The South has fascinated generations of Americans, often represented as a deeply divided and troubled area of backward peoples and histories which continue to shock the nation. At the same time, the South is home to more diverse peoples, businesses, foodstuffs, and geography than most of the United States. The South often defies expectations and surprises the most seasoned social scientist. This course will introduce students to the history of a place that is both familiar and strange while exploring difficult issues of race, ethnicity, and identity. Students will be exposed to a variety of sources including music, film, and art produced by and/or about Southerners. Students will walk away from this course with a deeper understanding of the diversity of cultures and histories of the South and question what makes the South exceptional.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L22 History 3729 The United States in the 20th Century**

This course will explore the dramatic changes that transformed American society from the 1890s to the 1980s. Covering the main themes of twentieth century U.S. history, students will connect domestic policies and developments to international events, and study how Americans of diverse backgrounds thought about, experienced, and defined democracy and citizenship in the United States.

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

---

**L22 History 373 History of United States Foreign Relations to 1914**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. Foreign Relations in the 18th, 19th, and early 20th centuries, up until the U.S. entry into the First World War.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 3743 History of U.S. Foreign Relations Since 1920**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. relations with the wider world from the 1920s through the aftermath of the 9/11 attacks.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H  
UColl: HSM, HUS

---

**L22 History 3744 Law and History: Colonial Era to Reconstruction**

This course analyzes the development of American law and the constitutional system from the colonial era through the era of the Civil War and Reconstruction, beginning with a general theoretical background on the study of legal history. The course concludes with an analysis of the role of law in controversies around the commemoration of the Civil War era.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L22 History 3748 Of Dishes, Taste, and Class: History of Food in the Middle East**

This course will cover the history of food and drink in the Middle East to help us understand our complex relation with food and look at our lives from perspectives we intuitively feel or by implication know, but rarely critically and explicitly reflect on. Food plays a fundamental role in how humans organize themselves in societies, differentiate socially, culturally, and economically, establish values and norms for religious, cultural, and communal practices, and define identities of race, gender, and class. This course does not intend to spoil, so to speak, this undeniably one of the most pleasurable human needs and activities, but rather to make you aware of the social meaning of food and reflect on how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be selective in choosing themes, geographic regions, and historical periods to focus on. Please consult the instructor if you have not taken any course in the humanities. Enrollment priority given to seniors and juniors.

Same as L75 JIMES 374

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H  
UColl: CD

---

**L22 History 3751 Women, Gender and Sexuality in Postwar America**

We will explore the history of the United States since 1945 by focusing on the ways that gender and sexuality have shaped the lives of Americans, particularly the diverse group of women who make up more than half the nation's population. Topics will include: domesticity and the culture of the 1950s; gendering the cold war; the gender politics of racial liberation; the sexual revolution; second-wave feminism and the transformation of American culture; the new right's gender politics; and the impact of new conceptions of sexual and gender identity at century's end. Course texts will include scholarly literature, memoirs, novels and film.

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

---

**L22 History 3770 History of Slavery in the Middle East**

This course examines slavery and its abolition in the Middle East and North Africa from 600 C.E. to the 20th Century. It addresses slavery as a discourse and a question of political economy. We begin with an overview of slavery in late antiquity to contextualize the evolution of this practice after the rise of Islam in the region. We then examine how it was practiced, imagined, and studied under major empires, such as the Umayyads, the Abbasids, the Fatimids, the Mamluks, the Ottomans, and the Safavids. In addition to examining the Qur'anic discourse and early Islamic practices of slavery, to monitor change over time we address various forms of household, field, and military slavery as well as the remarkable phenomenon of "slave dynasties" following a chronological order. We discuss, through primary sources, theoretical, religious, and moral debates and positions on slavery, including religious scriptures, prophetic traditions, religious law, and a plethora of narratives from a range of genres. We highlight a distinct theme each week to focus on until we conclude our discussion with the abolition of slavery in the 19th and 20th centuries. Topics of discussion include various forms of male and female slavery, Qur'anic and prophetic discourse on slavery, legal and moral views on slavery, slavery as represented in religious literature, political, military, and economic structures of slavery, issues of race and gender as well as slave writings to reflect on the experiences of slavery from within. The goal is to enable students to understand the histories of slavery in the Middle East and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. No second language required.

Same as L75 JIMES 377

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

### L22 History 3785 The Second British Empire in World History

Throughout most of the nineteenth century it appeared that the British Empire was winding down. Most of British North America was now the United States of America, and the remaining West Indian colonies were less valuable after the abolition of slavery. The Indian mutiny and the demise of the Imperial British East India Company raised similar doubts about the worth of Britain's Asian possessions. Yet by 1900 Britain ruled 400 million people and one quarter of the habitable globe, and most Britons were confident that this new "second" British Empire would rival the Roman Empire by lasting for centuries. This course surveys the sudden rise and equally unexpected collapse of the twentieth century British Empire from the perspective of its subjects.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L22 History 3803 Ancient Greek and Roman Medicine

This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietetic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it?"

Same as L08 Classics 3801

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

---

### L22 History 3809 Furies and Die-Hards: Women in Rebellion and War

Furies and Die-Hards: Women in Rebellion and War juxtaposes contemporary social science perspectives on women and war with the history and testimonies of Irish women during the Irish revolutionary period (1898-1922), the Irish Civil War (1922-1923), and the Free State. Under English rule from the 12th-century Norman invasions to the establishment of the Irish Free State and the partition of Northern Ireland in 1922, Ireland presents a compelling historical laboratory to deliberate on the relationship between gender and political conflict. Intentionally transdisciplinary, the course draws from across disciplinary discourses and highlights perspectives across race, gender, class, ethnicity, religion, and sexuality. Topics include political organizing, nationalism, rebellion, radicalization, militarism, terrorism, pacifism, and peacebuilding. Rooted in Cynthia Enloe's enduring question of "Where are the women?" and drawing on sociologist Louise Ryan's landmark essay by the same name, we inquire how and why Irish nationalist women, who were integral to building the revolutionary movement, became "Furies" and "Die-hards" in the eyes of their compatriots when the Free State was established (Bishop Doorley, 1925; President Cosgrave, 1923). Taking advantage of the plethora of archival resources now available through the Irish Decade of Centenaries program, the course incorporates the voices of Irish women through their diaries, military records, letters, interviews, speeches, newspapers, and memoirs.

Same as L97 GS 389

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

### L22 History 3810 Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula

Although it is today primarily associated with oil, the Arabian peninsula was for most of its history defined by water: its surrounding seas, its monsoon-driven winds, and its lack of water in its vast and forbidding interior deserts. As home to the major holy cities of Islam and a key source of global oil, the region has played an important role in the Western European and North American imagination. Despite being relatively sparsely populated, the peninsula hosts millions of believers each year on the annual Muslim pilgrimage, and it has been the site

of major wars and military occupations by European, American, and other Middle Eastern countries for much of the 20th and 21st centuries. It has been an outpost of the Ottoman Empire, a center of British colonialism and (at Aden) an axis of its global empire, the location of Egypt's "Vietnam" (its long war in Yemen in the 1960s), the Gulf Wars I and II, and the recent wars in Yemen, to name just a few of the major conflicts. Often depicted as unchanging until caught up by the influx of massive oil wealth, this region is frequently characterized as a place of contradictions: home to some of the world's largest skyscrapers and also the most inhospitable and largest sand desert in the world, known as "the Empty Quarter"; the location of crucial American allies and the home of al-Qaeda founder Usama Bin Laden. In this course, we will examine the development of the peninsula historically to understand these contradictory images. We will investigate changes in the following arenas: environment and society; colonial occupation; newly independent states; the demise and development of key economic sectors (pearling; shipping; agriculture; oil; finance; piracy); political regimes; resources such as water, oil, and date palms; the growth of oil extraction infrastructure and its effects on the political regimes and societies in the region; the emergence of new Gulf cities; Islamic law; women's rights; human rights debates; and religious and ethnic minorities.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L22 History 3831 Magicians, Healers, and Holy Men

Magic is perhaps not one of the first words one associates with Greco-Roman antiquity. Yet for most individuals living in the ancient Mediterranean, including philosophers, businessmen, and politicians, magic was a part of everyday life. Casting spells, fashioning voodoo dolls, wearing amulets, ingesting potions, and reading the stars are just some of the activities performed by individuals at every level of society. This course examines Greco-Roman, early Christian, and Judaic "magical" practices. Students read spell-books which teach how to read the stars, make people fall in love, bring harm to enemies, lock up success in business, and win fame and the respect of peers. Students also look at what is said, both in antiquity and in contemporary scholarship, about magic and the people who practiced it, which helps illuminate the fascinating relationship between magic, medicine, and religion.

Same as L08 Classics 3831

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L22 History 3840 Migration and Modernity in Russia and the (Former) Soviet Union

This course introduces students to a broad history of 19th- and 20th-century Russia and the Soviet Union alongside problems of migration. In this course, students will be introduced to the historical, social, and political dimensions of migration within, to, and from the Russian Empire, the Soviet Union, and its successor states. We will look at the intersection of the movement of people with long-term economic, social and political transformations, but we will also pay attention to crucial events and phenomena of Soviet history that set large-scale migrations in motion. Course materials will, for instance, address mass movements related to modernization and internal colonization, analyze the role of revolutionary change and warfare for forced displacement, and study the implications of geopolitical changes in the aftermath of the breakdown of the USSR for human rights discourses. Alongside this historically grounded overview, the course explores concepts of citizenship, diaspora, nationality policy, gender-specific experiences of migration, and the ethics and political economy of migration politics, thereby highlighting how current trends in Russian society are indicative of broader discourses on difference and social transformation.

Same as L97 GS 384

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H



---

**L22 History 3843 Filming the Black Freedom Struggle in St. Louis**

This inter-disciplinary course introduces students to the history of the Black freedom struggle in St. Louis and to the complex and multiple ways historic narratives are constructed. We will explore the political, economic and cultural history of St. Louisans who challenged racial segregation in housing and work, fought white mobs in city streets, and battled the destruction of Black communities by federal urban renewal and public housing policies. Students, working with a historian and a filmmaker, will research and make a documentary film on a piece of St. Louis' crucial contribution to the Black Freedom Struggle in America. We bring together documentary filmmaking and history research to draw attention to the multiple narratives (many long-neglected) of African American and urban history, and to the multiple approaches to presenting history.

Credit 3 units. A&S IQ: HUM, SC, SD Art: CPSC, HUM BU: BA EN: H

---

**L22 History 3848 1984: One Weird Year**

This course examines one year as a way to make sense of recent American culture. Looking at points around the country but always returning to the experience of WashU in 1984, this course experiences the past as Americans did, through the simultaneous overlap of daily life and politics, movies and music, the books they were assigned in school and the very different books they chose to read. In addition to tackling the challenge of understanding one year, students will develop a variety of the collaborative and communication skills that are so important both in college and beyond.

Same as L98 AMCS 3841

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L22 History 385 Topics in American History: The Urban Crisis: Historical Perspectives on Modern American Cities.**

Since World War II, American cities have undergone enormous changes. Industrial decline, rumbling neighborhoods, rigid segregation, racial trauma, and suburban sprawl have all contributed to a troubled urban world. This course will equip students with an historical perspective on the urban crisis. Rather than simply identifying urban problems, we will use the tools of historical inquiry to grapple with the underlying causes of these problems. Students will learn the value of history as a method for illuminating the social, cultural, political, and economic forces that underlie the current urban crisis. Students will also apply their historical understandings toward the creation of an informed position on metropolitan policy and planning issues.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH

---

**L22 History 3856 The Sephardic World: 1492 to the Present**

In the public perception, modern Jews divide into two subethnic groups: Ashkenazi and Sephardi, or European and Middle Eastern Jews. However, this is an oversimplification that does not do justice to the diversity and complex history of Jewish identities, which are often multilayered. Strictly speaking, Sephardi Jews trace their ancestral lines or cultural heritage to the medieval Iberian Peninsula, present-day Spain and Portugal. That said, according to some scholars, Sephardi Judaism did not even exist before the general expulsion of Spanish Jewry in 1492 and is the result of their subsequent migrations within the Mediterranean and transatlantic worlds. We will start with an introduction into the history of Spanish Jews prior to 1492, asking to what extent memories of pre-expulsion Iberia are at the heart of Sephardi identity. We will then follow the migratory path of Sephardi exiles to North Africa, Italy, the Ottoman Empire, the Netherlands, and the Americas. The questions we will explore include: in what sense did Sephardim form a transnational community? How did they transmit and transform aspects of Spanish culture in form of Ladino (Judeo-Spanish) language and literature? How did they become intermediaries between Christian Europe and the Ottoman Empire? What was their

role in Europe's transatlantic expansion and the slave trade? How did Ottoman and North African Jews respond to European cultural trends in the nineteenth century and create their own forms of modernity? How did the Holocaust impact Sephardi Jews?

Same as L75 JIMES 366

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L22 History 3860 Empire in East Asia: Theory and History (WI)**

An introduction to how historians and anthropologists incorporate theoretical insights into their work, this course first "reverse engineers" the main arguments in several insightful books and articles on empire in Asia, arguments which are informed by a range of theorists. Retaining our theoretical knowledge, we then focus on the more empirical aspects of the Japanese empire in Asia, including settler colonialism, the colonial economy, representations of colonialism and the long-term ramifications of empire. We conclude with a general assessment of the history of empire. In these ways, this course seeks to equip students with a knowledge of empire in East Asia in the late 19th and 20th centuries while simultaneously investigating the nature of that knowledge.

Same as L97 GS 386

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

---

**L22 History 3865 Topics in Jewish History**

Consult Course Listings for current topics. Prerequisite: permission of instructor.

Same as L75 JIMES 386

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L22 History 3870 Topics in Jewish Studies: Ansky to Kafka, Scholem to Schulz: Creating Modern Jewish Culture**

Consult Course Listings for current topics. Please note: L75 587 is intended for graduate students only.

Same as L75 JIMES 387

Credit 3 units. A&S IQ: LCD BU: IS EN: H

---

**L22 History 3875 The Second British Empire in World History**

Throughout most of the nineteenth century it appeared that the British Empire was winding down. Most of British North America was now the United States of America, and the remaining West Indian colonies were less valuable after the abolition of slavery. The Indian mutiny and the demise of the Imperial British East India Company raised similar doubts about the worth of Britain's Asia possessions. Yet by 1900, Britain ruled 400 million people and one quarter of the habitable globe, and most Britons were confident that this new "second" British Empire would rival the Roman Empire by lasting for centuries. This course surveys the sudden rise and equally unexpected collapse of the twentieth century British Empire from the perspective of its subjects.

Credit 3 units.

---

**L22 History 388C How Free is Free?: African American History Since Emancipation**

The events that unfolded in Ferguson this past fall revealed the contradictions of a national government that is led by a black president yet also sanctions the susceptibility of its black citizens to police brutality. What has freedom really meant for African Americans since emancipation? This course addresses key events and movements that shaped African Americans' definition and pursuit of freedom and citizenship, emphasizing various strategies, successes, failures, and legacies developed as a result. Key developments will include the Reconstruction, Jim Crow, the Harlem Renaissance, the World Wars, the Civil Rights Movement, and mass incarceration.

Credit 3 units. A&S IQ: HUM, SD Art: HUM

---

---

**L22 History 3891 East Asia Since 1945: From Empire to Cold War**

This course examines the historical forces behind the transformation of East Asia from war-torn territory under Japanese military and colonial control into distinct nations ordered by Cold War politics. We begin with the 1945 dismantling of the Japanese empire and continue with the emergence of the People's Republic of China, the Republic of China (Taiwan), the two Koreas, and Vietnam, all of which resulted from major conflicts in "post-war" Asia. We will conclude with a look at East Asia in the post-Cold War era.

Credit 3 units. EN: H

---

**L22 History 38B9 Understanding Lincoln: Writing-Intensive Seminar**

This course explores the life, art (political and literary) and historical significance of Abraham Lincoln. It focuses first on how he understood himself and foregrounds his inspired conception of his own world-historical role in the Civil War. The course also traces how the larger world furnished the contexts of Lincoln's career, how his consciousness, speeches and writings, and presidential decisions can be understood against the backdrop of the revolutionary national democratic upheavals of the 19th century. Finally the course will investigate how the sixteenth president, so controversial in his day, has remained a site of cultural contestation, with historians, novelists, poets, cartoonists, filmmakers, advertisers, and politicians struggling over his memory and meaning, to the present.

Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

---

**L22 History 38C8 Religion and Politics in South Asia: Writing-Intensive Seminar**

The relationship between religion, community, and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community, and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and post-colonial periods.

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

---

**L22 History 3900 Mormon History in Global Context**

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints, which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S., with a reputation for patriotism and conservative family values. Because of its vigorous missionary program, the LDS Church now has more members outside the U.S. than inside. This seminar will introduce the basic practices and beliefs, and explore issues regarding economics, race, gender, and sexuality within the faith. These issues include: How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society? What does the LDS faith look like in other parts of the world, and how does its identification with U.S. prosperity and politics shape its growth in other places?

Same as L57 RelPol 390

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

---

**L22 History 3904 Existentialist Thought**

Existentialism "begins with a disoriented individual facing a confused world that s/he cannot accept" (Robert Solomon). Existentialists seek to make meaning of the brokenness (Marcel), dislocation (Merleau-Ponty), and ambiguity (de Beauvoir) of modern life. While its origins go back

to the nineteenth-century (Kierkegaard, Dostoevsky, Nietzsche), with even older antecedents, as a specific moment in the history of ideas existentialism was created in response to the "age of anxiety" from the end of World War I through the 1960s. It continues to ripple through to the present. We will explore the richness and depth of the canonic figures of existentialism. But we will also consider how that canon was itself shaped and what this entailed for how these thinkers have been understood. We will consider existentialist giants such as Sartre and Heidegger. But we will also spend time with less totemic thinkers. One key thematic strand will focus on is race and existentialism. In short, we will explore why existentialism continues to speak to the Millennial generation's concerns about the meaning and purpose of human existence.

Credit 3 units. A&S IQ: HUM, SC EN: H

---

**L22 History 3921 Secular & Religious: A Global History**

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

---

**L22 History 393 Medieval Christianity**

This course surveys the historical development of Christian doctrine, ecclesiastical organization, and religious practice between the 5th century and the 15th, with an emphasis on the interaction of religion, culture, politics, and society. Topics covered include: the Christianization of Europe; monasticism; the liturgy; sacramental theology and practice; the Gregorian reform; religious architecture; the mendicant orders and the attack on heresy; lay devotions; the papal monarchy; schism and conciliarism; and the reform movements of the 15th century.

Credit 3 units. A&S IQ: HUM, LCD

---

**L22 History 394C African Civilization to 1800**

Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 AD. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the western Sudanese states, the trans-Atlantic slave trade, and the historical roots of apartheid. For AFAS majors, this course counts as Area Requirement 4.

Same as L90 AFAS 321C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 395C African Civilization: 1800 to the Present**

Beginning with social and economic changes in 19th Century Africa, this course is an in-depth investigation of the intellectual and material culture of colonialism. It is also concerned with the survival of pre-colonial values and institutions, and examines the process of African resistance and adaptation to social change. The survey concludes with the consequences of decolonization and an exploration of the roots of the major problems facing modern Africa.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: HAF, HSM

---

**L22 History 3977 The Making of the Modern Catholic Church**

This course examines the work of three church councils that put their stamp on the Catholic Church at key moments in its history, making it what it is today. The first section is dedicated to the Fourth Lateran Council (1215), which defined the high medieval church as an all-encompassing papal monarchy with broad powers over the lives of all Europeans, Christian and non-Christian alike. In the second section we turn our attention to the Council of Trent (1545-1563), which responded to the threat posed by the Protestant Reformation by reforming the Catholic church, tightening ecclesiastical discipline, improving clerical education, and defining and defending Catholic doctrine. We conclude with a consideration of the largest church council ever, Vatican II (1962-1965), which reformed the liturgy and redefined the church to meet the challenges of the modern, multicultural, post-colonial world. Credit 3 units. A&S IQ: HUM, LCD

---

**L22 History 399 Senior Honors Thesis and Colloquium: Writing-Intensive Seminar**

PREREQUISITES: Satisfactory standing as a candidate for Senior Honors and permission of thesis director.  
Credit variable, maximum 4 units. A&S IQ: HUM, WI EN: H

---

**L22 History 39F8 Gender and Sexuality in 1950s America: Writing-Intensive Seminar**

Historians have recently begun to reconsider the dominant view of the 1950s as an era characterized by complacency and conformity. In this writing intensive seminar we will use the prism of gender history to gain a more complex understanding of the intricate relationship between conformity and crisis, domesticity and dissent that characterized the 1950s for both women and men.  
Credit 3 units. A&S IQ: HUM, SD, WI BU: BA EN: H

---

**L22 History 39J8 Mapping the Early Modern World: Writing-Intensive Seminar**

Societies use maps not just to see the world, but also to assign meaning and order to space: both nearby spaces and spaces on the other side of the world. In this seminar, we will study how maps were created, circulated, and interpreted between the sixteenth and eighteenth century, when Europeans came into contact with new regions throughout the world and reshaped their own backyards through the rise of the modern state and the development of national identity.  
Credit 3 units. A&S IQ: HUM, WI BU: HUM, IS EN: H

---

**L22 History 39SC Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar**

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is 'race' essential to the sexual imperatives of imperialism? How has the nexus between 'race,' sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires, and its continuation in our world today.  
Same as L77 WGSS 39SC  
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 39SM Women and Crime in the Evolution of American History**

Crime happens. Property is damaged and stolen, lives are lost, and law, order, and justice evolves. This course taps into that ongoing reality by centering the herstorical evolution of female crime, highlighting women and girls of many kinds across time and spaces of America. It moves across centuries (through to the contemporary period) probing

within and far beyond icons to unveil the gendered nature of crime and moreover to empower students to see and trace everyday female criminality that ignited across racial, ethnic, as well as lines of age in the winding path of American history. While men and boys dominate public and even scholarly expectations of crime and carceral conversations for many, students will leave this course with a far more rigorous understanding of the herstories gained by taking serious the types of crimes that women and girls acted out by exploring: robbery, assault, infanticide, larceny, murder, arson, prostitution, serial killers, and drug-related crimes. As well as going further to probe state and federal power through carceral medicine - showing the interior world of female prisoners, physicians, the movement of females into "asylums" and mental state hospitals, incarceration based on "insanity" while going further to examine births, illnesses, and death of women and teens in jails and prisons. Students will be likewise pushed to engage America's timeline of race, gender, and executions that includes women and girls. Racialized and gendered criminality, law enforcement violence, healthcare and deathcare in prisons are critical public health issues that students can better understand the complicated evolutions by deeply probing the herstorical lives of women, girls, and crime through this course. Students will read, learn, dig up the past, and write to ensure a future of herstory and remembrance.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L22 History 39UK Mao and the World**

Was Mao Zedong an uncompromising tyrant who caused the death of millions, or was he a revolutionary leader who was daring enough to imagine an alternative existence? This course is a close investigation of Mao and his world through a global perspective. The students will be exposed to primary sources written by Mao himself, and they will situate Mao within the turbulent decades of China's engagement with Western colonialism, imperialism, and revolutionary thought in the 20th century. Putting Maoism at the center of world history, students will learn the intimate links between China, Southeast Asia, Africa, and North America, and they will examine in detail how Maoism shaped a variety of political and infrastructural transformations around the world, from the Black Panthers to Tanzanian railroads. By the end of the course, students will have a strong grasp of the contradictions that Mao himself faced throughout his life -- contradictions that changed nothing less than the world itself.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L22 History 4009 Slavery and Public History**

Public history, or applied history, encompasses the many and diverse ways in which history is put to work in the world and applied to real-world issues. This course teaches public history practice with particular emphasis on engaging in the public history of slavery through research and interpretation on the regional histories of enslavement within St. Louis and at Washington University. Students will learn by engaging critical scholarship on public history, debates about how public history is practiced, and learning core tenets of public history interpretation, museum best practices, oral history, preservation, and material culture and their particular application to public history interpreting slavery. This includes grappling with the politics of memory and heritage that shape, limit, and empower public history practice on slavery, and how white supremacy has shaped what histories we absorb in the public.  
Same as L90 AFAS 4008  
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L22 History 4010 Capstone Seminar: Antisemitism and Islamophobia: A Comparative Perspective**

The capstone course for Jewish, Islamic, & Near Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.  
Same as L75 JIMES 4001  
Credit 3 units. A&S IQ: HUM EN: H

---

**L22 History 4040 Senior Seminar: Convivencia or Reconquista?**

**Muslims, Jews, and Christians in Medieval Iberia**

This seminar will explore various facets of the coexistence (convivencia) of Muslims, Jews, and Christians in medieval Spain. Its horizon stretches from the Muslim conquest of Iberia (al-Andalus) up to the turn of the 16th century when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about 1100, Muslims dominated most of the Iberian Peninsula; from then onward, Christians ruled much and eventually all of what would become modern Spain and Portugal. Through a process known as reconquista (reconquest), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion. Interactions between the three religious communities occurred throughout, some characterized by shared creativity and mutual respect, others by rivalry and strife. The course focuses on these cultural encounters, placing them in various historical contexts. It will explore the ambiguities of religious conversion, and the interplay of persecution and toleration. Last not least, the course will address the question of how the memory of medieval Spain's diversity reverberates-and is utilized-in modern popular and academic discourse. All sources will be read in English translation; however, students are encouraged to make use of their linguistic and cultural expertise acquired in previous classes. This course serves as the capstone seminar for Jewish, Islamic & Near Eastern Studies majors, Arabic majors, and Hebrew majors. Graduate students, minors, and other interested undergrads are likewise welcome.

Same as L75 JIMES 4060

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L22 History 4051 Diaspora in Jewish and Islamic Experience**

Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term "diaspora" -- from the ancient Greek, meaning "dispersion" or "scattering" -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Same as L75 JIMES 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L22 History 4154 Decolonization to Globalization: How to End an Empire**

The conventional markers of the twentieth century - imperialism, decolonization and globalization - are acutely compromised if we mobilize gender and sexuality as modes of analysis. In this course we bring questions of sexual difference and gender to the wider stories of colonialism, nationalism, decolonization, neocolonialism, US imperialism, neoliberalism, globalization, WoT, and majoritarianism. We "engender" the contradiction between enormous turning points and the lived experiences of billions. We probe how the non-profit industrial complex, development aid, and the normative family have shaped and given shape to the very idea of gender. Finally, we examine the capacious power of gender to interrupt the power of the state and to reorganize extractive relations of race and caste.

Same as L77 WGSS 4154

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

**L22 History 4203 Nature, Technology and Medicine in Korea**

This course examines the cultural history of modern Korea with a focus on science, technology, and medicine. From about 1500 to the present, a number of hugely consequential things happened in Korea that have been called revolutionary-or what historians dub "early modern" and "modern." Confucian kings planned large-scale projects that changed nature, rustic scholars made inventories of flora and fauna, colonial Koreans became biologists, nurses, and "Edisons," and in North and South Korea, new professionals created distinctive-and in some cases, globally-competitive-regimes of knowing, making, and healing. Students will interrogate these developments as an opportunity to revisit the history of modernity, which has been told predominantly from the perspective of the West. What does it mean to be "modern" in Korea? How did that modernity intersect with Korean science, technology, and medicine? Students will find and articulate their own answers by writing the final research paper. Recommended to have taken Korean Civilization or equivalent course that provides basic working knowledge of Korean history. Course also counts as an EALC capstone course. Prerequisite: junior level or above or permission of instructor.

Same as L81 EALC 420

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L22 History 4234 The Reception of Egypt in the Graeco-Roman World**

Ancient Greeks and Romans found Egypt to be an exceptionally enthralling world, in terms not only of its physical features but also of its people, monuments, and traditions. This course will explore how different views of Egypt emerged in the Graeco-Roman world; it will also investigate the possible reasons for the remarkable popularity and allure of Egypt and things Egyptian as reflected in the writings of Greek and Roman authors as well as in the art and architecture of the Mediterranean world in Classical antiquity. In this seminar, we will read primary literary sources (in translation) that focus on the reception of ancient Egypt and, more specifically, its history, religion, and customs. Several of these sources also offer a privileged viewpoint to investigate how the perception of notable Egyptian figures -- chiefly Cleopatra -- was shaped by Rome to suit a specific agenda. In addition to the written sources, we will look at the artistic and archaeological evidence that best showcases the impact of Egypt's legacy on Graeco-Roman traditions. The readings assigned for each class will also provide a broad sample of secondary sources, consisting of some of the most significant scholarship on the image of Egypt in Classical antiquity.

Same as L08 Classics 4230

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L22 History 4242 Culture and Politics in the People's Republic of China: New Approaches**

This course inquires into the political, ideological, and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors, and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative years of revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the development of area studies in the U.S., and the evolving U.S.-China relations. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor. Same as L04 Chinese 4242

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L22 History 4264 Memory for the Future**

The year-long Studiolab "Memory for the Future" (M4F) will create spaces and practices of humanities education, practical public history, and collaboration in the spirit of "multidirectional memory." This concept tries to address the interlinked histories and legacies of the Holocaust, slavery, apartheid, and colonialism and create opportunities for dialogue between communities impacted by and implicated in these forms of violence. Our principal aims are to explore, enrich, and sustain the global and local focus of "reparative memorial practices" in St. Louis. Focusing on commemorative efforts through public memorials, monuments and especially museums, M4F will engage survivors, activists, institutional leaders, and scholars (students and faculty) in the development of educational materials, artistic representations, exhibitions, and other approaches to bringing the past into the present. We strive to support the efforts of local and regional initiatives and venues to end racism, antisemitism, and homophobia and their related violence through innovative and inclusive memory work. Alongside classroom-based instruction focusing on discussing scholarship and acquiring practical, curatorial, and pedagogical skills, students will work with area institutions and initiatives to apply their study of multidirectional memory. This practicum is an integral part of the course and requires students to leave campus and regularly work with one of our partners (The Griot Museum of Black History, George B. Vashon Museum, St. Louis Kaplan Feldman Holocaust Museum, The Mildred Lane Kemper Art Museum, Reparative Justice Coalition of St. Louis, St. Louis Community Remembrance Project). Participants of the Studiolab are expected to attend regular weekly meetings and engage in self-directed and collaborative project work. We are also preparing study trips to regional sites of memory and education. The M4F Studiolab will convene at the Lewis Collaborative, a living-learning-commercial space at the west end of the Delmar Loop. All A&S graduate students and advanced undergraduates are invited to participate. Undergraduate enrollment by permission of the instructors. For History majors, this course fulfills the capstone requirement as an Advanced Seminar. As a year-long course, students are expected to enroll in both the fall and spring sections. For more information, please consult <https://www.m4f.community/>

Same as L56 CFH 426

Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

**L22 History 4274 Palestine, Israel, and the Arab-Israeli Conflict**

This course examines the history of the Arab-Israeli conflict from the mid-nineteenth century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 4288 Higher Education in American Culture**

This course will examine the historical and philosophical development of higher education from colonial to contemporary periods including the histories of minoritized individuals and campus types. Throughout the semester, we will learn how history continues to impact the way we run and organize our campuses today. This course concludes with an exploration of current social, political, and economic challenges in higher education and current public debates regarding contentious topics in higher education. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Enrollment limited to juniors, seniors, and graduate students. Undergraduate students must enroll in Educ. 4288 and graduate students must enroll in Educ. 5288

Same as L12 Educ 4288

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

**L22 History 4364 Topics in Ancient Studies**

Study of one or more themes recurring in the traditions of Greek and Roman literature, history, and culture. Topic will vary each semester. Same as L08 Classics 4361

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L22 History 4415 Technology, Empire, and Science in China**

How did technology, science, and empire intersect in early modern and modern Chinese history? Was there a unique "Chinese" way of studying nature? How did non-Chinese scientists and engineers contribute to China's knowledge of the world? This course offers a historical and historiographical survey of science and technology studies in China, from the 13th to the 20th century. It particularly examines the global circulation of scientific knowledge in the late imperial period, the place of technology in the empire building of the Qing dynasty (1637-1912), and the violent epistemic encounters between the West and China from the 19th century onward. Throughout the semester, we will explore Confucian scientists as well as Muslim geographers, Jesuit engineers, Manchu anatomies, and Chinese barefoot doctors. Positioning China within a global order, the students will question the premises of modern scientific discourses and try to respond to a seemingly simple question: What does science and technology even mean in a Chinese context?

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L22 History 4442 The Jewish Experience in Eastern Europe**

A study of Jewish culture, society, and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania, and the Ukraine, from the 16th century through the 20th century. Among the topics to be covered are: economic, social, and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial policies toward the Jews; nationality struggles and antisemitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East European Jewish life; and the transition from Cold War to democratic revolution.

Credit 3 units.

---

---

**L22 History 4444 The Mystical Tradition in Judaism**

What is Jewish "mysticism"? What is its relationship to the category of "religion"? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic, and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as "mystical". (All primary texts are read in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakha) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the "absence of women" from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism.

Same as L23 Re St 444

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L22 History 4450 Topics in Islam: History of Political Thought**

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to the historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through the 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.

Same as L75 JIMES 445

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L22 History 4451 Religion and the State: Global Mission, Global Empire**

This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: how has this nation's history been shaped by religious "others" both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence—including, for example, foreign policy and diplomacy, missionary activity, and economic practices?

Same as L57 RelPol 495

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L22 History 4461 History of Political Thought in the Middle East**

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.

Same as L75 JIMES 446

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS

---

**L22 History 4491 American Unbelief from the Enlightenment to the New Atheism**

This seminar examines American secularism, humanism, and atheism from the Enlightenment forward to the present. Topics to be explored include: the tensions between secular and Christian conceptions of the republic, the civil liberties of atheists and nontheists, the battles over religion in the public schools, the culture wars over secular humanism and science, and the contemporary growth of the religiously disaffiliated or religious "nones." The course considers not only the intellectual dimensions of skeptical critiques of religion, but also the underlying politics of secularism (and anti-secularism) in a nation routinely imagined as "under God."

Same as L57 RelPol 4491

Credit 3 units. A&S IQ: HUM Arch: SSP Art: HUM EN: H

---

**L22 History 450C Interdisciplinary Topics in the Humanities**

Same as L93 IPH 450

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

**L22 History 4511 Urban Culture in Modern China**

The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdoms," new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential. The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Prerequisite: Undergraduate students must have taken L04 227C; junior level or above or permission of instructor.

Same as L04 Chinese 4510

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L22 History 4564 American Pragmatism**

This course examines the history of American pragmatism through three of its primary founders, the philosophers Charles Peirce, William James, and John Dewey. It considers pragmatism as a response to the experience of uncertainty brought on by modernity, and contextualizes it amidst late nineteenth and early twentieth century thought and politics, namely, scientific methodology, evolutionary theory, the probabilistic revolution, Transcendentalism, the rise of secularism, slavery, Abolitionism, and the Civil War. Major essays by each thinker will be read as well as three intellectual biographies and one critical survey.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

---

**L22 History 4610 Latin American Populism and Neo-Populism**

Over the past 100 years populism, in its diverse forms, has dominated Latin American politics. This course examines case studies of classical populism (Aprismo, Cardenismo, Peronismo, Varguismo, etc.) and neopopulism (Fujimorismo, Chavismo, Moralesismo, neo-Peronismo). In doing so, it explores new theories of populism and analyzes populist discourses, leadership styles, gender and racial politics, mobilizational tactics, transnational networks, and foreign policies.

Same as L97 GS 4611

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L22 History 4633 Twentieth Century Latin American Revolutions**

Latin America has been described as one of the most "revolutionary" regions of the world in the twentieth century. It experienced four major social revolutions and gave rise to many consequential guerrilla movements. This course uses theories of revolution and a social science historical approach to elucidate the causes, processes, outcomes, and implications of revolutions in Mexico (1910), Bolivia (1952), Cuba (1959), and Nicaragua (1979). It also analyzes late 20th century revolutionary guerrilla movements in El Salvador and Peru. Why peasants, university students, and women formed key social bases of support for revolutionary movements and how revolutions were institutionalized and consolidated will receive special attention.

Same as L97 GS 4633

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

---

**L22 History 4675 Beyond the Harem: Women, Gender, and Revolution**

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anticolonial social revolutions and how these revolutions affected the position of women in those societies.

Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

---

**L22 History 4681 Topics in Literature and History: The Age of Lincoln -- America in the 1850s**

This seminar is an interdisciplinary examination of the culture and politics of America in the critical watershed decade before the Civil War. The course explores how a range of writers -- some avowedly "literary," others more decidedly "political" -- advanced their versions of America in the larger culture at a time when all things American -- democracy, religious destiny, and nationality itself -- were becoming profoundly problematic.

Credit 3 units.

---

**L22 History 4689 American Intellectual History to 1865**

This course presents an overview of American intellectual history from the early seventeenth century and the founding of the first English settlements in North America to the mid-nineteenth century and the American Civil War. We will investigate how different thinkers responded to and helped shape key events and processes in colonial and early American history, concentrating in particular on developments in religious, political, social, scientific, and educational thought. We will cover major topics such as: Puritanism; the Enlightenment; Evangelicalism; Romanticism; and the inner Civil War. We will address concepts central to the formation of the nation's identity including those of the covenant; republicanism; citizenship; equality; freedom; liberty; natural law; transcendentalism; order; reason; progress; and democracy.

Credit 3 units. A&S IQ: HUM EN: H

---

---

**L22 History 469 American Intellectual History Since 1865**

This course concentrates on social, cultural, philosophical and political thought since the end of the Civil War, and investigates how American thinkers have responded to the challenge of modernity. After an examination of the end of the old religious order and the revolt against Victorianism, it analyzes the subsequent rise of pragmatism, progressivism, literary modernism, radical liberalism, political realism, protest movements and the New Left, neo-conservatism and the New Right, and the current state of intellectuals in post-9/11 America.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L22 History 4741 Frankenstein: Origins and Afterlives**

Same as L14 E Lit 474

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L22 History 4742 Americans and Their Presidents**

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through George W. Bush. In addition to a consideration of the President's political and policymaking roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.

Same as L98 AMCS 474

Credit 3 units. A&S IQ: HUM EN: H

---

**L22 History 4754 Advanced African History Seminar**

This seminar allows students who have completed basic African history course work to explore advanced topics in the field. Selected topics include: African geography and environmental history, the classical kingdoms of the Sahel, the development of Swahili culture, the trans-Atlantic slave trade, the historical roots of Apartheid, the intellectual and material culture of colonialism, African resistance and adaptation to social change during the colonial era, decolonization, and roots of some of the major problems facing modern Africa.

Same as L90 AFAS 475

Credit 3 units. A&S IQ: LCD BU: ETH EN: H

---

**L22 History 4761 Money, Exchange and Power: Economy and Society In the Ancient Mediterranean World**

From seaborne trade and banking to slavery and the impact of new technology, the economy of the ancient Mediterranean world constitutes a particularly dynamic field of study. To examine a society's underlying economics is to gain critical insight into those historical phenomena that are themselves the product of multiple, overlapping dimensions of human action and thought. This course engages directly with a fascinating array of primary evidence for economic behaviors, beliefs, structures, and institutions among the Romans, Greeks, and their neighbors. We will also explore the methodological challenges and implications of that evidence as well as a variety of modern theoretical approaches. This year our focus is mainly upon developments among the Greeks, ranging from the transformative invention of coinage to the rise of commercial networks centered around religious sanctuaries like Delos. PREREQ: CLA 341C OR 342C OR 345C OR 346C OR PERMISSION OF INSTRUCTOR.

Same as L08 Classics 476

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

---

**L22 History 4763 Olympian Shadows: Macedon and Its Neighbors in Antiquity**

The home of both Alexander the Great and Aristotle, Macedon was pivotal to the course of ancient Greek and Roman history and yet stood apart as a culturally and politically distinct region. Macedonian dynasts dominated the Hellenistic world and deeply shaped Roman reception of Greek culture, while others profoundly affected the intellectual life of antiquity. We will explore topics ranging from ethnicity, religion, and the nature of kingship to urbanization and Macedon's emergence as a great power until its subsequent transformation at the hands of the conquering Romans. We will pay special attention to Macedon's neighbors, especially Thrace and Illyria, as well as to Macedon's relationships with the Persian Empire and the Greek coastal colonies. PREREQUISITES: AT LEAST ONE SEMESTER OF CLASSICS 341C, 342C, 345C, OR 346C, OR INSTRUCTOR'S PERMISSION.

Same as L08 Classics 4763

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L22 History 4803 Advanced Seminar: Partition: The Making of India and Pakistan**

The division of India and Pakistan at the time of Independence from British colonial rule was a major event that has left its mark on the lives, memories, and politics of contemporary South Asians. Why did British India break apart along apparently religious lines? Was sectarian or "communal" violence inevitable, or endemic in South Asian society? How was Partition - a time of violence, mistrust, dispossession, displacement, and mass migration -- experienced by ordinary people? How is the traumatic memory of this event borne by individual women, children, by families? How does its legacy persist, and how is it being remembered, and reckoned with, today? In this course, we will not find final answers to these difficult questions, but we will learn how to explore them responsibly, using literature, film, and other archival sources. This course provides students with a forum to discuss and explore topics of their own choosing.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

**L22 History 481W History of Education in the United States**

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students will be enrolled onto the waitlist. Because this is a writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given to students who are majoring/ minoring in Educational Studies, Teacher Education, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment. Undergraduate students must enroll in Educ. 481W, and graduate students must enroll in Educ. 5810.

Same as L12 Educ 481W

Credit 3 units. A&S IQ: HUM, SC, SD, WI Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L22 History 4823 Senior Seminar in Religious Studies:**

The topic for this seminar differs every year. Previous topics include Religion and Violence; Governing Religion; Saints and Society; and Religion and the Secular: Struggles over Modernity. The seminar is offered every spring semester and is required of all Religious Studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous coursework in Religious Studies.

Same as L23 Re St 479

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

---

**L22 History 4842 The Japanese Empire in Asia, 1874-1945**

This course examines the expansion of the Japanese Empire in Asia from 1874-1945, focusing on Japan's acquisition of neighboring territory and the subsequent building of colonies in Taiwan, Korea, and Manchuria. The course will explore the concepts of imperialism and colonialism, how they functioned in East Asia, and how they intersect with other major developments in Asia, including ideas of civilization and race, the formation of the nation, and the growth of capitalism.

Credit 3 units.

---

**L22 History 4844 Women and Confucian Culture**

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. The course will focus on Ming (1368-1644) and Qing (1644-1911) China, but will also examine these issues in two other early modern East Asian societies: Yi/Choson (1392-1910) Korea and Tokugawa (1600-1868) Japan. Course readings are designed to expose students both to a variety of theoretical approaches and to a wide range of topics, including: women's property rights; the medical construction of gender; technology, power and gender; and state regulations on sexuality.

Credit 3 units.

---

**L22 History 4854 Advanced Seminar: The United States in Afghanistan Since 1979**

This course offers a historical examination and analysis of America's involvement in Afghanistan from the Cold War through the present, focusing in particular on the U.S. War in Afghanistan from 2001 onward. Special attention will be given to political, military, diplomatic, and economic dynamics as well as to international relationships, the experience of war, and the subsequent developments upon both American and Afghani societies. Major topics covered include U.S. covert operations against the Soviets in Afghanistan during the 1980s; revolution, civil war, and the rise of the Taliban during the 1990s; 9/11 and the War on Terror; national building and stability measures during the early 2000s and subsequent security threats in the forms of insurgency, warlords, drug gangs, criminal networks, and the al-Qaeda alliance of terrorist organizations; the key roles played by Pakistan, India, Iran, Russia, China, and Central Asian states; the Obama surge and counterinsurgency operations, starting in 2009; the soldier's experience, special forces, and covert operations; prisoners, torture, and human rights abuses; and the end of NATO's mission in 2014 and subsequent developments: the Ghani government, the return of the Taliban, the arrival of ISIS, the peace process, the U.S. drawdown, and the elusive quest for peace and stability in Afghanistan. This is a capstone course open to history majors only.

Credit 3 units. A&S IQ: HUM, LCD

---

**L22 History 487 Topics in American History: Race and Drugs in American History**

This course explores the racial construction of the use of legal and illegal substances in American history from the mid-19th century to the present. We will spend time engaging in a historical analysis of the social, economic, and racial dynamics that defined drug addiction



in popular imagination, and examine how these factors contributed to discussions about legality, access to substances, one's ability to be rehabilitated, and criminal status. Regarding criminality we will particularly explore sociological and theoretical perspectives of labeling, habitual and occasional offenders, and moral panic in order to understand how racial minority groups were targeted for different rhetorical, legislative, and economic purposes. One major goal of the course will be to outline the early 20th century beginnings of the war on drugs and connect it to the century long growth of a militarized police system and prison industrial complex. We will secondly work to understand the role of local and national political actors, law enforcement, and the media in manufacturing and maintaining connections between race, crime and drugs. Ultimately, we will use our study of drugs to contextualize 21st century issues of police violence, increases in homicide in minority communities, mass incarceration, poverty, segregation, and mass movements of protest.  
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L22 History 4872 Colonial Cities and the Making of Modernity**

Massive urban growth has been a central result of the incorporation of many areas--both central and peripheral--into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course will investigate the character of cities in the colony and then use these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course will be primarily on cities in the Middle East, North Africa, and South Asia.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM, IS EN: H

---

**L22 History 4876 Advanced Seminar: Mexican Agriculture: Land, Politics and Development**

Access to and ownership of land has been a major issue in Mexican history. Land tenure in economic development has been a constant source of tension and debate since the 18th century. Paradoxically, land tenure has been put forth as both the obstacle and the solution to the country's modernization. Given its centrality in the construction of the modern period, this course examines liberalism, agrarian revolts, the revolution, the green revolution and neoliberalism through the lens of land issues. This course will also explore how these have shaped and have been shaped by indigenous peoples and peasants, from land disenfranchisement to the fight against GMO maize. Students will evaluate agrarian reforms, agricultural modernization programs, concepts of and transformations of natural resources, food production/consumption and social policies.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

---

**L22 History 4881 Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean**

This seminar explores the history of mental illness in Africa and the Caribbean during the colonial and post-colonial periods. We will be guided by the following questions: What is mental illness? How do social, cultural and political realities affect how mental illness is defined? Should mental illness always be analyzed within a specific cultural context? How did psychiatry factor into the efforts of European colonizers to maintain social order in their colonies? How have colonized people resisted colonial notions of madness? What is the place of religion in these histories? How did mental institutions change after the end of colonial rule and how was post-colonial Caribbean and African psychiatry harnessed in service of decolonization? The course will pay special attention to how European colonial powers employed similar understandings of blackness across regions as they formulated ideas concerning the black populations they deemed "mad" across Africa and the Caribbean.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L22 History 4884 Advance Seminar: The Roots of the American Working Classes: Myths, Realities, Histories**

The diverse realities of American labor and working-class experience have long been submerged under layers of politics and ideology. How should we study the lives of working people? What questions should we ask? Where do we go to answer them? This research seminar engages the lived experiences of the American working classes, in all their complexity, over the long 19th- and 20th-centuries, to the present. The course has the double project of (1) exploring the roots of mythologies about American working people that have the effect of distorting or erasing their experiences, efforts and accomplishments, and struggles for organization, visibility, citizenship, and power, with special attention to mythologies about American workers who are non-white, non-male, and non-U.S.-born who did/do not fit conventional tropes of "American labor" or "the white worker"; and (2) exploring the roots of working people's experiences, as shaped by forces of technology, class, race, gender and sexuality, religion, nationalism, and violence: what are the challenges, conceptual and archival, of studying the people, in their working and familial/community lives, as producers and consumers, in their organizing efforts, and in their civic and political capacities? How did the transformation of work, technology, culture, and society over this long era from Enslavement to Artificial Intelligence, from Blackface Minstrelsy to Hip Hop, shape working people's lives and struggles? How did working people survive cataclysmic crises, from the Civil War to Covid, and mold the evolution of American citizenship and democracy? Each student will produce a 12-15 page original research paper related to the course material, based on an analysis of primary sources, in consultation with the instructor, and due at the end of the semester; the course is designed to closely mentor students in this project.

Credit 3 units. A&S IQ: HUM, SC EN: H

---

**L22 History 4885 Advanced Seminar: Medicine, Disease and Empire**

This course examines the history of medicine in connection to the politics of colonialism and empire-building, spanning the sixteenth century through the twentieth century. Topics covered include: epidemic disease outbreaks (e.g. smallpox, cholera, malaria); the role of science and medicine in endorsing the "civilizing missions" of empires; tropical climates and tropical diseases as western constructs; tensions between western medicine and indigenous healing practices and beliefs; ideas of race and racism in science and medicine; modern advancements in sanitation and public health and their implementation overseas; and the historical roots of the modern global health movement.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 4887 Advanced Seminar: Digital Frontiers in History**

Can digital technologies offer new ways to rethink historical narratives? Is DH the future of the humanities and of history as a profession? Can DH and critical inquiry be brought together? This course explores the history, present, and future of digital humanities (DH) to seek responses to these questions. From its origins in the Cold War to its rise to fame in the 1990s, the digital turn in the humanities has garnered excitement and support as well as critique and even disavowal from historians. In this course, we will examine the debates in the field of DH and learn about new ways in which historians are using digital tools for academic research as well as public outreach and activism. The course will be divided into two parts. The first half of the course will be devoted to understanding the historical growth and the present status of the field. In the second half, students will be learning basic digital tools to conduct research. The purpose of the course is not to turn historians into coders; it is to understand what codes can do for historians.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L22 History 4894 Advanced Seminar: The U.S. in Vietnam: Origins, Developments, and Consequences**

This course will focus on America's involvement in Vietnam from the era of French colonialism through the collapse of United States intervention. Special attention will be given to political, military, economic, and cultural aspects, as well as to international relationships, and the significance of the experience and subsequent developments upon both American and Vietnamese societies.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L22 History 489A Advanced Seminar: Hinduism and the Hindu Right**

This course fulfills the history major capstone requirement as an Advanced Seminar.

Credit 3 units.

---

**L22 History 481B Advanced Seminar: New York, New York: The Empire City from Stuyvesant to Trump**

This research seminar engages the long history of greater New York City: from the place Native Americans called Manna-hata to the largest city in the United States and the world political, financial, and cultural capital that it is today. The course explores New York City's ambivalent relationship with America, with the world, and with itself. It focuses on matters of power - how, in different moments of the city's history, it was defined, who held it, and how various groups managed to contest for it; matters of exchange and extraction - political, cultural, and economic; and matters of belonging - whether a city of immigrants, exiles and refugees succeeded in becoming a home for the homeless. It pays close attention to both the micro - the street corner and the political ward; the bridge and the tunnel; the gentrifying neighborhood; the mosaic of the city's foodways; the theater, financial, slaughterhouse, brothel, and other districts - and the macro - the banks and the stock exchange; the port and transit authorities; the instrumentalities of knowledge and cultural production in the city's universities, print media, clubs, and salons; the sports empires; and the political machines, organized crime, grassroots labor and political movements, insurgencies, and undergrounds. Above all, the course will foreground the city's massive and unbearable contradictions, as a city of skyscrapers and of basement dives, lures, and snares; as a symbol of the future and freedom bound to traumatic, slave, and unfree pasts; as a symbol of modern independence bound to modern interdependence; and as a place of renaissances and ruinations, where the world either comes together or spectacularly falls apart. Sites of potential investigation, in a list that is suggestive rather than exhaustive, range from the African Burial Ground to the 9/11 Memorial and Museum, from Hamilton to Hamilton, from Boss Tweed to Robert Moses, from the Five Points to Chinatown, from Delmonico's to Sylvia's, from Blackwell's Island Lunatic Asylum to Hart Island Potter's Field, from the African Free School to Ocean Hill-Brownsville, from Marcus Garvey to Amadou Diallo, from Billie Holiday to Andy Warhol, from James Baldwin's Harlem to Stonewall, from George Steinbrenner to Jerry Seinfeld, from the Gowanus Canal to Estée Lauder, and, in the spirit of the course title, from Stuyvesant to Trump. Students will engage with the history of New York City via two three-page book reviews, a three-page site analysis, and two five-minute oral reports on assigned readings before conducting their own original research in consultation with the instructor that will culminate in a 15-page final essay. Attendance at all classes and participation in class discussions required. This course fulfills the history major capstone requirement as an Advanced Seminar.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L22 History 4914 Advanced Seminar: Japan in World War II- History and Memory**

This course examines the history of World War II in Asia and how it has been remembered in the postwar era. We will trace the war, from the first Japanese military attack on China in 1931 through the US atomic bombings of Hiroshima and Nagasaki in 1945. We will also examine several postwar controversies concerning how the war has been forgotten and remembered in Japan, in the rest of Asia, and in the United States. Goals include grasping the empirical history of the war as a step to becoming familiar with the theories and methods of Memory Studies in History.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

---

**L22 History 4918 Advanced Seminar: Sexuality in the United States**

Does sex have a history, and if so, how can we study it? This seminar examines important themes in the history of sexuality: the relationship between sexual ideologies and practices; racial hierarchy and sexuality; the policing of sexuality; construction of sexual identities and communities; and sexual politics at the end of the century. Students will also spend time discussing theoretical approaches to the history of sexuality, as well as methodological issues, including problems of source and interpretation.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L22 History 4941 Advanced Seminar: The Inquisition in Europe, Asia, and Latin America, 1200-1700**

This seminar will study the history of the Inquisition from its beginnings in southern France in the first half of the 13th century up to the investigations undertaken by Dominicans and Franciscans in 17th century Mexico and Peru. Along the way the seminar will focus upon other inquisitions in Europe (especially those made in Italy, Spain, and Germany), and the hunt for heresy in Goa and the Philippines. This course will read inquisitional manuals (books on how to conduct an inquisition), and original inquisitional documents (the records of the trials and interrogations). Consequently, the history of heresy and witchcraft, as understood by people in the past and historians in the present, will be discussed.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

---

**L22 History 4965 Advanced Seminar: Magic, Heresy and Witchcraft in the Medieval World, 350-1550**

This seminar will study the history of magic, heresy, and witchcraft in the medieval world. It will begin in the fourth century after the conversion of Constantine the Great and end with the great witchcraft trials of the fifteenth and sixteenth centuries. The seminar will read magical treatises, ecclesiastical polemics against vulgar belief, inquisitorial trials, chronicles, and histories, in our attempt to define what was considered the ordinary and the extraordinary, the natural and the supernatural, good and evil, the boundaries of heaven and earth. How do modern historians use medieval documents to evoke the lives of men, women, and children who believed in magic or were accused of heresy? Can this only be done through a form of historical anthropology? What methods do historians use in trying to understand past ideas and practices? What is historical truth then? What is the relationship of supposedly heterodox belief and behavior with religious orthodoxy? How do we define religion? A theme throughout this seminar will be the definition of evil and the powers of the devil. Students will write a short historiographic essay and a long research essay. Pre-modern, Europe. PREREQUISITE: Sophomore standing or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L22 History 4976 Advanced Seminar: The American Trauma: Representing the Civil War in Art, Literature, and Politics**

This seminar is an interdisciplinary examination of how Americans represented the Civil War during and after the titanic conflict, with special attention given to the period between 1865 and 1915. The course explores how painters, novelists, photographers, sculptors, essayists, journalists, philosophers, historians, and filmmakers engaged the problems of constructing narrative and reconstructing national and individual identity out of the physical and psychological wreckage of a war which demanded horrific sacrifice and the destruction of an enemy that could not be readily dissociated from the self.

Credit 3 units. A&S IQ: HUM EN: H

---

**L22 History 497A Global Asias**

This course engages a new methodological approach to Asia that expands beyond the spatial concept of the region as a set of political entities occupying a specific part of the world. Global Asias seeks to open up avenues of inquiry to accommodate the study of flows of people, ideas, and practices across Asia and throughout the world. It provides the opportunity to consider Asian communities as they manifest themselves in different places and different ways. We begin with a survey of past attempts to define, understand, and manage Asia, which resulted in an area studies approach. We then engage transnational and interdisciplinary efforts, and conclude by considering the possibility that Global Asias can challenge and perhaps unseat the reigning epistemologies that exist today.

Same as L97 GS 4976

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: IS EN: H

---

**L22 History 4981 Advanced Seminar: Historical Perspectives on Human Rights**

This course offers a historical perspective on the modern international human rights regime, using materials drawn from diplomatic, legal, political, and cultural studies. Successful completion of this seminar involves designing, researching, and writing a 25-30 page paper on a historically-oriented, human-rights-related topic of your choice.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L22 History 4982 Advanced Seminar: Women and Confucian Culture in Early Modern East Asia**

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. We will focus on Ming (1368-1644) and Qing (1644-1911) China, but will also examine these issues in two other early modern East Asian societies: Yi/Choson (1329-1910) Korea and Tokugawa (1600-1868) Japan.

Credit 3 units.

---

**L22 History 4983 Advanced Seminar: Renaissance Florence and Venice**

Venice was the most famously stable city-state in Renaissance Italy, Florence the most notoriously unstable one. This course explores how those contrasting political environments and experiences shaped social relations and cultural production (and vice versa) in those two cities.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L22 History 4984 Advanced Seminar: The Problem of Freedom: The Age of Democratic Revolution in the Americas**

Ever since the improbable alliance of the English pirate and slave trader Sir Francis Drake and the fugitive slave Cimarrons on the Atlantic coast of Panama many centuries ago, the history of freedom in the New World has unfolded in unlikely fits and starts. The course will explore two related conjectures: first, that maroon politics (the often short-lived alliances between slaves, quasi-free blacks and white allies),

slave rebellion, provincial secession and civil war were the widespread and normative conditions of post-colonial regimes throughout the New World; and second, that the problem of freedom was especially challenging in a New World environment in which freedom was fleeting and tended to decompose. Special attention will be given to antislavery insurgencies, interracial politics and alliances in the United States and the perspectives on freedom they produced, but the readings will also include materials on debates over freedom in the Caribbean and South America over the course of the long age of democratic revolution, 1760-1888.

Credit 3 units. A&S IQ: HUM, SD EN: H

---

**L22 History 4990 Advanced Seminar: History of the Body**

Do bodies have a history? Recent research suggests that they do. Historians have tapped a wide variety of sources - including vital statistics, paintings and photographs, hospital records, and sex manuals - to reconstruct changes in how humans have conceptualized and experienced their own bodies. We will pay particular attention to the intersection of European cultural history and history of medicine since 1500. This course fulfills the History major capstone requirement as an Advanced Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

---

**L22 History 4993 Advanced Seminar: Women and Religion in Medieval Europe**

This course explores the religious experience of women in medieval Europe and attempts a gendered analysis of the Christian Middle Ages. In it, we will examine the religious experience of women in a variety of settings - from household to convent. In particular, we will try to understand how and why women came to assume public roles of unprecedented prominence in European religious culture between the twelfth century and the sixteenth, even though the institutional church barred them from the priesthood and religious precepts remained a principal source of the ideology of female inferiority.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L22 History 4998 Advanced Seminar: The Crusades**

This seminar will study the phenomenon of crusading in medieval Latin Christendom, from the First Crusade proclaimed by Pope Urban II in 1095 to the late crusades of the fourteenth and fifteenth centuries. We will particularly focus on crusading in the twelfth and thirteenth centuries, when the ideas and practices of being a martial pilgrim were developed and formalized by the Church. The concept of holy war in Latin Christianity and Islam will be examined. We will analyze the Fourth Crusade and the sack of Constantinople in 1204. We will investigate the Albigensian Crusade (1208-1229) into what is now southern France, when Christians were promised salvation for killing other Christians and whether "genocidal moments" occurred during this holy war against heretics. Topics to be discussed are the Kingdom of Jerusalem and other crusader colonies in the Levant, women on crusade, the poetry of crusading, chivalry, military orders like the Knights Templars and the Hospitallers, and violence as a redemptive act. One historiographic paper and a research essay are required.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L22 History 49CA Advanced Seminar: Religion and the Secular: Struggles over Modernity**

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

---

**L22 History 49DB Advanced Seminar: Women in Renaissance Italy**

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L22 History 49DM Advanced Seminar: Meet me in St. Louis**

This seminar uses the 1904 Louisiana Purchase Exposition held in St. Louis as a lens to explore the intersection of exhibitionary culture, nation building and history. In the second half of the 19th century, world's fairs became a fact of life in many parts of the world. By the end of the century, American historian and cultural critic Henry Adams argued there was indeed a "religion of world's fairs." These international expositions, as sites of pilgrimages not only informed people's perception of the world but also were ideal stages for young countries to showcase their achievements, to attract investors and to craft a national identity. Students will examine the rise of exhibitionary culture and the construction of patriotic histories and national symbols, the manufacturing of racial ideologies and otherness, and how these were all embedded in debates on civilization, modernity and progress. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L22 History 49IR Independent Research for Capstone**

This course is to be taken in addition to any Advanced Seminar for which a student registers. Course is 1 unit.

Credit 1 unit. EN: H

---

**L22 History 49JK Advanced Seminar: Blood & Sacred Bodies: Ritual Murder & Host Desecration Accusations**

This seminar follows the history of the Ritual Murder and Host Desecration accusations from the origins in 12th and 13th century Europe to the 20th century. It pays close attention to the social and political functions of the narratives; their symbolic importance in Christianity's salvific drama; attacks on such beliefs from both within and outside the community of the faithful; the suppression and decline of the ritual murder accusation; the integration of Jews into European societies in the 19th century; and the reappearance of the blood libel in the aftermath of emancipation.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L22 History 49KK Advanced Seminar: The U.S. in Afghanistan: Origins, Developments, Consequences**

This course offers a historical examination and analysis of America's involvement in Afghanistan from the Cold War through the present, focusing in particular on the US War in Afghanistan from 2001 onward. Special attention will be given to political, military, diplomatic and economic dynamics as well as to international relationships, the experience of war and the subsequent developments upon both American and Afghani societies. Major topics covered include US covert operations against the Soviets in Afghanistan during the 1980s; revolution, civil war and the rise of the Taliban during the 1990s; 9/11 and the War on Terror; national building and stability measures during the early 2000s and subsequent security threats in the form of an insurgency, warlords, drug gangs, criminal networks and the al-Qaeda alliance of terrorist organizations; the key roles played by Pakistan, India, Iran, Russia, China and Central Asian states; the Obama surge and counterinsurgency operations starting in 2009; the soldier's experience, special forces, and covert operations; prisoners, torture and human rights abuses; the end of NATO's mission in 2014 and subsequent developments: the Ghani government, the return of the Taliban, the arrival of ISIS, the peace process, the U.S. drawdown and the elusive quest for peace and stability in Afghanistan. This is a capstone course open to history majors only. This course fulfills the History major capstone requirement as an Advanced Seminar.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L22 History 49MB Advanced Seminar: Women and Gender in Modern Caribbean History**

This course will highlight women in the "making" of Caribbean history, and it will consider how "men" and "women" were made in the English-speaking Caribbean from emancipation (1838) to the present. We will explore women and gender issues within the context of significant political shifts including the transition from slavery to wage and indentured labor, the labor rebellions of the 1930s, the rise of labor unions and political parties, anti-colonial activism, decolonization and nationalism. The course will also situate the Caribbean within an international context, paying attention to migration, black internationalism and the Third World movement. Credit 3 units. A&S IQ: HUM, LCD, SD BU: IS EN: H

---

**L22 History 49MG Advanced Seminar: Planning Global Cities**

This team-taught advanced seminar will address the history and theory of a variety of metropolitan environments from the mid-nineteenth century to the present. Readings will move from the nineteenth century state-centered urbanism of Paris or Vienna, through the colonial remaking of cities like Manila or Caracas and their connections to urban reform and the City Beautiful movement in the U.S., then through the rise of planning, zoning, auto-centered cities, federal interventions like urban renewal, the emergence of the preservation movement and new urbanism.

Credit 3 units.

---

**L22 History 49NR Advanced Seminar: Egypt and the Arab Spring: Middle Eastern Revolution in Historical Perspective**

The uprisings of the "Arab Spring" of 2011 captivated global media and observers. The movements brought down established regimes in Tunisia, Libya, Yemen, and Egypt. The focus of this course will be to understand the historical background and primary contemporary issues that have shaped Egypt's Arab Spring, and to examine the huge popular effort to document Egypt's revolution. Each student will design, research, and write a 25-page paper on a topic of his/her choice related to the Arab Spring.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L22 History 49PK Advanced Seminar: The Founding Fathers' Government in an Electronic Age**

This is a research seminar that examines how Americans sought to translate their notions of government into a realistic set of priorities and a functioning set of public institutions. Extending from 1789 through the 1820s, this course investigates how the federal government came into being, what it did, and who populated the civilian and military rank of American officialdom. This is also a course in digital history. Students will create new knowledge through their own contributions to an ongoing digital project that seeks to reconstitute the early federal workforce. In the process, students will learn a variety of digital techniques, ranging from encoding languages to electronic systems to software packages.

Credit 3 units. A&S IQ: HUM EN: H

---

**L22 History 49SA Advanced Seminar: Slavery in America: The Politics of Knowledge Production**

This course focuses on the long history of chattel slavery in North America, from origins through emancipation, encompassing Black and Indigenous enslavement. The course foregrounds the struggles over power, over life and death, that were at the heart of slavery's traumatic and grotesquely violent two-hundred-fifty-year career in North America, with attention to hemispheric context. At the same time, it highlights the fiercely contested historical battleground where scholars have argued about how to define American slavery--as a system or site of labor, production, and reproduction; law, property, and dispossession; racial and gender domination; sexual violation,

rape, and incest; psychological terror and social death; containment and marooning; selfhood and nationality; agency and resistance; anti-colonial and revolutionary liberation and millennial redemption. Finally, it engages the "politics of knowledge production" that have produced the slavery "archive," replete with its annihilating silences, repressions, and erasures, and overdetermined "presences." In the end, the course's overarching question is how the politics of slavery, of its material experiences, interpretations, and archives, have shaped the lives and afterlives of slavery and race, to the present day. Students will conduct original research on topics related to North American slavery in consultation with the instructor that will culminate in a 12-15-page final essay. The course includes attention to the role of slavery in the founding and development of Washington University, and research projects that engage the University's slavery "archive" and questions related to enslavement in the history of the University and/or the history of St. Louis are welcome and will be supported by Olin Library Special Collections and other resources. Modern, U.S. PREREQUISITE: SEE HISTORY HEADNOTE.

Credit 3 units. A&S IQ: HUM, SD BU: BA, ETH, HUM EN: H

---

### L22 History 49SC Advanced Seminar: Inventing India

From Christopher Columbus' misguided search for a mythical notion of India, to the Incredible India branding campaign launched by the Indian State's Department of Tourism, to the allure of yoga and true love, the notion of "India" has its own history. In this Advanced Seminar we trace the invention of India - as a concept - over time. We'll learn how the fabrication of India has proceeded through the centuries, and how the many meanings of "India" coalesce, nimbly side-stepping any popular or professional narrative of Indian history. Mobilizing an array of interdisciplinary tools, we will plot how the fetishization of "India" has itself become a flexible industry, how the management of Indian exceptionalism drives caste expansion. We'll study how the process renders certain subject positions and hierarchies as neutral and hegemonic while violently discarding others; how "India" is a product collectively manufactured, circulated, and consumed by a range of people around the world; the very real work of translation in bringing "India" into our everyday lives and imaginaries. This course fulfills the History major capstone requirement as an Advanced Seminar.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L22 History 49TP Advanced Seminar: Whose Nairobi? Opportunity and Inequality in a Twentieth Century African City

Visitors to East Africa often hear the cautionary refrain, "Nairobi is not Kenya." But over the past century, Kenya's largest city has meant distinctly different things to distinctly different people. Starting as a simple railway camp in the late nineteenth century, and shaped by decades of colonial racial and ethnic segregation, it has grown into a global "mega-city," where Kenyans from every background and every corner of the country interact with an equally diverse cast of foreigners. Focusing on the realities of the day-to-day, this research seminar deploys a wide variety of historical evidence to better understand how ordinary people experienced, and were shaped by, Nairobi during the long and turbulent twentieth century. This seminar's centerpiece is an extensive and original research paper that offers students the opportunity to work a wide variety of primary sources including archives, city planning reports, maps, images of the built environment, music, material culture, memoirs and narrative fiction.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

## Medical Humanities

Visit online course listings to view semester offerings for L85 MedH.

---

### L85 MedH 130 The Art of Medicine

This interdisciplinary, cross-school course at the intersection of history, visual culture and the visual arts includes a roster of notable speakers and offers students a singular encounter with western medicine from ancient times to the present day. In tandem with the history of medicine, the course examines the capacity of the arts to frame medical practice and to raise questions and influence perceptions, both positively and negatively, of medical advancements. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 130

Credit 3 units. A&S: FYBB A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L85 MedH 1640 Health and Disease in World History

Health and disease are universal human experiences, yet vary profoundly across time and place. Extending from ancient times to the present, this course surveys that variety from a global perspective. We will explore medical traditions from around the world, then examine how these responded to major epidemic diseases such as the Black Death. We will study the globalization of disease and the emergence of scientific medicine after 1450, then turn to the interrelated histories of health and disease in the modern era. Throughout, we will attend carefully to how the biological aspects of health and disease have shaped world history, while at the same time exploring the powerful mediating role of social, cultural, economic, and political factors—from religious beliefs and dietary practices to inequality, poverty, empire, and war—in determining the myriad ways in which health and disease have been experienced and understood. Introductory course to the major and minor.

Same as L22 History 1640

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L85 MedH 214 Medical French

In this introductory course to the "Français Professionnel de la Santé" track (French for Medical Professionals), students will be exposed to medical terminology and practices as well as to health-related issues in France and the Francophone world (Quebec, Haiti, West and North Africa). Using an interactive approach based on real life situations, students will learn to perform various medical tasks such as writing a prescription, advising a patient, or presenting a humanitarian project to potential donors. Medical vocabulary and pre-professional oral and written expression will be enhanced throughout the course. Students will acquire the necessary tools to perform their tasks, preparing them for further coursework in the FPS track, the Diplôme de français professionnel de la santé, and the France for the Pre-Med study abroad program in Nice. Prereq: Fr 203D or equivalent (this class can replace Fr 204D).

Same as L34 French 214

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

### L85 MedH 233F Biomedical Ethics

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.

Same as L30 Phil 233F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L85 MedH 248 Religion, Health, and Wellness in Modern America

Religion, Health, and Wellness in Modern America will examine changing conceptions of health and wellness in America from the late nineteenth-century to the present. With media, artifacts, and literature drawn from the histories of medicine, religion, and capitalism, this class will cover the proliferation of alternative health regimens, the rise of the medical establishment, claims of divine healing, and the impact

of market forces on wellness cultures. Course topics include the raced and gendered dynamics of care, socioeconomic status, technological innovation and media, the role of nature, health activism and radical self-care, and New Age spirituality and mental health. Special attention will be paid to how the politics of the body and its regulation intersect with religious and consumer practices in the modern wellness industry  
Same as L57 RelPol 248

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

### L85 MedH 3001 Philosophy of Medicine

Philosophy of Medicine is an investigation into what doctors know and how they know it. This course will investigate the following questions: What is disease? What is health? How do we classify disease? What counts as good evidence and good evidential reasoning in medicine? Is medicine a science? If so, what makes it distinctive as a science? What kinds of evidential roles do case studies play in medicine? How should we measure and compare outcomes in clinical trials and in systematic reviews? What is the appropriate relationship between medicine and the basic sciences or between medicine and the public health sciences (e.g., epidemiology, biostatistics, economics, behavioral science)? What role, if any, should private industry (e.g., the pharmaceutical industry, the health insurance industry) play in shaping the practice of medicine? How should we define and measure "effectiveness" in medicine? Do values inform decision making about health policy, and, if so, how? The overall goal of the course is to develop a reasoned, reflective approach to research and practice in medicine through the critical analysis of texts and case studies in the history of medicine. Students do not need a background in philosophy to take this course. This course is intended to be of special interest to pre-health professionals and to philosophy and science majors. For graduate students in philosophy, this course satisfies the seminar requirement. Extra assignments will be provided to satisfy graduate course work; students should consult the instructor for details.

Same as L30 Phil 3001

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L85 MedH 301R Historical Methods - European History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301R

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H  
UColl: HEU, HSM

---

### L85 MedH 3033 Religion and Healing

This course explores the relationship between religion and healing through historical and comparative study of Christian, Jewish and other religious traditions. We will examine how specific religious worldviews influence conceptions of the body and associated healing practices, how states of health and disease are identified and invested with religious significance, and how religious thought contributed to and coexisted alongside the growth of modern Western medicine. While much of the course will draw on specific case studies, students will be encouraged to pursue their own interests in the area of religion and healing through final projects.

Same as L23 Re St 3033

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### L85 MedH 3041 Making Sex and Gender: Understanding the History of the Body

This course provides an overview of history of the body in Europe and the United States from medieval to modern times using feminist and queer theoretical frameworks. We explore the shifting authority in defining a "normal" body as the fields of medicine and science become professionalized, the cultural interaction with science and medicine in the modern era, and how aesthetics and popular perception of science inform the notion of ideal body, gender, race, sex, and sexuality in the modern era. Prerequisite: Any -100 or -200 level Women, Gender, and Sexuality Studies course or permission of instructor.

Same as L77 WGSS 3041

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

### L85 MedH 3044 Humors, Pox, and Plague: Medieval and Early Modern Medicine

This course examines how people thought about, experienced, and managed disease in the medieval and early modern periods. Students will consider developments in learned medicine alongside the activities of a diverse range of practitioners-e.g. surgeons, empirics, quacks, midwives, saints, and local healers-involved in the business of curing a wide range of ailments. Significant attention will be paid to the experiences of patients and the social and cultural significance of disease. Major topics include: the rise and fall of humoral medicine; religious explanations of illness; diseases such as leprosy, syphilis, and plague; the rise of anatomy; herbs and pharmaceuticals; the experience of childbirth; and the emergence of identifiably "modern" institutions such as hospitals, the medical profession, and public health. The focus will be on Western Europe but we'll also consider developments in the Islamic world and the Americas.

Same as L22 History 3044

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L85 MedH 3067 Current Topics in the History of Medicine

Mental health -- its diagnosis, social implications, and experience -- is a central and increasingly visible part of the practice of medicine. This course explores "madness." How have different societies explained and responded to states of mind, behavior, and emotion judged to be unreasonable? What role has medicine played in framing understandings about mental disorders and their management? During this course we will engage these questions, charting the shifting experience of mental illness roughly from the Middle Ages to the present. Themes covered include: religious models of madness; humoral medicine and disorders such as melancholy; the pre-modern madhouse and the emergence of the modern asylum; the history of psychiatry; the insanity defense in the courtroom; patient autobiography; gender, race, and mental health.

Same as L22 History 3067

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

### L85 MedH 307 Writing and Medicine

Same as L13 Writing 307

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### L85 MedH 310 From Hysteria to Hysterectomy: Women's Health Care in America

This course examines issues surrounding women's health care in America. While the scope is broad, the major emphasis will be on the nineteenth and twentieth centuries. Through an examination of popular writing, scientific/medical writing, letters, diaries, and fiction, we will look at the changing perceptions and conceptions of women's bodies and health in America.

Same as L77 WGSS 310

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

**L85 MedH 3141 The Racial and Sexual Politics of Public Health**

Race and sexuality have long been concerns of public health. From hygienic campaigns against Mexican immigrants in early-1900s California to the 1991 quarantine of Haitian refugees with HIV at Guantanamo Bay, race and sexuality have proven crucial to how society identifies health and, by extension, determines who is fit to be a citizen. This interdisciplinary course interrogates the intersections of race, sexuality, and medicine, discussing how each domain has been constitutive of the other in the American context. Via feminist and queer theorizing, we will examine the political and economic factors under which diseases, illnesses, and health campaigns have impacted racial and sexual minorities over the last two centuries. An orienting question for the course is the following: How has the state wielded public health as a regulatory site to legitimize perceived racial differences and to regulate ostensible sexual deviations? Through primary and secondary sources, we will likewise explore the various forms of "health activism" undertaken by these very same targeted populations. Themes to be addressed will include the medicalization of racial and sexual difference; activism both in and against health institutions; and the roles of race, class, gender, sexuality, and disability in contemporary health issues. Case studies include the Tuskegee syphilis experiment; the sterilization of black, Mexican, Puerto Rican, and Native American women; the medicalization of homosexuality during the Cold War; and the role of mass incarceration in the diffusion of HIV. At a moment in time when access to health continues to be shaped by categories of social difference, understanding the role of public health in the normalization and subversion of racial and sexual hierarchies in the West is more pertinent than ever.

Same as L77 WGSS 3141  
Credit 3 units. A&S IQ: SSC, SC Arch: SEM, SSC Art: SSC BU: BA EN: S

---

**L85 MedH 316 Gender and Health**

In this class, we will identify and study a broad range of health issues and experiences within the context of gender and sexuality. The course will focus both on the health care system and lived, lay experiences of health and wellbeing. Topics will include discussions on mental health, reproductive issues, caregiving, and survivorship, as well as the politics of health and gender, the role of health and care in activism, gender differences in health status, and the impact of race and socioeconomic status on health. Prerequisites: any 100- or 200-level Women's, Gender, and Sexuality Studies course or permission from the instructor. If you have taken L77 316 Contemporary Women's Health, you may not register for this course. Waitlists controlled by Department; priority given to WGSS majors. Enrollment capped at 20.

Same as L77 WGSS 316  
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L85 MedH 323 Topics II: In-Perspective: Phobias**

Focusing on topics of cultural and social importance, this course offers students the opportunity to learn about defining moments in the French tradition. The specific topic of the course will vary from semester to semester, and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prereq: Fr 307D.

Same as L34 French 322  
Credit 3 units. A&S IQ: LCD, LS BU: ETH EN: H

---

**L85 MedH 353 Medical Spanish**

Designed for future medical professionals, this course will provide students with a complete vocabulary and cultural sensitivity necessary for treating Spanish-speaking patients. While the main focus is oral/aural, written exams, varied reading and some research are required. Volunteer work recommended for enrolled students. Advanced students will be given priority. Prereq: Span 307D or 302.  
Same as L38 Span 353

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

**L85 MedH 360 Trans Studies**

This course surveys the interdisciplinary field of trans studies by emphasizing how trans identities, activism, and scholarship are intertwined with broader histories of gender, sexuality, race, disability, and class. Students will explore the vibrant intellectual, political, and cultural productions of trans people. The primary geographic focus for the course is the United States, but we will situate U.S. trans studies within broader conversations about gender variance transnationally. While attention will be paid to understanding how transphobia operates, the course emphasizes thinking through the possibilities afforded by trans histories of resistance and refusal.

Same as L77 WGSS 360  
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L85 MedH 366 Art and the Mind-Brain**

In recent years, there has been a growing interest in the bearing of cognitive science on the perception and understanding of art. This interest has roots in tradition: historically, art, aesthetics, and vision science have often been linked. But the growth of knowledge in cognitive science has opened up new opportunities for understanding art and addressing philosophical questions. The converse is also true. The production, perception, and understanding of art are human capacities that can shed light on the workings of the mind and brain. This course considers questions such as: What is art? How do pictures represent? Does art express emotion? Why does art have a history? Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 366  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L85 MedH 3672 Medicine, Healing and Experimentation in the Contours of Black History**

Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus will be extended towards the underpinnings of race and gender in the medical treatment allocated across time and space--the U.S., Caribbean, and Latin America--to give further insight into the roots of contemporary practice of medicine.

Same as L22 History 3672  
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L85 MedH 3801 Ancient Greek and Roman Medicine**

This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietetic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it?"  
Same as L08 Classics 3801

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

---

**L85 MedH 385 What is Medical Humanities?**

What is medical humanities? What are its core questions and methods? When and how did the field emerge? To whom does it matter and why? These questions will ground our exploration of recent work in medical humanities. We begin with readings chosen by the instructor to illuminate various humanistic methods (e.g., historical, literary, philosophical) and their approach to recurrent topics and problems in the field (e.g., the doctor-patient relationship, illness as experience, the social construction of disease, health inequality, medicalization). In the second part of the course, students will be guided in co-writing and co-teaching the rest of the syllabus. Students will finish the class able to provide their own definition of medical humanities and to explain the field's origins and concerns as well as why and to whom the field matters. Enrollment preference will be given to students who have already declared the minor in medical humanities.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L85 MedH 391W Literature and Medicine**

Same as L14 E Lit 391W

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L85 MedH 399 Independent Work in Medical Humanities**

This designation can be used for independent studies and reading courses in medical humanities. It requires prior approval from the director of the medical humanities minor.

Credit variable, maximum 3 units.

---

**L85 MedH 395M Women and Crime in the Evolution of American History**

Crime happens. Property is damaged and stolen, lives are lost, and law, order, and justice evolves. This course taps into that ongoing reality by centering the herstorical evolution of female crime, highlighting women and girls of many kinds across time and spaces of America. It moves across centuries (through to the contemporary period) probing within and far beyond icons to unveil the gendered nature of crime and moreover to empower students to see and trace everyday female criminality that ignited across racial, ethnic, as well as lines of age in the winding path of American history. While men and boys dominate public and even scholarly expectations of crime and carceral conversations for many, students will leave this course with a far more rigorous understanding of the herstories gained by taking serious the types of crimes that women and girls acted out by exploring: robbery, assault, infanticide, larceny, murder, arson, prostitution, serial killers, and drug-related crimes. As well as going further to probe state and federal power through carceral medicine - showing the interior world of female prisoners, physicians, the movement of females into "asylums" and mental state hospitals, incarceration based on "insanity" while going further to examine births, illnesses, and death of women and teens in jails and prisons. Students will be likewise pushed to engage America's timeline of race, gender, and executions that includes women and girls. Racialized and gendered criminality, law enforcement violence, healthcare and deathcare in prisons are critical public health issues that students can better understand the complicated evolutions by deeply probing the herstorical lives of women, girls, and crime through this course. Students will read, learn, dig up the past, and write to ensure a future of herstory and remembrance.

Same as L22 History 395M

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L85 MedH 408 Disease, Madness, and Death Italian Style**

Italian literary history teems with representations of illness, insanity, and death. From the ghastly 1348 plague that frames Boccaccio's Decameron to the midday madness of errant Renaissance knights, from 16th-century tales of poisoning and 19th-century Pirandellian madmen to the contemporary scourge of mafia killings, disease, madness and death are dominant facts of reality, points of view, symbols, and cultural characteristics of Italian poetry and prose. This course undertakes a pathology of these tropes in Italian literary history and seeks to understand their meaning for the changing Italian cultural identity across time and the Italian peninsula. We will read primary literary texts and view excerpts from films alongside articles focused on the cultural history of medicine, religion, and criminal justice. Taught in English. No Final.

Same as L36 Ital 408

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L85 MedH 414 Gender, Religion, Medicine, and Science**

Have you ever wondered why some topics are argued using religion as a guide, while others may approach the topic from what is perceived as a strictly scientific point of view? This course explores how and why gender and sexuality tend to be at the center of debates that pit Medicine and Science against Religion. Using feminist and queer scholarship, this course explores five hundred years of rhetorical strategies related to defining, or regulating, gender and sexuality. We will consider how much debates have changed from sixteenth-century Europe to 21st century United States by asking when, why and how either Medicine & Science or Religion influenced social thought and laws. Finally, we will consider how, and if, contemporary debates on vaccines are either part of the long history of debating bodily autonomy (as is the case with the other topics addressed in class), or if the conflict between religion, medicine and science in the modern era is new and distinctly different from past rhetorical strategies. Prerequisite: Introduction to Women, Gender and Sexuality Studies

Same as L77 WGSS 414

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: IS EN: H

---

**L85 MedH 418 Sexuality and Gender in East Asian Religions**

In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called "New Religions." We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will then focus on what we know of the actual experience and practice of various types of religious women - nuns and abbesses, shamans and mediums, hermits and recluses, and ordinary laywomen - both historically and in more recent times. Class materials will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be conducted as a seminar, with minimal lectures, substantial reading and writing, and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, will need to obtain the instructor's permission before enrolling.

Same as L23 Re St 418

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

---

**L85 MedH 420 Nature, Technology, and Medicine in Korea**

This course examines the cultural history of modern Korea with a focus on science, technology, and medicine. From about 1500 to the present, a number of hugely consequential things happened in Korea that have been called revolutionary-or what historians dub "early modern" and "modern." Confucian kings planned large-scale projects that changed nature, rustic scholars made inventories of flora and



fauna, colonial Koreans became biologists, nurses, and "Edisons," and in North and South Korea, new professionals created distinctive—and in some cases, globally-competitive—regimes of knowing, making, and healing. Students will interrogate these developments as an opportunity to revisit the history of modernity, which has been told predominantly from the perspective of the West. What does it mean to be "modern" in Korea? How did that modernity intersect with Korean science, technology, and medicine? Students will find and articulate their own answers by writing the final research paper. Recommended to have taken Korean Civilization or equivalent course that provides basic working knowledge of Korean history. Course also counts as an EALC capstone course. Prerequisite: junior level or above or permission of instructor.

Same as L81 EALC 420

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### **L85 MedH 4601 Historical Racial Violence: Legacies & Reckonings**

There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts.

Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These 'haunting legacies' include heart disease and other health disparity, homicide rates, white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptualize and develop interventions intended to clarify and disrupt legacies of racial violence, facilitating contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.

Same as L90 AFAS 4601

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

### **L85 MedH 4647 Ancient Madness**

In this course we will ask what madness meant in Greek and Roman culture. We will find reading strategies that are sensitive both to ancient evidence and to the ethical demands of talking about, evaluating, and categorizing people treated as mad. While we will concentrate on literary (particularly tragic and epic), philosophical, and medical texts, we will also look at visual representations and evidence from ritual and cult. An important part of our project will involve tracing the afterlife of classical ideas: the history of melancholia will ground this aspect of the course. Finally, we will consider how antiquity informs psychoanalysis (Oedipus, Antigone, Narcissus), and how ancient madness might partake in a critique of contemporary understandings of mental illness.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### **L85 MedH 4700 Ancient Greek and Roman Gynecology**

This course examines gynecological theory and practice in ancient Greece and Rome, from about the 5th century BCE to the 3rd century CE. The task is complicated by the nature of our evidence. Our surviving textual sources are authored exclusively by men, mainly physicians. They have a pronounced tendency to conceptualize the health and disease in terms of a single body, which was male by default. They distinguished female bodies from male primarily in reproductive aspects. How exactly did these physicians understand diseases of women and, as far as can be recovered, to what extent were their views represented among laypeople? What form did treatment take and what was the social status of practitioners, both that of our extant sources and female practitioners whose voices have largely been silenced by the textual tradition? We will approach the study of Greek and Roman gynecology, first from the perspective of Greco-Roman medical views,

then from the point of view of contemporary Western biomedicine. The limited nature of our sources will allow students to read the majority of surviving material. These primary readings will be accompanied by current secondary scholarship that explores these fascinating and often frustrating questions about the female body in ancient medical thought. All primary materials will be available in English translation. There will be an option for students with a background in Greek or Latin to form a satellite reading group. The course does not assume familiarity with Greek and Roman medicine more broadly.

Same as L08 Classics 4700

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### **L85 MedH 471 Galen's "On Prognosis": A Social History of Medicine in Second-Century Rome**

Galen of Pergamum was a Greek physician, philosopher, and intellectual active throughout most of the second century CE. He was also a voracious reader and writer of Greek literature; his surviving work far exceeds the extant output of any other Greek author before the third century CE. In this course, we will be reading Galen's treatise "On Prognosis," in which he recounts his career in the city of Rome, from his arrival in the early 160s through his tenure as an imperial physician to at least the emperors Marcus Aurelius and Commodus. While ostensibly a medical account, "On Prognosis" has little to say on technical medical issues. Rather, Galen's story is a carefully constructed professional autobiography that pivots from searing denunciations of Roman life to tense public performances of medical expertise and finally to intimate case histories of Rome's rich and powerful. The text presents us a fascinating window through which to examine not only the social practice of elite medicine in Rome of the second century but also the complicated experience of a Greek intellectual navigating the corridors of the Imperial court. Course goals include improving accuracy and speed in reading Greek prose, acquiring greater familiarity with intellectual discourse of the Imperial Period, and training in methods of research and writing.

Same as L09 Greek 471

Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM, IS EN: H

---

### **L85 MedH 474 Frankenstein: Origins and Afterlives**

Credit 3 units. A&S IQ: HUM BU: HUM

---

### **L85 MedH 4881 Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean**

This seminar explores the history of mental illness in Africa and the Caribbean during the colonial and post-colonial periods. We will be guided by the following questions: What is mental illness? How do social, cultural and political realities affect how mental illness is defined? Should mental illness always be analyzed within a specific cultural context? How did psychiatry factor into the efforts of European colonizers to maintain social order in their colonies? How have colonized people resisted colonial notions of madness? What is the place of religion in these histories? How did mental institutions change after the end of colonial rule and how was post-colonial Caribbean and African psychiatry harnessed in service of decolonization? The course will pay special attention to how European colonial powers employed similar understandings of blackness across regions as they formulated ideas concerning the black populations they deemed "mad" across Africa and the Caribbean.

Same as L22 History 4881

Credit 3 units. A&S IQ: HUM, LCD EN: H

**L85 MedH 4885 Advanced Seminar: Medicine, Disease, and Empire**

This course examines the history of medicine in connection to the politics of colonialism and empire-building, spanning the sixteenth century through the twentieth century. Topics covered include: epidemic disease outbreaks (e.g. smallpox, cholera, malaria); the role of science and medicine in endorsing the "civilizing missions" of empires; tropical climates and tropical diseases as western constructs; tensions between western medicine and indigenous healing practices and beliefs; ideas of race and racism in science and medicine; modern advancements in sanitation and public health and their implementation overseas; and the historical roots of the modern global health movement.

Same as L22 History 4885

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

**L85 MedH 491 Staging Illness**

"Suddenly some force struck him in the chest and side, making it still harder to breathe, and he fell through the hole and there at the bottom was a light." This quotation, from Tolstoi's story "The Death of Ivan Ilych," offers an example of how artists have employed serious or life-threatening diseases as a means of illuminating both physical suffering and spiritual rebirth. Even as it invades the body and isolates us from our fellow man, illness may offer opportunities for spiritual growth and renewal, serving as an apt metaphor for human survival in times of extremis. In her brilliant essay, "Illness as Metaphor" (1978), Susan Sontag takes issue with how illnesses like tuberculosis were misunderstood or even romanticized during the 19th century in works like Dumas's "Camille" and Puccini's "La Boheme." During the AIDS crisis in the 1980s and 1990s, American artists -- particularly theatre artists, whose communities were decimated by the disease -- were forced to consider how this global pandemic impacted their lives, especially at a time when the term AIDS was not even mentioned by the President of the United States. In conjunction with the Performing Arts Department's 25th anniversary production of Tony Kushner's extraordinary play, "Angels in America, Part 1, Millennium Approaches," this new course examines how disease has been a focal point of artistic inquiry over the course of centuries. By examining works that are focused on illness throughout history, the seminar offers both a deeper understanding of and context for Kushner's masterpiece and the AIDS crisis, and it considers how illness has always been an important subject for the investigation of what it means to be fully human.

Same as L15 Drama 491

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

**L85 MedH 495 PNP Seminar**

Subject varies per semester. Not always offered as writing intensive, refer to individual semester listing. Prerequisite: A 300 level Philosophy course (Phil/PNP 315 is recommended); and PNP Major standing or approval of Instructor.

Same as L64 PNP 495

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

**L85 MedH 4990 Advanced Seminar: History of the Body**

Do bodies have a history? Recent research suggests that they do. Historians have tapped a wide variety of sources - including vital statistics, paintings and photographs, hospital records, and sex manuals - to reconstruct changes in how humans have conceptualized and experienced their own bodies. We will pay particular attention to the intersection of European cultural history and history of medicine since 1500. This course fulfills the History major capstone requirement as an Advanced Seminar.

Same as L22 History 4990

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

## History Major

### Program Requirements

- **Total units required: 28**

### Required Courses

Requirements	Units
Introductory courses	6
Upper-level courses	18
Capstone experience	4

### Introductory Courses

- One introductory survey (100 level)
- One additional introductory course, chosen from any 100- or 200-level course listed in History and taught by history department faculty\*

**Note:** Students may satisfy introductory course requirements using AP credit if they have earned a score of 5 on the AP European, U.S., or World History examinations.\*\*

\* This course can be an introductory survey, lecture, or seminar, and it can be either home-based or cross-listed in History. **Note:** "History department faculty" does *not* include affiliated faculty.

\*\* Students will be awarded 3 units of credit per AP exam for a maximum of 6 credits toward the major or minor. A score of 4 on any of these exams may earn 3 units of elective credit but will not be counted toward the major or minor.

### Upper-Level Courses

At least 18 300- or 400-level units *plus* a capstone experience (for a minimum of 22 advanced units) must be completed. Requirements at this level include the following:

- At least one course designated "premodern" and one course designated "modern"
- At least one course from three of the following geographical areas: Africa, East Asia, South Asia, Europe, Latin America, Middle East, or the United States or in transregional history (please refer to note 5 below)
- The capstone experience: History majors must, prior to graduation, complete a capstone experience that consists of the following:
  - Successful completion of the senior honors thesis; or
  - An advanced seminar; or
  - An independent research project with a significant writing component (History 500 Independent Work); or
  - Directed fieldwork in the historical or archival profession, with a significant writing component

## Notes

1. Students should register under the History L22 department code for any courses that will count toward the major.
2. Students must achieve a grade of C- or higher in a course in order for that course to count toward the major requirements.
3. International Baccalaureate: The department recognizes the superior preparation that many students have received in this program; however, no credit is awarded for the International Baccalaureate.
4. The department recognizes that some students take their first history course or develop an interest in majoring in history only during their junior year and then face a dilemma in choosing between required introductory courses and upper-level course work more appropriate to their abilities. Such students, with the recommendation of their advisor in history, may petition the director of undergraduate studies to permit a designated upper-level course to substitute for one of the introductory courses. In all such cases, the minimum number of units remains 18 in the minor and 28 in the major.
5. All upper-level units must be separate courses that are not double-counted toward a minor or second major. Courses in the major are excluded from the Pass/Fail option.
6. If a student chooses to count a transregional course toward the geographical requirement, at least one of the two other geographical areas that the student counts toward the major must cover a region that is not included in the transregional course. For example, a student who has completed courses in U.S. and Latin American history could not count a transregional course that examines the comparative history of the United States and Latin America. However, a student who has taken a transregional course on the United States and Latin America could take a course on either U.S. or Latin American history and would then need to take a course covering an area other than the United States or Latin America to satisfy the third area requirement.
7. Courses taken Pass/Fail do not count toward the major or minor.

## Additional Information

### Fieldwork

History majors are eligible for fieldwork at the Missouri Historical Society or at other museums. Opportunities are also sometimes available in the special collections at Olin Library, with local businesses, and at historical sites.

### Study Abroad

The Department of History strongly encourages student participation in the various year and semester abroad programs approved by the College. A maximum of 6 history credits earned from studying abroad may be applied to the major in history. Students must have their courses preapproved by the department's study abroad advisor prior to departure. It is possible to pursue a senior honors thesis after study abroad, but careful planning is required.

## Transfer Credits

While the History Department does not restrict the number of transfer credits a student can apply to the major requirements, University policy does specify that at least half of the units for the major must be completed in residence at the Washington University.

## Senior Honors

Students who have a strong academic record may work toward Latin Honors. Students graduating with Latin Honors must meet grade point average requirements and satisfactorily complete History 399 Senior Honors Thesis and Colloquium: Writing-Intensive Seminar while writing a thesis during the senior year.

## Awards and Prizes

The Department of History annually awards the following prizes:

- The Helen and Isaac Izenberg Prize for a superior paper written for an Advanced Seminar
- The Shirley McDonald Wallace Prize for an outstanding first-year student enrolled in both semesters of Western Civilization
- The J. Walter Goldstein Prize for an excellent, well-written senior honors thesis
- The Konig Prize in Law & History for the best-written paper addressing the connection between law and history in any history course

## Special Opportunities

Undergraduates interested in history are encouraged to join the Undergraduate History Association, which is the local chapter of Phi Alpha Theta (PAT). Led by the ongoing campus PAT members, the chapter usually holds an initial organizing meeting in the fall of each year. The activities of the chapter vary, but they typically include sponsorship of lectures, films, discussions and social events. Although national PAT membership requires 12 completed units of history courses, the local chapter welcomes the participation of all students interested in history. Each year, PAT publishes *The Gateway History Journal*, an anthology of the best student historical writing at Washington University.

Phone: 314-935-5450  
Email: [history@wustl.edu](mailto:history@wustl.edu)  
Website: <http://history.wustl.edu>

## History Minor

### Program Requirements

- **Total units required:** 18

## Required Courses

Requirements	Units
Introductory courses	6
Upper-level courses	12

### Introductory Courses

- One introductory survey (100 level)
- One additional introductory course, chosen from any 100- or 200-level course listed in History and taught by history department faculty\*

**Note:** Students may satisfy introductory course requirements using AP credit if they have earned a score of 5 on the AP European, U.S., or World History examinations.\*\*

\* This course can be an introductory survey, lecture, or seminar, and it can be either home-based or cross-listed in History. **Note:** "History department faculty" does *not* include affiliated faculty.

\*\* Students will be awarded 3 units of credit per AP exam for a maximum of 6 credits toward the major or minor. A score of 4 on any of these exams may earn 3 units of elective credit but will not be counted toward the major or minor.

### Upper-Level Courses

Students must complete 12 additional units, 9 of which must be at the 300 or 400 level.

### Study Abroad

The Department of History strongly encourages student participation in the various year and semester abroad programs approved by the College. A maximum of 3 history credits earned from studying abroad may be applied to the minor. Students must have their courses preapproved by the department's study abroad advisor prior to departure.

### Transfer Credits

While the History Department does not restrict the number of transfer credits a student can apply to the minor requirements, College policy does specify that at least half of the units for the minor must be completed in residence at the Washington University.

### Notes

1. Students must achieve a grade of C- or higher in a course in order for that course to count toward the minor requirements.
2. All 18 units must be separate courses not double-counted toward the major or another minor. Courses in the minor may not be taken Pass/Fail.
3. The department recognizes that some students take their first history course or develop an interest in declaring a minor in history only during their junior year and then face a dilemma in choosing between required introductory courses and upper-level course work more appropriate to their abilities. Such students, with the

recommendation of their advisor in history, may petition the director of undergraduate studies to permit a designated upper-level course to substitute for one of the introductory courses. In all such cases, the minimum number of units in the minor remains 18.

Phone: 314-935-5450  
Email: history@wustl.edu  
Website: http://history.wustl.edu

## Medical Humanities Minor

### Program Requirements

- **Total units required:** 18

### Required Courses

**First-year courses** include the following:

Code	Title	Units
MedH 130	The Art of Medicine	3
MedH 151	First-Year Seminar: Stories of Medicine	3

**An additional 15 units of Medical Humanities courses are required to complete the minor:** At least 12 of these units must be core courses, designated by the "CFH MH" attribute, whereas the remaining 3 credits may come from either the core or affiliate lists shown below. At least 9 units of core courses must be at the 300 level or above. Core courses include the gateway courses as well as the following:

Code	Title	Units
MedH 214	Medical French	3
MedH 248	Religion, Health, and Wellness in Modern America	3
MedH 3001	Philosophy of Medicine	3
MedH 301R	Historical Methods - European History (when offered as "The Black Death and the Plague in Europe")	3
MedH 3033	Religion and Healing	3
MedH 3041	Making Sex and Gender: Understanding the History of the Body	3
MedH 3044	Humors, Pox, and Plague: Medieval and Early Modern Medicine	3
MedH 3067	Current Topics in the History of Medicine	3
MedH 307	Writing and Medicine	3
MedH 310	From Hysteria to Hysterectomy: Women's Health Care in America	3
MedH 3141	The Racial and Sexual Politics of Public Health	3
MedH 316	Gender and Health	3
MedH 353	Medical Spanish	3
MedH 360	Trans Studies	3
MedH 366	Art and the Mind-Brain	3

MedH 3672	Medicine, Healing and Experimentation in the Contours of Black History	3
MedH 3801	Ancient Greek and Roman Medicine	3
MedH 385	What is Medical Humanities?	3
MedH 391W	Literature and Medicine	3
MedH 399	Independent Work in Medical Humanities	-3
MedH 233F	Biomedical Ethics	3
MedH 130	The Art of Medicine	3
MedH 1640	Health and Disease in World History	3
MedH 408	Disease, Madness, and Death Italian Style	3
Anthro 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
MedH 414	Gender, Religion, Medicine, and Science	3
MedH 420	Nature, Technology, and Medicine in Korea	3
MedH 4601	Historical Racial Violence: Legacies & Reckonings	3
MedH 4647	Ancient Madness	3
MedH 468	Topics in French Literature: Disability Studies, Before "Disability"	3
MedH 4700	Ancient Greek and Roman Gynecology (Ancient Greek and Roman Gynecology)	3
MedH 471	Galen's "On Prognosis": A Social History of Medicine in Second-Century Rome	3
MedH 474	Frankenstein: Origins and Afterlives	3
MedH 4881	Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean	3
MedH 4885	Advanced Seminar: Medicine, Disease, and Empire	3
MedH 491	Staging Illness	3
MedH 4990	Advanced Seminar: History of the Body	3
MedH 495	PNP Seminar (when offered as "Mental Health & Mental Illness: Philosophical Questions")	3

Core courses are recommended to take at least two of seven different disciplinary categories: Classics & Art History; History; Languages/Literature/Culture; Medicine, Race and Ethnicity; Performing Arts & Music; Philosophy & Religious Studies; and Women, Gender, and Sexuality Studies. (The interdisciplinary "What is Medical Humanities?" course [MedH 385] may count toward any of these disciplinary categories.) Core courses may require additional prerequisites within their home departments or programs.

**Up to 3 units of affiliate courses from complementary disciplines** in the natural sciences and social sciences discipline (designated by the "CFH MHA" attribute) may be applied to the minor. These courses include but are not limited to the following:

Code	Title	Units
Anthro 3201	Gender, Culture, and Madness	3
Anthro 3283	Introduction to Global Health	3
Anthro 3310	Health, Healing and Ethics: Introduction to Medical Anthropology	3
Anthro 3620	Anthropological Perspectives on the Fetus	3
Anthro 3625	The Female Life-Cycle in Cross-Cultural Perspective	3
Anthro 3626	Adventures in Nosology: The Nature and Meaning of Disease	3
Anthro 4033	Culture, Illness, and Healing in Asia	3
LatAm 325	Cultures of Health in Latin America	3
Psych 399	Living, Dying, and Death: A Biopsychosocial Approach to Understanding the End of Life	3
SOC 2510	Sociological Approaches to American Health Care	3
SOC 2520	Inequality By Design: Understanding Racial/Ethnic Health Disparities	3
SOC 4511	Sick Society: Social Determinants of Health and Health Disparities in the United States	3

Any additional affiliate courses must be approved by the minor director.

## Additional Information

While our core courses and affiliate courses are generally listed under the L85 MedH designation, the most up-to-date list of recent medical humanities courses and medical humanities affiliate courses can be found by searching Washington University Course Listings for the "CFH MH" and "CFH MHA" attributes or by consulting the course requirements online.

Website: <https://humanities.wustl.edu/>

## Jewish, Islamic, and Middle Eastern Studies

Jewish, Islamic, and Middle Eastern Studies is an academic department, unique in North America, in which Jewish studies, Islamic studies, and Middle Eastern studies are integrated. It is an interdisciplinary department that motivates students to explore the historical experience; the literary, religious, and cultural expression; and the political and material life of Jewish, Islamic, and Middle Eastern civilizations. Whether students favor the study of language, literature, religion, history, or politics, they will find a way to deepen their appreciation and understanding of these complex and diverse societies and cultures in our courses. Students will also be inspired to explore the interaction of Jews and Muslims with neighboring societies and cultures in the Middle East, Europe, North Africa, and other parts of the world.

Students completing our majors and minors have gone on to do many things after graduation. Many have entered professional schools in such fields as law, government, journalism, international affairs, education, the rabbinate or ministry, and communal or social work. Others have gone on to do graduate work in either Jewish, Islamic, or Middle Eastern studies or related disciplines. Still others have combined their interest in Jewish, Islamic, and Middle Eastern Studies with careers in business, medicine, or scientific research. All have found the major to be an intellectually and emotionally rewarding experience and an important component of their overall development.

The goals of the department are as follows:

1. Convey an appreciation for the complexities, depth, diversity, and cultural richness of Jewish and Islamic civilizations in their historical context, from antiquity to the present.
2. Explore the interaction of Jewish, Islamic, and other Middle Eastern societies and cultures with neighboring peoples both within and outside the Middle East.
3. Encourage the mastery of the primary languages and literatures in which Jews and Muslims have expressed their cultures.
4. Prepare students for graduate or professional studies in these or related fields.

Phone: 314-935-8567  
Email: [jimes@wustl.edu](mailto:jimes@wustl.edu)  
Website: <http://jimes.wustl.edu>

## Faculty

### Chair

#### **Jonathan Judaken**

Gloria M. Goldstein Professor of Jewish History and Thought  
PhD, University of California-Irvine

### Director of Graduate Studies

#### **Hayrettin Yücesoy**

Director of Graduate Studies  
Associate Professor of Arabic and Islamic Studies  
PhD, University of Chicago

### Director of Undergraduate Studies

#### **Pamela Barmash**

Director of Undergraduate Studies  
Professor of Hebrew Bible and Biblical Hebrew  
PhD, Harvard University

### Department Faculty

#### **Housni Bennis**

Senior Lecturer in Arabic Language  
MA, Washington University in St. Louis

#### **Nancy E. Berg**

Professor of Hebrew Language and Literature  
PhD, University of Pennsylvania

#### **Robert Canfield**

Professor Emeritus  
PhD, University of Michigan

#### **Flora Cassen**

Associate Professor of Jewish, Islamic, and Middle Eastern Studies  
PhD, New York University

#### **Ayala Hendin**

Postdoctoral Research Associate  
PhD, Ben-Gurion University of the Negev

#### **Martin Jacobs**

Professor of Rabbinic Studies  
PhD and Habilitation, Free University of Berlin

#### **Meera Jain**

Lecturer of Hindi Languages and Cultures  
MARCH, University of Texas at Austin

#### **Sara Jay**

Lecturer in Jewish, Islamic, and Middle Eastern Studies  
PhD, Washington University in St. Louis

#### **Mona Kareem**

Assistant Professor of Jewish, Islamic, and Middle Eastern Studies  
PhD, State University of New York at Binghamton

#### **Hillel J. Kieval**

Professor Emeritus  
PhD, Harvard University

#### **Erin McGlothlin**

Vice Dean of Undergraduate Affairs in Arts & Sciences  
Professor of German and Jewish Studies  
PhD, University of Virginia

#### **Nancy Reynolds**

Associate Professor of History and of Jewish, Islamic, and Middle Eastern Studies  
PhD, Stanford University

#### **Joseph Schraibman**

Professor Emeritus  
PhD, University of Illinois

#### **Toqeer Shah**

Lecturer of Urdu  
MSc, University of Peshawar

#### **Eyal Tamir**

Lecturer of Hebrew  
PhD, University of Massachusetts, Amherst

#### **Younasse Tarbouni**

Teaching Professor in Arabic  
PhD, L'École des Hautes Études en Sciences Sociales (EHESS)

**Madhavi Verma**

Lecturer in Hindi Languages and Cultures  
MA, Patna University

**David H. Warren**

Lecturer of Middle East Studies and Arabic  
PhD, University of Manchester

**Noa Weinberg**

Lecturer of Hebrew  
MA, Tel Aviv University

## Majors

- Arabic Major (p. 767)
- Hebrew Major (p. 768)
- Jewish, Islamic, and Middle Eastern Studies Major, Comparative Jewish and Islamic Studies Concentration (p. 768)
- Jewish, Islamic, and Middle Eastern Studies Major, Modern Middle Eastern Studies Concentration (p. 769)

## Minors

- Arabic Minor (p. 770)
- Hebrew Minor (p. 770)
- Jewish, Islamic, and Middle Eastern Studies Minor, Comparative Jewish and Islamic Studies Concentration (p. 771)
- Jewish, Islamic, and Middle Eastern Studies Minor, Modern Middle Eastern Studies Concentration (p. 772)
- South Asian Studies (Hindi) Minor (p. 772)

## Courses

Courses include the following:

- Arabic (p. 734)
- Hebrew (p. 737)
- Hindi (p. 741)
- Jewish, Islamic, and Middle Eastern Studies (p. 744)

## Arabic

Visit online course listings to view semester offerings for L49 Arab.

---

### L49 Arab 1020 First-Year Seminar: The New Arab Gulf: Migrants, Weirdos, and Rebels

The Arab Gulf (also known as the Arabian Peninsula, or the Persian Gulf) is a central yet understudied region of the modern Middle East. The six oil-rich countries (Saudi Arabia, United Arab Emirates, Qatar, Kuwait, Bahrain, and Oman) have been allies of the United States for decades, hosting some of the U.S. largest military bases, and spending billions on US arms sales every year. The Gulf region has also been a main destination for blue-collar workers from the Arab world, South and East Asia, and more recently from Africa. Historically, the region was a central point on the trade routes between the Indian subcontinent, West Asia, Africa, and into Europe. These routes involved spice and tea trades, pearl and gold trade, and what is known as the Indian Ocean

slave trade. In addition to its colonial history and economic power, the Gulf region has become a place of cultural production, capital, and infrastructure, representing a shift away from the traditional centres of Arab culture like Egypt, Lebanon, and Iraq. It hosts remote campuses of western universities such as New York University Abu Dhabi, Georgetown Doha, or global branches of western arts institutions like the Louvre and Guggenheim. Moreover, most of the major literary and arts awards, funds, grants, and galleries in the Arabic-speaking world are now located in the Gulf region, established and funded as government initiatives. Parallel to this growing infrastructure, the Gulf region is also a hub of ideas and movements where diverse groups come to critique and contest conceptions of identity, class, gender, and race, against official histories. This course will explore the following set of special topics to help us learn about the region, its politics, cultures, and societies: Petro-capitalism, Race and Ethnicity, Migration, Ecology, Gender and Sexuality, and Pop Culture. We will be studying the region through an interdisciplinary lens that involves fiction, non-fiction, literary criticism, scholarship, and visual arts. Course is for first-year, non-transfer students only.

Same as L75 JIMES 1020

Credit 3 units. A&S IQ: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L49 Arab 107D Beginning Arabic I

Introduction to modern Arabic; concentrates on rapidly developing basic skills in reading, writing, speaking, and understanding. Students with previous Arabic language background must take a placement examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L49 Arab 108 Modern Hebrew for Arabic Speakers

Same as L74 HBRW 108

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L49 Arab 108D Beginning Arabic II

Continuation of Beginning Arabic I. Emphasis on enhancing skills in reading, writing, speaking, and aural comprehension of modern Arabic. PREREQ: Grade of B- or better in L49 107D Beginning Arabic I or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L49 Arab 207D Intermediate Arabic I

Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. PREREQ: Grade of B- or better in L49 108D Beginning Arabic II or placement by examination.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L49 Arab 208D Intermediate Arabic II

Continuation of Intermediate Arabic I. Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. PREREQ: Grade of B- or better in L49 207D Intermediate Arabic I or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L49 Arab 208F Introduction to Jewish Civilization: History and Identity

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course—designed as an introduction to Jewish history, culture, and society—will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of

historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: 7th century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JIMES 208F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

---

#### **L49 Arab 210F Introduction to Islamic Civilization**

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islam and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Same as L75 JIMES 210C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

#### **L49 Arab 3075 Third-Level Arabic I**

This course is a continuation of Intermediate Arabic II. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to classical and modern standard Arabic in its written and audiovisual forms. Prerequisite: Grade of B- or better in L49 208D or placement by examination. Note: L75 5075 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L49 Arab 3085 Third-Level Arabic II**

This course is a continuation of Third-Level Arabic I. The continued integration of language development will occur through reading, writing, speaking, and listening activities centered around advanced authentic material. This semester will prove critical for making the transition from modern Arabic to classical Arabic, including Qur'anic Arabic. There will also be focus on the continued development of colloquial Arabic. Prerequisite: Grade of B- or better in L49 3075 or placement by examination. Note: L75 5085 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L49 Arab 313C Islamic History: 600-1200**

The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.

Same as L22 History 313C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L49 Arab 3149 The Late Ottoman Middle East**

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students will focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.

Same as L22 History 3149

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L49 Arab 325 Introduction to Arabic Literature**

A survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts will include pre-Islamic, classical and Sufi poetry, as well as popular tales and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course will interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings will be in English translation. Please note: L75 525 is intended for graduate students only.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L49 Arab 329C Middle Eastern Islamic Literatures in Translation**

This course will study, in English translation, several great works of Islamic literature that still influence or reflect the ways in which we perceive Islamic culture today. We will critically consider great and disparate literary works, originally written in a variety of languages including Arabic, Turkish, and Persian and stretched from Spain to India, which share the common backdrop of an urban and educated milieu in which they were produced, widely read, and circulated. The course aims at exploring the literary cultures in their historical and social context. Possible themes include court literature, politics, Sufi literature, history, theology, and literature of romance. All readings are in English.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L49 Arab 352 Iraqi Literature**

This course introduces students to major works in Iraqi literature in the twentieth and twenty-first centuries, with a focus on the post-World War Two period up to the present day.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

#### **L49 Arab 396 Islamic Philosophy, Mysticism, and Theology**

How does an individual achieve access to knowledge and access to God? To what extent is such access dependent upon scripture? To what extent is such access dependent upon reason? Are there forms of truth and experience that only reveal themselves through mysticism? Questions of this sort are central to the interrelated disciplines of Islamic philosophy, Islamic theology, and Islamic mysticism (i.e., Sufism). This course examines how these three disciplines have shaped various aspects of social life within premodern Muslim communities.

Same as L23 Re St 396

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

#### **L49 Arab 4001 Capstone Seminar**

The capstone course for Jewish, Islamic, & Near Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.

Same as L75 JIMES 4001

Credit 3 units. A&S IQ: HUM EN: H



---

**L49 Arab 4041 Islam and Politics**

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.)

Same as L48 Anthro 4041

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

**L49 Arab 4050 Diaspora in Jewish and Islamic Experience**

Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term "diaspora" -- from the ancient Greek, meaning "dispersion" or "scattering" -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Same as L75 JIMES 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L49 Arab 4060 Convivencia or Reconquista? Muslims, Jews, and Christians in Medieval Iberia**

This seminar will explore various facets of the coexistence (convivencia) of Muslims, Jews, and Christians in medieval Spain. Its horizon stretches from the Muslim conquest of Iberia (al-Andalus) up to the turn of the 16th century when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about 1100, Muslims dominated most of the Iberian Peninsula; from then onward, Christians ruled much and eventually all of what would become modern Spain and Portugal. Through a process known as reconquista (reconquest), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion. Interactions between the three religious communities occurred throughout, some characterized by shared creativity and mutual respect, others by rivalry and strife. The course focuses on these cultural encounters, placing them in various historical contexts. It will explore the ambiguities of religious conversion, and the interplay of persecution and toleration. Last not least, the course will address the question of how the memory

of medieval Spain's diversity reverberates-and is utilized-in modern popular and academic discourse. All sources will be read in English translation; however, students are encouraged to make use of their linguistic and cultural expertise acquired in previous classes. This course serves as the capstone seminar for Jewish, Islamic & Near Eastern Studies majors, Arabic majors, and Hebrew majors. Graduate students, minors, and other interested undergrads are likewise welcome.

Same as L75 JIMES 4060

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L49 Arab 407 Fourth-Level Arabic: Modern Literature**

Focused reading and discussion of texts written by modern Arab intellectuals. These texts will center on the interrelated topics of modernity, politics, and religion. The course will emphasize: (1) increasing reading speed; (2) increasing depth of reading comprehension; (3) strengthening grammar; (4) building Arabic to English translation skills. PREREQ: Grade of B- or better in L49 308D Advanced Arabic I or L49 3085 Third-Level Arabic II or placement by examination.

Credit 3 units. A&S IQ: LCD, LS Art: HUM BU: HUM EN: H

---

**L49 Arab 408 Fourth-Level Arabic: Classical Literature**

This class provides an overview of pre-modern Arabic-Islamic thought (i.e., Islamic intellectual traditions expressed in the Arabic language). Topics to be covered include Pre-Islamic Poetry, Quran, Hadith, Islamic Law, Sufism, Philosophy, Natural Science, and Social Thought. Students will be introduced to these topics through focused reading and discussion of Classical Arabic texts by key thinkers like al-abari, Ibn al-ajar, Ibn Qudama, al-Ghazali, Ibn Sina, Ibn Rushd, and Ibn Khaldun. In addition to reading Classical Arabic texts, students will be given select exercises designed to strengthen their grammar, expand their vocabulary, and build their translation. PREREQ: Grade of B- or better in L49 308D Advanced Arabic I or L49 3085 Third-Level Arabic II or placement by examination.

Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

**L49 Arab 465 Topics in Arabic**

This course will be an in-depth study of a particular segment of Arabic literature and/or culture.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L49 Arab 4675 Beyond the Harem: Women, Gender, and Revolution**

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anticolonial social revolutions and how these revolutions affected the position of women in those societies.

Same as L22 History 4675

Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

---

**L49 Arab 470 Topics in Classical Arabic Literature in Translation**

Various themes in Arabic religious literature and Belles-Lettres (Adab), e.g., the intertwining of religion and politics, court culture and fashions, social critiques, gender roles, etc., will be read in English.

Credit 3 units. Arch: HUM Art: HUM BU: ETH

---

**L49 Arab 471 Topics in Modern Arabic Literature in Translation**

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L49 Arab 488 Independent Work for Senior Honors**

This course to be taken in the fall semester. Prerequisites: senior standing, eligibility for honors, and permission of the Department. Credit 3 units.

---

**L49 Arab 489 Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the Department. Credit 3 units.

---

**L49 Arab 497 Guided Readings in Arabic**

Prerequisites: senior standing, and permission of instructor and Department Chair. Credit variable, maximum 5 units.

---

**L49 Arab 498 Guided Readings in Arabic**

Prerequisites: senior standing, and permission of the instructor and the Department Chair. Credit 3 units.

---

## Hebrew

Visit online course listings to view semester offerings for L74 HBRW.

---

**L74 HBRW 105D Beginning Modern Hebrew I**

For the student with no knowledge of Hebrew. Students with background in Hebrew are required to take the placement exam. Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L74 HBRW 106D Beginning Modern Hebrew II**

Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. PREREQ: Grade of B- or better in L74 105D Beginning Modern Hebrew I or placement by examination. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L74 HBRW 108 Modern Hebrew for Arabic Speakers**

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L74 HBRW 179 First Year Seminar: Midrash: The Imaginative Interpretation of Biblical Texts**

FRESHMAN SEMINAR. The aim of this course is to introduce students to Midrash, the highly fascinating literature of Rabbinic Biblical interpretation. Among the topics to be studied are: How did the classical Rabbis read the Bible? What is the relationship between the plain meaning of the Biblical text and the polyphone interpretations of Midrash? How can numerous, at times even contradictory interpretations of the same verse coexist? What is the function of imaginative narratives, parables, and folklore in Midrash? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader, in turn its creative thinking will prove to be smart, playful, at times even slippery, and yet substantial. Addressing the literary, historical, and cultural context in which Rabbinic Midrash developed, we will get to know a variety of Midrashic collections and styles covering a time span from late antiquity to the Middle Ages. All

primary sources will be read in translation. Throughout the semester we will devote time to discussing practical questions such as how to use the Library's catalogue and (electronic) reference sources, as well as techniques for structuring and writing students' essays. Same as L75 JIMES 179

Credit 3 units. A&S: FYS A&S IQ: HUM BU: ETH EN: H

---

**L74 HBRW 208F Introduction to Jewish Civilization: History and Identity**

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course—designed as an introduction to Jewish history, culture, and society—will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: 7th century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JIMES 208F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L74 HBRW 210C Introduction to Islamic Civilization**

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Same as L75 JIMES 210C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L74 HBRW 213D Intermediate Modern Hebrew I**

Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills. PREREQ: Grade of B- or better in L74 106D Beginning Modern Hebrew II or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L74 HBRW 214D Intermediate Modern Hebrew II**

Intermediate modern Hebrew reading and discussion of modern Hebrew fiction. Development of language skills in special drill sessions. Conducted in Hebrew. PREREQ: Grade of B- or better in L74 213D Intermediate Modern Hebrew I or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L74 HBRW 300 Introduction to the Hebrew Bible/Old Testament**

The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible

in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years.

Same as L23 Re St 300

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN:

H

---

**L74 HBRW 301C Kings, Priests, Prophets, and Rabbis: The Jews in the Ancient World**

We will trace Israelite and Jewish history from its beginnings in the biblical period (circa 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (circa 620 CE). We will explore how Israel emerged as a distinct people and why the rise of the imperial powers transformed the political, social, and religious institutions of ancient Israel. We will illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.

Same as L75 JIMES 301C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

---

**L74 HBRW 3082 From the Temple to the Talmud: The Emergence of Rabbinic Judaism**

This course offers a survey of the historical, literary, social, and conceptual development of Rabbinic Judaism from its emergence in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon -- as a constantly developing religious system. Among the topics to be explored are: How did Judaism evolve from a sacrificial cult to a text-based religion? How did the "Rabbis" emerge as a movement after the destruction of the Second Temple and how could they replace the old priestly elite? How did Rabbinic Judaism develop in its two centers of origin, Palestine (the Land of Israel) and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the Rabbis organized and was there diversity within the group? What was the Rabbis' view of women, how did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrash-collections -- a literature that defines the character of Judaism down to our own times. All texts are read in translation.

Same as L23 Re St 3082

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

---

**L74 HBRW 320D Third-Level Modern Hebrew I**

Designed to improve proficiency in the oral and written use of modern Hebrew through reading and discussion of short stories, Israeli newspaper articles, and other selected materials. Students will also have an opportunity to discuss, in Hebrew, current events and public issues related to contemporary Israeli society. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or placement by examination. Please note: L75 520 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L74 HBRW 3211 Conversational Hebrew**

Designed to focus on and strengthen oral proficiency, we will explore a variety of different topics together based on our common interests - not limited to current affairs, space travel and exploration, advances in medical technology, climate change, pandemic preparedness, economic inequality, and the future of work. With each topic, we will learn relevant vocabulary and structures and apply them in small group discussions, individual presentations, simulated interviews, and classroom debates. Students will also listen to different to Israeli news

reports and documentaries in order to learn how to present at a formal level. The course is designed to simulate a variety of real-life situations, which require the balance of both rehearsal as well as improvisation. By learning Hebrew in different contexts, students will be exposed to a wide range of vocabulary and will be prepared to use the language in a variety of situations. The language of instruction is Hebrew only. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or placement by examination. Please note: L75 5211 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, LS BU: HUM

---

**L74 HBRW 322D Third-Level Modern Hebrew II**

Designed to develop communicative skills, this course provides opportunities for students to practice the art of speaking and writing correctly, clearly, and effectively. Includes reading and discussion of selected short stories from modern Hebrew literature as well as articles from current Hebrew newspapers. Class discussions deal with literary topics as well as contemporary social and political issues related to life and institutions in Israel. PREREQ: Grade of B- or better in L74 320D Third-Level Modern Hebrew I or placement by examination. Please note: L75 522D is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L74 HBRW 335C Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History**

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be-or to become-modern. To answer this question, we look at two broad trends that took shape toward the end of the eighteenth century-the Enlightenment and the formation of the modern state-and we track changes and developments in Jewish life down to the close of the twentieth century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time-from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation," acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Same as L22 History 335C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H  
UColl: HEU, HSM

---

**L74 HBRW 340 Israeli Women Writers**

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation. Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Art: HUM BU: HUM EN: H

---

**L74 HBRW 349 Yidishkayt: Yiddish Literature in English Translation**

This course will trace the emergence, development, flourish, and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late middle ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant-garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the "national" language of Ashkenaz, the course will examine the ways in which Yiddish literature has responded to the social conditions of

European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed, the tensions between secular trends versus religious tradition, life in the shtetl and in the metropolis, immigration from the old world to the new, and Yiddish literary responses to the Holocaust.

Same as L75 JIMES 349

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

---

#### **L74 HBRW 350 Israeli Culture and Society**

An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing, or permission of instructor.

Same as L75 JIMES 350

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L74 HBRW 359 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies, 1100-1800**

Jewish literature includes highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy businesswoman.

We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation. Please note: L75 559 is intended for graduate students only.

Same as L75 JIMES 359

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L74 HBRW 384 Intro to Biblical Hebrew**

This course will enable students to read the Bible in the original Hebrew. Review of Hebrew grammar. History of the Hebrew language. Intended for students with a foundation in modern Hebrew. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or instructor's permission. Please note: L75 584 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L74 HBRW 385D Topics in Biblical Hebrew Texts**

The topic covered in this course varies. Recent course topics include Jeremiah, The Book of Isaiah, and Biblical Poetry. Prerequisite: Grade of B- or better in L74 384 or permission of instructor. Note: L75 585D is intended for graduate students only.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

#### **L74 HBRW 387 Topics in Jewish Studies**

Consult Course Listings for current topics. Please note: L75 587 is intended for graduate students only.

Same as L75 JIMES 387

Credit 3 units. A&S IQ: LCD BU: IS EN: H

---

#### **L74 HBRW 390 Topics in Migration and Identity: Genocide and Migration: Flight and Displacement Under the Nazi Regime**

The course examines migration movements that are related to the Nazi genocide in Europe. Grounded in a study of the Nazi project to reshape the European geopolitical map, students explore how the mass movement of people is impacted by geopolitics, political violence, and economical considerations. Class materials address the relationship between identity formation and social exclusion, thus opening up a critical investigation of concepts of citizenship, human rights, and their institutional frameworks (states, international organizations etc.) more generally. Students will work with a variety of sources, including primary sources, scholarly analyses, podcasts, literary works, and film to study migrations related to the prehistory, policies, and aftermath of the Nazi regime. The class provides insights into issues of expulsion, refuge, forced migration, settlement projects, ethnic cleansing and others, but also demonstrates the global impact and long-term repercussions of political and genocidal violence. Looking at the Nazi regime through the lens of migration shows that the Nazi genocide is embedded in a history of racism, colonialization, and mass violence.

Same as L97 GS 390

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

#### **L74 HBRW 4001 Capstone Seminar**

The capstone course for Jewish, Islamic, & Near Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.

Same as L75 JIMES 4001

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L74 HBRW 4011 Fourth-Level Modern Hebrew I**

Writing intensive course for the advanced student of Hebrew. We will explore the development of the personal voice in Israeli cinema. Films will be supplemented with articles, reviews, interviews, and fiction as class texts. Graduated writing assignments to help you find your voice in Hebrew. Conducted in Hebrew. PREREQ: Grade of B- or better in L74 322D Third-Level Modern Hebrew II or placement by examination.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI EN: H

---

#### **L74 HBRW 401W Fourth-Level Modern Hebrew I: Seminar in Israeli Culture (Writing Intensive)**

Writing intensive course for the advanced student of Hebrew. We will explore the development of the personal voice in Israeli cinema. Films will be supplemented with articles, reviews, interviews, and fiction as class texts. Graduated writing assignments to help you find your voice in Hebrew. Conducted in Hebrew. PREREQ: Grade of B- or better in L74 322D Third-Level Modern Hebrew II or placement by examination.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI EN: H

---

#### **L74 HBRW 402 Fourth-Level Modern Hebrew II**

Students with advanced proficiency maintain and develop reading, speaking, and writing skills. Class conducted in Hebrew. Readings focus on key works of Hebrew poetry and fiction from earlier in this century and from contemporary Israel; additional reading and discussion of essays and editorials from current Israeli press, viewing of films and current news broadcasts produced in Israel. PREREQ: Grade of B- or better in L74 401W Fourth-Level Modern Hebrew I or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L74 HBRW 405 Diaspora in Jewish and Islamic Experience**

Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term "diaspora" -- from the ancient Greek, meaning "dispersion" or "scattering" -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Same as L75 JIMES 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L74 HBRW 4060 Conflict or Convivencia? Muslims, Jews, and Christians in Medieval Spain**

This seminar will explore various facets of the coexistence (convivencia) of Muslims, Jews, and Christians in medieval Spain. Its horizon stretches from the Muslim conquest of Iberia (al-Andalus) up to the turn of the 16th century when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about 1100, Muslims dominated most of the Iberian Peninsula; from then onward, Christians ruled much and eventually all of what would become modern Spain and Portugal. Through a process known as reconquista (reconquest), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion. Interactions between the three religious communities occurred throughout, some characterized by shared creativity and mutual respect, others by rivalry and strife. The course focuses on these cultural encounters, placing them in various historical contexts. It will explore the ambiguities of religious conversion, and the interplay of persecution and toleration. Last not least, the course will address the question of how the memory of medieval Spain's diversity reverberates-and is utilized-in modern popular and academic discourse. All sources will be read in English translation; however, students are encouraged to make use of their linguistic and cultural expertise acquired in previous classes. This course serves as the capstone seminar for Jewish, Islamic & Near Eastern Studies majors, Arabic majors, and Hebrew majors. Graduate students, minors, and other interested undergrads are likewise welcome.

Same as L75 JIMES 4060

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L74 HBRW 420 Topics in Modern Hebrew Literature**

Various themes in Hebrew belles lettres, e.g., the intertwining of politics and literature, the survival of rabbinic metaphors.

Credit 3 units. A&S IQ: LCD Art: HUM

---

**L74 HBRW 421 Study of Selected Texts in Modern Hebrew Literature**

Major works in Hebrew belles lettres by writers such as Bialik and Agnon studied in detail and depth.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

**L74 HBRW 440 Topics in Rabbinic Texts**

The course aims to introduce students to independent reading of selected rabbinic texts in the original language. We will focus on a number of topics representing the range of rabbinic discussion, including legal, narrative, and ethical issues. At the same time, we will study the necessary linguistic tools for understanding rabbinic texts. Prereq: HBRW 385 or HBRW 401 or instructor's permission.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L74 HBRW 444 The Mystical Tradition in Judaism**

What is Jewish "mysticism"? What is its relationship to the category of "religion"? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic, and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as "mystical". (All primary texts are read in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakhah) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the "absence of women" from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism.

Same as L23 Re St 444

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L74 HBRW 488 Independent Work for Senior Honors**

This course to be taken in the fall semester. Prerequisite: senior standing, eligibility for honors, and permission of the Department. Credit 3 units.

---

**L74 HBRW 489 Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the Department. Credit 3 units.

---

**L74 HBRW 4973 Guided Readings in Hebrew**

Prerequisites: senior standing, and permission of the instructor and the Department Chair.

Credit variable, maximum 5 units.

---

**L74 HBRW 4982 Guided Readings in Akkadian**

Prereq: Permission of the instructor and the Department Chair.

Credit variable, maximum 6 units.

---

---

**L74 HBRW 4984 Guided Readings in Aramaic**

Prereq: Permission of the instructor and the Department Chair.  
Credit variable, maximum 6 units.

---

**L74 HBRW 4985 Guided Readings in Biblical Hebrew**

Prereq: Permission of the instructor and the Department Chair.  
Credit variable, maximum 6 units.

---

## Hindi

Visit online course listings to view semester offerings for L73 Hindi.

---

**L73 Hindi 111D Beginning Hindi I**

An introduction to the most widely spoken language of South Asia. The aim of this course is to achieve proficiency in spoken comprehension, and to enable the student to acquire the major language skills--listening, speaking, reading, and writing. A standard text, web-based materials, a reader prepared by the instructor, as well as audio materials are used, with equal emphasis on both spoken and written Hindi. The language presented in the course is colloquial. The Hindi (Devanagari) script will be taught as part of the same class. Please note: There are no prerequisites (no previous knowledge of Hindi is required). Students with some previous Hindi language background must take a placement examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L73 Hindi 112D Beginning Hindi II**

Continuation of Beginning Hindi I, devoted to the further development of basic skills--listening, speaking, reading, and writing--with a particular emphasis on the acquisition of speaking proficiency. PREREQ: Grade of B- or better in L73 111D Beginning Hindi I or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L73 Hindi 121 Hindi for Heritage Students I**

Designed for the student with some background in Hindi. Emphasis on review of grammar, increased fluency, and vocabulary enrichment. Student may not take this class pass/fail or audit.

Credit 3 units. BU: HUM

---

**L73 Hindi 130 Beginning Urdu**

This course covers all five skills (reading, writing, listening, speaking, cultural competency) for beginning students. Starting with the Nastaliq script and simple greetings, we will then cover the basics of Urdu grammar while building vocabulary. The class will be conducted in Urdu. Homework is due by the beginning of class the day it is assigned. All work must be completed to pass the course. Student may not take this class pass/fail or audit.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L73 Hindi 131 Beginning Urdu II**

Beginning Urdu II is the continuation of the 130 Beginning Urdu course, devoted to the further development of basic skills - listening, speaking, reading and writing - with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near native pronunciation and intonation. The course meets 3 hours per week. Those who have not taken the sequence of Urdu courses offered by the department may be able to join this course, if they have obtained prior knowledge of the language by some other means (see instructor for placement). The course is tailored to address students' interests not only in the language, but also in the culture it is rooted in. Along with texts for

speaking and grammar, new and additional materials will be constantly introduced, especially as the students develop increased facility and proficiency in the language. The class sequence relies heavily on student interaction, partner activities and group work. Prerequisite: Urdu-I (130) or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L73 Hindi 150 First-Year Urdu I**

This course covers all five skills -- reading, writing, listening, speaking, cultural competency -- for beginning students. Starting with the Nastaliq script and simple greetings, we will then cover the basics of Urdu grammar while building vocabulary. The course will be conducted in Urdu.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L73 Hindi 151 First-Year Urdu II**

This course is a continuation of the first semester of First-Year Urdu I. It is devoted to the further development of basic skills - listening, speaking, reading and writing - with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 150 First-Year Urdu I or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM

---

**L73 Hindi 201 Intermediate Hindi I**

Continuation of Beginning Hindi II. This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development, that is, use of language in various socio-cultural contexts. PREREQ: Grade of B- or better in L73 112D Beginning Hindi II or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L73 Hindi 202 Intermediate Hindi II**

This course is a continuation of Intermediate Hindi I. In this course, special emphasis is given especially to communicative skill development, that is, use of language in various socio-cultural contexts. It is designed to further develop skills in speaking and reading comprehension. Students engage in multiple activities such as role-playing, debate and discussion to enhance spoken language skills. A standard text, web-based materials, and a reader prepared by the instructor, as well as audio and visual materials are used. PREREQ: Grade of B- or better in L73 201 Intermediate Hindi I or placement by examination.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L73 Hindi 210C Introduction to Islamic Civilization**

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Same as L75 JIMES 210C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L73 Hindi 218 Intermediate Hindi I**

Continuation of Beginning Hindi II. This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development, that is, use of language in various socio-cultural contexts. In general, one fourth of

the time will be devoted to reading, one fourth to conversation, one fourth to grammar, and one fourth to drills of various kinds. Standard text, web-based materials, language lab, audio-video materials, and a course reader prepared by the instructor are used. PREREQ: Grade of B- or better in L73 112D Beginning Hindi II or placement by examination. Those who have not taken the sequence of Hindi courses offered by this department may be able to join this course if they have obtained prior knowledge of the language by some other means (see the instructor for placement). Students may not take this course pass/fail or audit. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L73 Hindi 218A Intermediate Hindi II**

Continuation of Intermediate Hindi I. In this course, special emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts). It is designed to further develop skills in speaking and reading comprehension. Students engage in multiple activities such as role-playing, debate, and discussion to enhance their spoken language skills. A standard text, web-based materials, a reader prepared by the instructor, and audio and visual materials are used. Prerequisite: Grade of B- or better in L73 218 or placement by examination. Credit 3 units. A&S IQ: LCD, LS EN: H

---

#### **L73 Hindi 219 Hindi for Heritage Students**

This course will focus on reading and writing for students who already speak Hindi. Starting with the Devanagari script, we will then cover the basics of Hindi grammar. After completing this course, students should take the Hindi placement test to determine their next course in Hindi. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L73 Hindi 232A Intermediate Urdu II**

This course is a continuation of Intermediate Urdu I. Those who have not taken the sequence of Urdu courses offered by this department may be able to join this course if they have obtained prior knowledge of the language by some other means (see the instructor for placement exam). This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts) and to introducing a wide range of constructions to develop comprehension skills. Standard text, web-based materials, language lab, audio-video materials, and a course reader prepared by the instructor are used. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L73 Hindi 250 Second-Year Urdu I**

This course is the continuation of the First-Year Urdu II course, and it is devoted to the further development of basic skills -- listening, speaking, reading, and writing -- with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near-native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 151 or placement by examination. Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L73 Hindi 251 Second-Year Urdu II**

This course is the continuation of the Second-Year Urdu I course, and it is devoted to the further development of basic skills -- listening, speaking, reading, and writing -- with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near-native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 250 or placement by examination. Credit 5 units. A&S IQ: LCD, LS BU: HUM

---

#### **L73 Hindi 299 Undergraduate Independent Study**

Prerequisite: Hindi 202, and permission of the instructor and the Department Chair. Credit variable, maximum 6 units.

---

#### **L73 Hindi 301 Third Level Hindi I**

This course is designed to help students gain advanced proficiency in the oral and written use of Hindi through reading and discussion of short stories, newspaper articles, and other selected materials. Students will engage in discussions and debates based on these readings as well as current topics, to improve spoken and conversational language skills. Group and project-based learning is encouraged to enhance students' critical thinking in Hindi. PREREQ: Grade of B- or better in L72 202 Intermediate Hindi II or placement by examination. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L73 Hindi 302 Third Level Hindi II**

A continuation of Third Level Hindi I, this course is designed to further enhance students' advanced proficiency in the oral and written use of Hindi language. Students are exposed to a variety of readings such as short stories and plays by renowned authors, magazine and newspaper articles, other selected readings and visuals. Students will engage in discussions and debates based on these readings to improve spoken and conversational language skills. Group and project based learning is encouraged to enhance students' critical thinking in Hindi. PREREQ: Grade of B- or better in L73 301 Third Level Hindi I or placement by examination. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L73 Hindi 305 Third-Level Urdu I**

This course is a continuation of Second Year Urdu II. It has been designed to help students gain advanced proficiency in the oral and written use of Urdu through the reading and discussion of stories from Urdu books, newspaper articles, topics in advanced grammar, and other selected materials. Prerequisite: Grade of B- or better in L73 251 or L73 232A, or placement by examination. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L73 Hindi 306 Third-Level Urdu II**

This course is a continuation of Third-Level Urdu I. It is designed to help students gain advanced proficiency in the oral and written use of Urdu through the reading and discussion of stories from Urdu books and newspaper articles, Topics in advanced grammar and Urdu poetry will also be included. Students will be expected to converse clearly across a wide variety of communicative tasks using diverse language strategies. Prerequisite: Grade of B- or better in L73 305 or placement by examination. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L73 Hindi 307 The Writing of the Indian Subcontinent**

The Indian Sub-continent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select Sub-continental writers. Covering both fiction and non-fiction by several authors including R. K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatjie and Romesh Gunesequera, we will discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles. Same as L14 E Lit 307. Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

---

### L73 Hindi 3074 Hinduism & the Hindu Right

We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his "Hindu Nationalist" party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism.

Same as L22 History 3074

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

### L73 Hindi 311 Sacred Architecture of the Indian Subcontinent

The built structure remains a principal visible record of the evolution of a civilization and its culture. Through this interdisciplinary course on culture, art, design, religion and society, students will be introduced to and gain a deeper insight into the rich diversity of South Asia through the study of the architecture of its significant sacred places. We will take a journey through the Hindu, Jain and Buddhist Temples; the Islamic Mosque; the Sikh Gurudwara; the Zoroastrian Fire Temple; the Jewish Synagogue; and the Christian Church, tracing the evolution of these places of worship from the Indus Valley Civilization to Pre-Colonial times. Through visuals, readings, and discussions, students will learn about the different architectural styles and motifs used in sacred buildings and how they came about. We will explore the inter-relationships between the design elements through the lens of political, social, religious, regional, artistic, and technological influences and understand the ways in which evolving design principles reflect these influences overtime. This course will be of interest to students of languages and cultures, architecture, archeology, art history, history, preservation, religion, and South Asian culture, among others. Please note: At the end of the semester, students will go on a field trip to experience the diverse sacred architecture in the St. Louis region. No prior knowledge of architecture or the history of this region is required.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

### L73 Hindi 3171 Religion and Culture in South and Southeast Asia

Although it is now common to differentiate between South and Southeast Asia, historically these regions have often been conceptualized as part of a single geographical area. Known as the "(East) Indies", this area is marked by a rich history of (earlier) Hindu and Buddhist influences, as well as (later) Islamic and Christian influences. The present course will take an in-depth look at the four aforementioned religious traditions, and examine how they have shaped local forms of culture in premodern and modern times. Students will be introduced to host of phenomena in South and Southeast Asian societies, including religious worship, education, law, traditional governance, colonial governance, art, architecture, economic production, kinship, gender, and sexuality. Countries to be studied in the course include India, Pakistan, Sri Lanka, Thailand, Myanmar, Indonesia, Malaysia, the Philippines, and Papua New Guinea.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, IS

---

### L73 Hindi 3292 Topics in Politics: Modern South Asian Politics

This course will focus on the recent political history and development of South Asia. It will begin with a review of the British colonial period and the Independence movement. The remainder of the course will examine different political issues in India, Pakistan, Bangladesh, and Sri Lanka. Topics will include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy. Course website: <http://artsci.wustl.edu/~polisci/parikh/asian/>

Same as L32 Pol Sci 3292

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

### L73 Hindi 330 Topics in South Asian Literature and Culture

An introduction to major texts of South Asian literature, both traditional and modern, in their cultural context. Specific topics, texts and themes may vary from year to year. The course assumes no previous acquaintance with the material. All readings will be in English or English translation.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L73 Hindi 3392 Topics in South Asian Religions

The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right.

Same as L23 Re St 3392

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

### L73 Hindi 353 Understanding Indian (Hindi/Urdu) Literature: Through Text and Images (Visual)

This course focuses on the films and cultural traditions of South Asia in general and of India in particular. Students will be introduced to a variety of contemporary literary genres through visuals. Readings and class discussions will be followed by film screenings from the popular Hindi cinema (known as the Bollywood industry in India) to demonstrate how images and visuals influence modern-day cultural traditions. Students will also get a chance to work on films based on literary texts by well-known writers of the subcontinent. These readings and films focus on various social, cultural, political and historical aspects of Indian society. Students will be encouraged to explore these issues in their written assignments as well as in their class discussions.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

### L73 Hindi 3670 Gurus, Saints, and Scientists: Religion in Modern South Asia

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan, and Mohandas Gandhi; and explore how Hindu, Islamic, and other South Asian traditions were recast in the molds of natural science, social science, and world religion.

Same as L23 Re St 3670

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

---

### L73 Hindi 36CA Heroes and Saints in India: Religion, Myth, History

This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.

Same as L22 History 36CA

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H



---

**L73 Hindi 38C8 Religion and Politics in South Asia: Writing-Intensive Seminar**

The relationship between religion, community, and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community, and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and post-colonial periods.  
Same as L22 History 38C8  
Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

---

**L73 Hindi 3921 Secular & Religious: A Global History**

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.  
Same as L22 History 3921  
Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

---

**L73 Hindi 399 Independent Study**

Prerequisite: permission of instructor and the Department.  
Credit variable, maximum 6 units.

---

**L73 Hindi 39SC Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar**

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is 'race' essential to the sexual imperatives of imperialism? How has the nexus between 'race,' sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires, and its continuation in our world today.  
Same as L77 WGSS 39SC  
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L73 Hindi 499 Independent Study**

Prerequisite: permission of instructor and the Department.  
Credit variable, maximum 6 units.

---

## Jewish, Islamic, and Middle Eastern Studies

Visit online course listings to view semester offerings for L75 JIMES.

---

**L75 JIMES 1020 First-Year Seminar: The New Arab Gulf: Migrants, Weirdos, and Rebels**

The Arab Gulf (also known as the Arabian Peninsula, or the Persian Gulf) is a central yet understudied region of the modern Middle East. The six oil-rich countries (Saudi Arabia, United Arab Emirates, Qatar, Kuwait, Bahrain, and Oman) have been allies of the United States for decades,

hosting some of the U.S. largest military bases, and spending billions on US arms sales every year. The Gulf region has also been a main destination for blue-collar workers from the Arab world, South and East Asia, and more recently from Africa. Historically, the region was a central point on the trade routes between the Indian subcontinent, West Asia, Africa, and into Europe. These routes involved spice and tea trades, pearl and gold trade, and what is known as the Indian Ocean slave trade. In addition to its colonial history and economic power, the Gulf region has become a place of cultural production, capital, and infrastructure, representing a shift away from the traditional centres of Arab culture like Egypt, Lebanon, and Iraq. It hosts remote campuses of western universities such as New York University Abu Dhabi, Georgetown Doha, or global branches of western arts institutions like the Louvre and Guggenheim. Moreover, most of the major literary and arts awards, funds, grants, and galleries in the Arabic-speaking world are now located in the Gulf region, established and funded as government initiatives. Parallel to this growing infrastructure, the Gulf region is also a hub of ideas and movements where diverse groups come to critique and contest conceptions of identity, class, gender, and race, against official histories. This course will explore the following set of special topics to help us learn about the region, its politics, cultures, and societies: Petro-capitalism, Race and Ethnicity, Migration, Ecology, Gender and Sexuality, and Pop Culture. We will be studying the region through an interdisciplinary lens that involves fiction, non-fiction, literary criticism, scholarship, and visual arts. Course is for first-year, non-transfer students only.  
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L75 JIMES 1022 First Year Seminar: A Century of Egyptian Cinema**

This First-Year-Seminar offers a survey of Egyptian Cinema, from silent film to contemporary productions. In addition to regular film screenings, we will be reading articles in film criticism, as well as in history and fiction. This course is designed to enable students to develop their academic and conceptual tools to critically approach national cinemas. Students should utilize and further advance their knowledge of major historical and theoretical themes in cinema studies, cultural studies, and literary studies and apply them to analyze Egyptian Cinema as a case study. Additionally, this course will function as a window to reflect on political, and critical themes, such as: colonialism and postcolonialism, modernism and postmodernism, class, gender, identity, nationalism, representation among other questions.  
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SC EN: H

---

**L75 JIMES 102A An Ancient Murder Mystery: the Death of Jesus from the Gospels to Mel Gibson**

When Mel Gibson's movie "The Passion of the Christ" was released in 2004, it provoked a tremendous amount of public debate and divided Christians (Catholics and Protestants of all sorts) and Jews (Orthodox, Conservative, Liberal and Reform) in every possible combination. Although the virulence of the discussions may have given us the impression that this was a new issue, in reality the question of the Jews' role and involvement in Jesus' death has been disputed for almost two thousand years. The claim that the Jews are responsible for Christ's death is the subject of this class and we will study its history from the gospels to today using textual sources (historical, religious and literary works) and the visual arts (paintings and movies). But this class is not about who did or did not kill Jesus, nor is it about judging people's positions on the issue. Rather it is about the power of a story to travel through time and space, to be told and retold in different versions and with different purposes, and to affect the real lives of men and women. First-Year Seminar; Course is for first-year, non-transfer students only.  
Same as L22 History 1021  
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L75 JIMES 105D Beginning Modern Hebrew I**

For the student with no knowledge of Hebrew. Students with background in Hebrew are required to take the placement exam. Foundation for modern conversational Hebrew. Skills for writing and speaking introduced.

Same as L74 HBRW 105D

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 106D Beginning Modern Hebrew II**

Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. PREREQ: Grade of B- or better in L74 105D Beginning Modern Hebrew I or placement by examination.

Same as L74 HBRW 106D

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 107D Beginning Arabic I**

Introduction to modern Arabic; concentrates on rapidly developing basic skills in reading, writing, speaking, and understanding. Students with previous Arabic language background must take a placement examination.

Same as L49 Arab 107D

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 108 Modern Hebrew for Arabic Speakers**

Same as L74 HBRW 108

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 108D Beginning Arabic II**

Continuation of Beginning Arabic I. Emphasis on enhancing skills in reading, writing, speaking, and aural comprehension of modern Arabic. PREREQ: Grade of B- or better in L49 107D Beginning Arabic I or placement by examination.

Same as L49 Arab 108D

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 111D Beginning Hindi I**

An introduction to the most widely spoken language of South Asia. The aim of this course is to achieve proficiency in spoken comprehension, and to enable the student to acquire the major language skills--listening, speaking, reading, and writing. A standard text, web-based materials, a reader prepared by the instructor, as well as audio materials are used, with equal emphasis on both spoken and written Hindi. The language presented in the course is colloquial. The Hindi (Devanagari) script will be taught as part of the same class. Please note: There are no prerequisites (no previous knowledge of Hindi is required). Students with some previous Hindi language background must take a placement examination.

Same as L73 Hindi 111D

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 112D Beginning Hindi II**

Continuation of Beginning Hindi I, devoted to the further development of basic skills--listening, speaking, reading, and writing--with a particular emphasis on the acquisition of speaking proficiency. PREREQ: Grade of B- or better in L73 111D Beginning Hindi I or placement by examination.

Same as L73 Hindi 112D

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 121 Hindi for Heritage Students I**

Designed for the student with some background in Hindi. Emphasis on review of grammar, increased fluency, and vocabulary enrichment. Student may not take this class pass/fail or audit.

Same as L73 Hindi 121

Credit 3 units. BU: HUM

---

**L75 JIMES 150 First-Year Urdu I**

This course covers all five skills -- reading, writing, listening, speaking, cultural competency -- for beginning students. Starting with the Nastaliq script and simple greetings, we will then cover the basics of Urdu grammar while building vocabulary. The course will be conducted in Urdu.

Same as L73 Hindi 150

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 151 First-Year Urdu II**

This course is a continuation of the first semester of First-Year Urdu I. It is devoted to the further development of basic skills - listening, speaking, reading and writing - with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 150 First-Year Urdu I or placement by examination.

Same as L73 Hindi 151

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 1771 First Year Seminar: The Exodus in the Jewish Experience**

This course will investigate how the Exodus has been, and continues to be, a crucial source of identity for both Jews and Judaism. We will explore how the Exodus has functioned as the primary model from which Jews have created historical self-understanding and theological meaning. We will investigate how and why this story continues to be vital to Jews throughout the unfolding of the Jewish experience. How does the Exodus remain pertinent? How has the Exodus been re-imagined multiple times throughout the history of Judaism? Why has the Passover celebration been transformed radically in different Jewish communities? We will analyze many types of expression: historical sources, liturgy, art, commentaries, theology, literature, film, mysticism, and music.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L75 JIMES 179 First Year Seminar: Midrash: The Imaginative Interpretation of Biblical Texts**

FRESHMAN SEMINAR. The aim of this course is to introduce students to Midrash, the highly fascinating literature of Rabbinic Biblical interpretation. Among the topics to be studied are: How did the classical Rabbis read the Bible? What is the relationship between the plain meaning of the Biblical text and the polyphonic interpretations of Midrash? How can numerous, at times even contradictory interpretations of the same verse coexist? What is the function of imaginative narratives, parables, and folklore in Midrash? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader, in turn its creative thinking will prove to be smart, playful, at times even slippery, and yet substantial. Addressing the literary, historical, and cultural context in which Rabbinic Midrash developed, we will get to know a variety of Midrashic collections and styles covering a time span from late antiquity to the Middle Ages. All primary sources will be read in translation. Throughout the semester we will devote time to discussing practical questions such as how to use the Library's catalogue and (electronic) reference sources, as well as techniques for structuring and writing students' essays.

Credit 3 units. A&S: FYS A&S IQ: HUM BU: ETH EN: H

---

---

**L75 JIMES 180 First-Year Seminar: Jewcy: Jewish Culture in the 21st Century**

This course will examine cultural expressions of American Jewish identity within an ethnographic context. We will analyze processes of assimilation, Americanization, and innovation, as well as Jewish contributions to popular American culture and entertainment, from Irving Berlin to Madonna, and the 'The Joys of Yiddish' to 'jewlicious.com.' Moving from tradition to modernity, pluralism and transdenominationalism and back to tradition (sometimes with a vengeance) we explore challenges to Jewish identity and creative responses through the cultural lens. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L75 JIMES 188 Beginning Coptic I**

This course provides an introduction to the Coptic language in the Sahidic (southern) dialect. Coptic was the vernacular language spoken and written in Egypt during the Roman, Byzantine, and Arab periods (until about 1300 CE) and as such is important for studying the history of premodern Egypt. It preserves some of the oldest known translations of the Bible, many apocryphal and "heretical" books that illustrate the wide diversity of ancient Christianity (e.g., the Gospels of Thomas and Mary), as well as sermons, saints' lives, monastic instructions, and liturgical manuals that still constitute the literary culture of the Coptic Orthodox Church today. In addition, a plethora of "magical" papyri illustrate medical and religious practices; personal letters reveal the lives of everyday people; and troves of business documents (e.g., contracts, wills, governmental petitions, receipts) have proved important for understanding Roman and Byzantine economies. Because Roman Egypt was a highly bilingual society, there are even instances of Classical Greek literature translated into Coptic (e.g., selections of Homer and Plato), and these offer a unique witness to how such texts were received by Egyptians. The goal of this course is to cover 15 of the 20 lessons in the grammar book. The remainder will be covered in the second level of this course.

Same as L08 Classics 188

Credit 4 units. A&S IQ: HUM, LCD BU: HUM EN: H

---

**L75 JIMES 189 Beginning Coptic II**

After completing the remaining grammar lessons from Beginning Coptic I, we will build skill and confidence as translators by reading selections from a variety of Coptic texts: the Sahidic Gospel of Mark, the hagiographic "Life of John the Monk," selections from the Gospels of Mary and Thomas, and a unique Coptic translation of Plato's "Republic." In our readings from the Bible and Plato, those who read Classical Greek will also have the opportunity to study how ancient translators chose to render the Greek texts into Egyptian, and how, in the process of translation, they changed the meaning of the originals. Prerequisite: Classics 188 or permission of instructor.

Same as L08 Classics 189

Credit 4 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L75 JIMES 200 Internship**

For students with at least one course in Jewish and Near Eastern Studies who wish to do an internship. Prerequisite: permission of the director of the program. A "learning agreement" must be submitted and approved prior to beginning internship work.

Credit variable, maximum 3 units.

---

**L75 JIMES 200A Doctors and Terrorists: The Fictions of South Asian America**

South Asians have always played an integral role in the culture, history and politics of the United States. However, for complex reasons, their presence has either been concealed, or dismissed through dangerous stereotypes, or just as inaccurately, excessively celebrated for proving

the generosity of American liberalism and multiculturalism. Racially misrecognized, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have reached to fiction, music and popular culture to craft deeply intimate and original assessments of mainstream desires. In doing so they have sought to resist the dictates of whiteness, to question US imperialism, to garner acceptance and mobility, to build solidarity with other US minorities. In this course we learn about the complex history and cultural productions of South Asians in America. How did "South Asia" become a category of identification, and who benefitted from that designation? What role have South Asians played in the economic, cultural and global ascendancy of the United States? How do South Asians connect with, and control, their countries of origin? Why do discourses of sex and intimacy rise to the surface in this history, and what is the significance of story-telling in building the archive and questioning the fiction of South Asian America? Course enrollment is limited to first-year and sophomore students.

Same as L98 AMCS 2002

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

**L75 JIMES 2011 Intermediate Hindi I**

Continuation of Beginning Hindi II. This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development, that is, use of language in various socio-cultural contexts. PREREQ: Grade of B- or better in L73 112D Beginning Hindi II or placement by examination.

Same as L73 Hindi 201

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 2021 Intermediate Hindi II**

This course is a continuation of Intermediate Hindi I. In this course, special emphasis is given especially to communicative skill development, that is, use of language in various socio-cultural contexts. It is designed to further develop skills in speaking and reading comprehension. Students engage in multiple activities such as role-playing, debate and discussion to enhance spoken language skills. A standard text, web-based materials, and a reader prepared by the instructor, as well as audio and visual materials are used. PREREQ: Grade of B- or better in L73 201 Intermediate Hindi I or placement by examination.

Same as L73 Hindi 202

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 207D Intermediate Arabic I**

Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. PREREQ: Grade of B- or better in L49 108D Beginning Arabic II or placement by examination.

Same as L49 Arab 207D

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 208D Intermediate Arabic II**

Continuation of Intermediate Arabic I. Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. PREREQ: Grade of B- or better in L49 207D Intermediate Arabic I or placement by examination.

Same as L49 Arab 208D

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

---

**L75 JIMES 208F Introduction to Jewish Civilization: History and Identity**

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course—designed as an introduction to Jewish history, culture, and society—will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: 7th century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L75 JIMES 2091 Scriptures and Cultural Traditions**

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority. Same as L93 IPH 209

Credit 3 units. A&S IQ: LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L75 JIMES 210C Introduction to Islamic Civilization**

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L75 JIMES 213D Intermediate Modern Hebrew I**

Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills. PREREQ: Grade of B- or better in L74 106D Beginning Modern Hebrew II or placement by examination.

Same as L74 HBRW 213D

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 214D Intermediate Modern Hebrew II**

Intermediate modern Hebrew reading and discussion of modern Hebrew fiction. Development of language skills in special drill sessions. Conducted in Hebrew. PREREQ: Grade of B- or better in L74 213D Intermediate Modern Hebrew I or placement by examination.

Same as L74 HBRW 214D

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 2157 Freshman Seminar: The Meaning of Pakistan: History, Culture, Art**

Pakistan is the second largest Muslim nation and the sixth most populous country in the world. First imagined as an anti-majoritarian and anti-imperial idea, the nation came to be split between East and West Pakistan, with a hostile Indian nation dividing the country. The subsequent emergence of Bangladesh, from within, exposed the complexities of US imperial and Indian power, colonialism, identity, ethnicity, race, nationalism and repression. More recently, the War on Terror has once again exploited the ethnic and cultural conflicts produced by world histories of power and resistance. The events of the past two hundred years have undoubtedly and violently exacerbated the politicization of social and cultural identities. This course situates Pakistan in the context of pre-colonial social formations, British colonialism, internal colonialism, US imperialism, the Cold War, Soviet interests, Indian regional hegemony and then turns to the powerful and diverse struggles launched by its own citizens against these external forces. How did successive empires construct and politicize social identities, and how did people contest and adapt these? How did caste, gender, race and religion shape empire and anti-imperial histories? Our sources will be historical, ethnographic, and literary. We will cover topics such as colonial fantasies, decolonization, the political uses of social categories of tribe, caste, language and gender, the political economy of militarism, terrorism, 'development', activism, diasporic formations, poetry, music and art. The course will deepen our collective understanding of a critical series of developments in world history. Just as crucially, we will build a framework within which to address the stereotypes about Pakistan that dominate popular and media discourses today.

Same as L22 History 2157

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L75 JIMES 218A Intermediate Hindi II**

Continuation of Intermediate Hindi I. In this course, special emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts). It is designed to further develop skills in speaking and reading comprehension. Students engage in multiple activities such as role-playing, debate, and discussion to enhance their spoken language skills. A standard text, web-based materials, a reader prepared by the instructor, and audio and visual materials are used. Prerequisite: Grade of B- or better in L73 218 or placement by examination.

Same as L73 Hindi 218A

Credit 3 units. A&S IQ: LCD, LS EN: H

---

**L75 JIMES 219 Hindi for Heritage Speakers**

This course will focus on reading and writing for students who already speak Hindi. Starting with the Devanagari script, we will then cover the basics of Hindi grammar. After completing this course, students should take the Hindi placement test to determine their next course in Hindi. Same as L73 Hindi 219

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 224 Islamic Religion: An Introduction**

Survey of the development of Islamic practice and thought from the emergence of Islam in early seventh century CE to the present.

Same as L23 Re St 224

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

---

**L75 JIMES 2242 Ampersand: Migration Policies and Colonialism: Refugee Resettlement and Integration**

This Course will continue our investigation of the Dynamics of Migration in the MENA and African countries primarily and re-orient the discussions towards a/the much-overlooked cause of migration: Colonialism. To achieve genuine refugee/ Migrant oriented reform policies, the Global North needs to reconcile with its colonial past. Towards this end, we will highlight how the history of Migration is deeply entangled with colonialism. Our readings-based discussions will focus on analyzing how colonial logics continue to shape the dynamics of migration as well as fuel the growing Xenophobia and Anti-migration rhetoric in the Global North towards intercontinental human mobility. To understand the enduring legacies of colonialism on the contemporary politics of migration, our discussions will argue the premise that colonial histories should be central to migration studies today for there to be real reform in refugee, asylum, and migrant policies. We will explore a wide range of inspiring and challenging perspectives on migration and learn what postcolonial and decolonial scholarships can offer us studying international migration today. We will address these areas through our weekly readings of Migration Studies and Colonialism as a primary source; we will also survey a selection of articles as a secondary source. To supplement the readings, we will watch short documentaries addressing the topic as well as hear from activists, journalists, and specialists in the field. Course is for first-year, non-transfer students only.

Same as L61 FYP 2242

Credit 3 units. A&S: AMP A&S IQ: LCD, SSC BU: BA EN: S

---

**L75 JIMES 2243 Ampersand: Mediterranean Migration: Dynamics and Consequences on the EU and MENA**

First course in the Ampersand: Safe Asylum program. What are the causes, dynamics and consequences of international population movements? What are the key trends and patterns of migration in the major world region? How does migration trends form both destination and origin societies? What are the effects of migration and increasing ethnic diversity on national identity and politics? How has the Global North elected to manage the forced flow of people from the Global South? We will address these questions among others and survey the critical assessments of the policies whereby the host nations try to manage these flows and discourage mobility. The readings of the first weeks of the Spring semester - based on our main textbook the Age of Migration- will give us a profound understanding of the theories of migration, and empirical research from a variety of disciplines; namely Sociology, Political science, history, anthropology and geography. We will also have an opportunity to hear from some of the leading scholars and Journalists, lawyers specialized in international migration law...We will also watch short documentaries to get a closer sense of cases in the EU and MENA regions. Our End of the Semester project will be exploring success stories of migrants in St. Louis; this could be building on your project in the Fall semester; or we could agree on identifying success stories of refugees/ migrant communities in the state. E.g. the Iraqi, Senegalese, Bosnian communities. Besides the planned travel to Konstanz, Germany to get a closer look at the public-civic interaction in facilitating refugee incorporation, we will discuss our planned visits to Morocco as one of the main key crossing border states linking both sides of the Mediterranean.

Same as L61 FYP 2243

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L75 JIMES 2250 Topics in AMCS: Arabs in America: Transcending the Colonial Imaginary**

The topic of this course varies from semester to semester. Please see the Course Listings for a description of the current offering.

Same as L98 AMCS 225

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L75 JIMES 2300 Jews and Jewishness in Black American Thought**

The history of what has been called "Black-Jewish relations" in the United States has a rich and contested history. The stories told about this relationship feature solidarity, controversy, and betrayal. This course will look at this history by attending to the role of Jews and Jewishness in Black thought. How has Jewishness featured in the self-understanding of Black thinkers? Have Jews been regarded as allies or adversaries, role models or competitors? What role have Jewish texts or narrative paradigms played in Black religion and Black politics? What have Black writers made of the Jewish project of national liberation i.e. Zionism? The course will likely include readings from W.E.B. Du Bois, Marcus Garvey, James Baldwin, and Malcolm X among others.

Same as L57 RelPol 230

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

---

**L75 JIMES 232A Intermediate Urdu II**

This course is a continuation of Intermediate Urdu I. Those who have not taken the sequence of Urdu courses offered by this department may be able to join this course if they have obtained prior knowledge of the language by some other means (see the instructor for placement exam). This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts) and to introducing a wide range of constructions to develop comprehension skills. Standard text, web-based materials, language lab, audio-video materials, and a course reader prepared by the instructor are used.

Same as L73 Hindi 232A

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 2396 The "Orient": Europe and Islamic Art from 1851 to Today**

In the 19th century, the expansion of British and French colonial rule in North Africa, the Middle East, and India facilitated a variety of cultural exchanges, including the movement of Islamic carpets, textiles, manuscripts, ceramics, metalwork, and other artworks to European collections. These collections, both public and private, presented a new repertoire of forms, motifs, and techniques that dramatically transformed cultural production in the west. Taking the Great Exhibition of 1851 in London as its starting point, this course explores the relationships between Islamic art, European modernism, and the artistic currents that traverse the globe today by examining the ways in which Islamic art has been circulated, acquired, understood, appreciated, utilized, and imitated in the west. As a result, students will gain a better understanding of the particular relationship between modern cultural production, museology, and colonialism, and obtain a good overall grasp of the artistic phenomena associated with the interaction between Islam and the West from the Modern Era to the present day. Prerequisite

Same as L01 Art-Arch 2396

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM EN: H

---

**L75 JIMES 240 Representations of the Holocaust in Literature and Film**

As the Holocaust recedes into the historical past, our knowledge of the event becomes increasingly dominated by literary and cinematic representations of it. This course focuses on such depictions of the Holocaust in literature and film and raises a number of provocative

questions: What does it mean to represent the horror of the Holocaust? Can one effectively depict the event in realistic terms, or do unrealistic representations work better? What happens to the history of the Holocaust when it becomes the subject of a fictional text? Who is authorized to speak for the victims? Are representations of perpetrators appropriate? What types of representations will help us to remember the Holocaust in the twenty-first century? We will grapple with these challenging questions by examining both literary texts by American, European and Israeli authors from a range of genres, including survivor memoirs, fictional narratives, a graphic novel, drama and poetry, and a number of films that depict the Holocaust.

Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H

---

#### **L75 JIMES 2400 Jewish Political Thought**

The question of Jewish belonging in the Christian West has played a defining role in the formation of the modern state, and the afterlives of "the Jewish question" in Europe, America, and Israel continue to have significant influence on how political life is understood and evaluated. This course begins with classical Jewish sources on politics--including the nature of authority, national belonging, and territory--and then moves to a consideration of several crucial modern Jewish thinkers likely including Spinoza, Marx, and Arendt. The course will consistently consider topical contemporary questions about liberal democracy, totalitarianism, nationalism, Zionism, race, and secularism.

Same as L57 RelPol 240

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

#### **L75 JIMES 2401 First-Year Seminar: Sex and the Bible**

What does the Bible say about sex and sexual desire? Gender and gender identity? Bodies and bodily pleasure? This class critically examines sex, gender, and sexuality as they are constructed in the Bible. We will consider biblical ideas of sexuality and desire, laws regulating sex and the body, homoeroticism and homosexuality, trans representation, the portrayal of women, and queer characters and moments in the Bible. We will also explore how key biblical texts about gender and sexuality (Adam and Eve, Sodom and Gomorrah, the Whore of Babylon, etc) have been interpreted over time. Our methods of interpretation will include feminist, womanist, postcolonial, queer, and trans reading strategies; biblical texts will come from both the Hebrew Bible and the New Testament. This class is for first-year, non-transfer students only.

Same as L23 Re St 2401

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH EN: H

---

#### **L75 JIMES 250 Zionism**

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.

Same as L57 RelPol 250

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L75 JIMES 2500 Second Year Urdu I**

This course is the continuation of the First-Year Urdu II course, and it is devoted to the further development of basic skills -- listening, speaking, reading, and writing -- with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near-native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 151 or placement by examination.

Same as L73 Hindi 250

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L75 JIMES 251 Second Year Urdu II**

This course is the continuation of the Second-Year Urdu I course, and it is devoted to the further development of basic skills -- listening, speaking, reading, and writing -- with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near-native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 250 or placement by examination.

Same as L73 Hindi 251

Credit 5 units. A&S IQ: LCD, LS BU: HUM

---

#### **L75 JIMES 263 Democracies & Dictatorships in the Middle East**

What makes a country a democracy? A dictatorship? How do we know? In this course, we take a comparative approach toward the regimes of the Middle East and North Africa in order to critically examine the history, politics, religions, demographics, and economies of different case studies. Students will learn to identify key characteristics of contemporary governments of prominent Middle Eastern countries, the extent to which they can be called democratic, and the different degrees and nuances of authoritarianism. With the 2011 Arab Spring and its aftermath in mind, students will also explore academic debates over why regimes do, or do not, respond to popular pressure for change as they continually adapt and upgrade their capacities to remain in power.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L75 JIMES 285 Islam in America**

This course explores various Muslim discourses and practices in America with a special focus on the intersections of race, gender, and religion. In this course, students will first study the history of Islam and Muslims in America in light of the narratives of enslaved West African Muslims and some of the early narratives of immigrant Muslims. Students will then explore some later historical narratives that represent the impact of religious and racial structures on identity formations, such as the formation of the Nation of Islam, and transnational religious connections in Cold War America. Students will also examine the construction of Muslim identities and institutions in light of some of the US structures and discourses about Islam and Muslims, with regard to the racialization of Muslims, and in connection to the broader Americas. Students will also use popular culture as a site to observe the intersection of race, religion, and gender in Muslim practices.

Same as L57 RelPol 285

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

#### **L75 JIMES 288 Muslims in the Media and Popular Culture**

In the post 9/11 context of the United States, Muslims have been a constant presence in news media, typically cast in a negative light as political others who are backwards, threatening, and inherently prone to violence. This pattern has long been replicated in films in which Muslims serve as static and dehumanized perpetrators of violence and/or as symbols of a backwards and depraved culture, antithetical to U.S. values and interests. In recent years, however, Muslims have become increasingly visible in the entertainment industry

as protagonists and producers of their own media, including G. Willow Wilson's "Ms. Marvel," Hulu's "Ramy," and Netflix's "Man Like Mobeen." This course explores a selection of recent media projects created by Muslim writers, actors, musicians, and comedians. We will be pairing films, television shows, music, and comics with scholarship on Islam and religion in the media to analyze Muslim representation and storytelling in contemporary popular culture. We will evaluate these works on their own terms, noting the ways in which gender and racial hierarchies dictate who gets to represent American Muslims while also assessing how these new media both disrupt and further reify Muslims' construction as religious and political outsiders.

Same as L57 RelPol 288

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH

---

### L75 JIMES 290 Islamophobia & U.S. Politics

The presence of Muslim minorities in the West is increasingly divisive as political leaders appeal to voters' fear of the 'Other' to promote Islamophobic agendas that reshape immigration and asylum policies and redefine Western identity as Christian. Politicians further exploit the rise of extremist groups like ISIS to justify anti-Muslim rhetoric and critique multiculturalism, claiming that Islam and the West are inherently antithetical. In this course we examine the phenomenon of Islamophobia as a form of anti-Muslim racism that parallels hostility towards other religious and racial minorities in the US. We explore how while the post-9/11 context gave way to an increase in incidents of anti-Muslim violence, contemporary manifestations of Islamophobia are deeply rooted in state level anti-black racism from the early twentieth century, as well as in anti-Muslim attitudes that date back to the colonial period. By examining academic literature, political speeches, and news media sources, we situate Islamophobia within its historical context and also analyze how US anxieties about Islam and Muslims are not only gendered and racialized, but also exist across the political spectrum.

Same as L57 RelPol 290

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN:

H

---

### L75 JIMES 2910 Racism and Antiracism

When President Obama was elected, it ignited a debate about whether America had finally become "post-racial." This assertion was belied by an entrenched underclass of Blacks and others from immigrant backgrounds; by the regular killing of innocent, young Black men alongside their mass incarceration, along with a whole series of other social indicators; by the dramatic rise in anti-Semitic incidents and Islamophobia globally; and most evidently by the discourse used during the Trump era that weaponized white Christian nationalism. At the end of four years of the Trump presidency defined by racist discourse and policies, it culminated in an insurgent riot on the Capitol designed to block the peaceful transfer of power, the basis of American democracy. This course provides the long view to understanding this recent period in American and global history. We begin by defining key terms in the discussion around racism today, including what we mean by racism and what unites anti-Semitism, anti-Black racism and Islamophobia, but also notions like privilege, cultural appropriation, and microaggressions. We then move on to the long history of the category of race. We start with a unit on race and religion and then move on to the role of the discovery of the "New World" and the development of the Atlantic slave system, and its impact on the Enlightenment, which was the incubator for the concept of race. From there, we consider how fundamental race was to European and American colonial dominance by the end of the nineteenth-century and the role it played in racial states like Nazi Germany and South Africa. The last portion of the class will focus on struggles to dismantle racism over the the last century, considering the anti-colonial and Civil Rights

movement, and the anti-apartheid struggle. Along the way, we will have addressed the overlaps and disconnects between anti-Black, anti-Jewish, and anti-Islamic racism and read a number of key thinkers and activists who can help us in the fight against racism.

Credit 3 units. A&S IQ: HUM, SC

---

### L75 JIMES 300 Introduction to the Hebrew Bible/Old Testament

The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years.

Same as L23 Re St 300

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L75 JIMES 301 Third Level Hindi I

This course is designed to help students gain advanced proficiency in the oral and written use of Hindi through reading and discussion of short stories, newspaper articles, and other selected materials.. Students will engage in discussions and debates based on these readings as well as current topics, to improve spoken and conversational language skills. Group and project-based learning is encouraged to enhance students' critical thinking in Hindi. PREREQ: Grade of B- or better in L72 202 Intermediate Hindi II or placement by examination.

Same as L73 Hindi 301

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L75 JIMES 3012 Biblical Law and the Origins of Western Justice

This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

---

### L75 JIMES 301C Kings, Priests, Prophets, and Rabbis: The Jews in the Ancient World

We will trace Israelite and Jewish history from its beginnings in the biblical period (circa 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (circa 620 CE). We will explore how Israel emerged as a distinct people and why the rise of the imperial powers transformed the political, social, and religious institutions of ancient Israel. We will illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

---

### L75 JIMES 3020 Third Level Hindi II

A continuation of Third Level Hindi I, this course is designed to further enhance students' advanced proficiency in the oral and written use of Hindi language. Students are exposed to a variety of readings such as short stories and plays by renowned authors, magazine and newspaper articles, other selected readings and visuals. Students will engage in discussions and debates based on these readings to improve spoken

and conversational language skills. Group and project based learning is encouraged to enhance students' critical thinking in Hindi. PREREQ: Grade of B- or better in L73 301 Third Level Hindi I or placement by examination.

Same as L73 Hindi 302

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 3025 Topics in JIMES: Race, Class, and Ethnicity in Israel**

Credit 3 units. A&S IQ: HUM EN: H

---

**L75 JIMES 3030 Topics in JIMES: Education in Divided Societies - the Israeli Case**

Credit 3 units. A&S IQ: HUM EN: H

---

**L75 JIMES 3034 Jews in French History and Culture**

This course will explore the rich history of the representations of Jews within French culture and contributions to French history. The class will consider how French Jews served as incubators of cultural modernity. France was the first country in Europe to emancipate Jews from their ghettos, offering them civil rights and civic equality. But at the same time, France was a crucible for the development of modern anti-Semitism. Jews appear as characters in novels, hosts of intellectual salons, as actors on the French stage, as icons of financial capitalism, as examples of the limits and possibilities of immigration, integration, and even assimilation, as authors and intellectuals, as quintessentially French and Other to France. We will navigate these tensions through literature, art, film, theater, and in their diverse historical contexts.

Same as L22 History 3034

Credit 3 units. A&S IQ: HUM, LCD, SC EN: H

---

**L75 JIMES 3035 Antisemitism: History, Causes, Consequences**

Why do people hate other people? Why have religion, race, gender, ethnicity and so on led to sectarian violence with terrifying regularity throughout history? Focused on antisemitism from Biblical times to today, this class will grapple with those questions. Please note: L75 5035 is intended for graduate students only.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA EN: H

---

**L75 JIMES 3050 Third Level Urdu I**

This course is a continuation of Second Year Urdu II. It has been designed to help students gain advanced proficiency in the oral and written use of Urdu through the reading and discussion of stories from Urdu books, newspaper articles, topics in advanced grammar, and other selected materials. Prerequisite: Grade of B- or better in L73 251 or L73 232A, or placement by examination.

Same as L73 Hindi 305

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 3060 Third Level Urdu II**

This course is a continuation of Third-Level Urdu I. It is designed to help students gain advanced proficiency in the oral and written use of Urdu through the reading and discussion of stories from Urdu books and newspaper articles. Topics in advanced grammar and Urdu poetry will also be included. Students will be expected to converse clearly across a wide variety of communicative tasks using diverse language strategies. Prerequisite: Grade of B- or better in L73 305 or placement by examination.

Same as L73 Hindi 306

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 3070 The Writing of the Indian Subcontinent**

The Indian Sub-continent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select Sub-continental writers. Covering both fiction and non-fiction by several authors including R. K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Guneseckera, we will discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.

Same as L14 E Lit 307

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

---

**L75 JIMES 3073 The Global War on Terrorism**

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L75 JIMES 3074 Hinduism & the Hindu Right**

We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his "Hindu Nationalist" party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism.

Same as L22 History 3074

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L75 JIMES 3075 Third-Level Arabic I**

This course is a continuation of Intermediate Arabic II. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to classical and modern standard Arabic in its written and audiovisual forms. Prerequisite: Grade of B- or better in L49 208D or placement by examination. Note: L75 5075 is intended for graduate students only.

Same as L49 Arab 3075

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 3082 From the Temple to the Talmud: The Emergence of Rabbinic Judaism**

This course offers a survey of the historical, literary, social, and conceptual development of Rabbinic Judaism from its emergence in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon -- as a constantly developing religious system. Among the topics to be explored are: How did Judaism evolve from a sacrificial cult to a text-based religion? How did the "Rabbis" emerge as a movement after the destruction of the Second Temple and how could they replace the old priestly elite? How did Rabbinic Judaism develop in its two centers of origin, Palestine (the Land of Israel) and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the Rabbis organized and was there diversity within the group? What was the Rabbis' view



of women, how did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrash-collections -- a literature that defines the character of Judaism down to our own times. All texts are read in translation.

Same as L23 Re St 3082

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

---

### L75 JIMES 3085 Third-Level Arabic II

This course is a continuation of Third-Level Arabic I. The continued integration of language development will occur through reading, writing, speaking, and listening activities centered around advanced authentic material. This semester will prove critical for making the transition from modern Arabic to classical Arabic, including Qur'anic Arabic. There will also be focus on the continued development of colloquial Arabic. Prerequisite: Grade of B- or better in L49 3075 or placement by examination. Note: L75 5085 is intended for graduate students only.

Same as L49 Arab 3085

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L75 JIMES 3101 The Problem of Evil: The Holocaust and Other Horrors

The question of how God can allow evil to occur to the righteous or innocent people has been a perennial dilemma in religion and philosophy. We study the classic statement of the problem in the biblical book of Job, the ancient Near Eastern literature on which Job is based, and traditional Jewish and Christian interpretation of Job. We study the major approaches to the problem of evil in Western philosophical and religious thought.

Same as L23 Re St 3101

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### L75 JIMES 3110 Sacred Architecture of the Indian Subcontinent

The built structure remains a principal visible record of the evolution of a civilization and its culture. Through this interdisciplinary course on culture, art, design, religion and society, students will be introduced to and gain a deeper insight into the rich diversity of South Asia through the study of the architecture of its significant sacred places. We will take a journey through the Hindu, Jain and Buddhist Temples; the Islamic Mosque; the Sikh Gurudwara; the Zoroastrian Fire Temple; the Jewish Synagogue; and the Christian Church, tracing the evolution of these places of worship from the Indus Valley Civilization to Pre-Colonial times. Through visuals, readings, and discussions, students will learn about the different architectural styles and motifs used in sacred buildings and how they came about. We will explore the inter-relationships between the design elements through the lens of political, social, religious, regional, artistic, and technological influences and understand the ways in which evolving design principles reflect these influences overtime. This course will be of interest to students of languages and cultures, architecture, archeology, art history, history, preservation, religion, and South Asian culture, among others. Please note: At the end of the semester, students will go on a field trip to experience the diverse sacred architecture in the St. Louis region. No prior knowledge of architecture or the history of this region is required.

Same as L73 Hindi 311

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

### L75 JIMES 312 Introduction to the History and Cultures of Turkey

Since ancient times, the Anatolian Peninsula, the land surrounded by the Black Sea, the Aegean and the Mediterranean Seas, has been a home and a passageway to a multitude of diverse peoples. This course is intended to offer an overview of Turkey, its history, peoples, cultures, socio-economic, and political structures and institutions within the context of modern and contemporary global trends since

the 19th century through the prism of long duree developments and processes. As an introductory and preparatory course, it aims primarily at familiarizing students with scholarly themes, questions, and problems which will aid those who wish to further delve into studying the deep and complex fabric of the Turkish society, culture, and history. Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

### L75 JIMES 3120 South Asian Religious Traditions

In this course we will learn the basic vocabulary (conceptual, ritual, visual) needed to become conversant with the various religious traditions that are important to personal, social, and political life on the Indian subcontinent and beyond. We will first encounter each tradition through narrative, with the support of visual media. We will then explore how contemporary adherents make these traditions meaningful for themselves -- in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students will also become familiar with the analytical categories and methodologies that make up the basic toolkit of the religion scholar. Prior knowledge of India or Pakistan is not required. First year students are welcome to enroll in this course.

Same as L23 Re St 312

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

---

### L75 JIMES 3122 From Country to Heavy Metal: Ancient Civilizations of the Old World

This course will explore the archaeology of Europe, the Near East, and Central Asia from approximately 10,000 years ago to classical times (ending before Ancient Greece). This prehistoric epoch saw major developments among various civilizations of the Old World, such as the introduction of agriculture, animal domestication, the growth of cities, and technological developments such as pottery, metallurgy, and horse-riding. A major focus will be the trajectory of cultural innovations of regional populations through time, and the complexity of their social, political, and ritual practices. We will also investigate the variation in human adaptive strategies to various environmental and social contexts, from hunter/gatherers to early Neolithic farmers, to the interactions between nomadic populations and larger scale, urban societies in the Bronze and Iron Ages.

Same as L48 Anthro 3122

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

### L75 JIMES 313C Islamic History 600-1200

The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.

Same as L22 History 313C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L75 JIMES 3140 Global Circuits: Religion, Race, Empire

This seminar explores how American entanglements of race and religion shape and are part of larger global processes. Over the course of the semester, we will investigate these entanglements through conceptual, historical, and ethnographic questions and insights on the remapping of religious traditions and communal experiences onto imperial terrain. We will examine this through a range of problem spaces including: colonial rule, missions, and racial hierarchies; migration and its relationship to religion; the racialization of religion; diaspora and empire; and persecution and power.

Same as L57 RelPol 314

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

### L75 JIMES 3149 The Late Ottoman Middle East

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students will focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.

Same as L22 History 3149

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L75 JIMES 314C Islamic History: 1200-1800

An introduction to Islamic politics and societies from the Mongol conquests to the thirteenth century to the collapse and weakening of the colossal "gunpowder" empires of the Ottomans, Safavids and Mughals in the early eighteenth century. Broadly speaking, this course covers the Middle Period (1000-1800) of Islamic history, sandwiched between the Early and High Caliphal Periods (600-100) on the one hand and the Modern Period (1800-Present) on the other hand. Familiarity with the Early and High Caliphal periods is not assumed. The course will not be a "survey" of this period but a series of "windows" that will allow you to develop both an in-depth understanding of some key features of Islamic societies and a clear appreciation of the challenges (as well as the rewards!) that await historians of the Middle Period. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran and Mughal India.

Same as L22 History 314C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

---

### L75 JIMES 3150 The Middle East in the 20th Century

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism).

Same as L22 History 3150

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

---

### L75 JIMES 3160 Beauty & Aesthetics In Islam: Islamicate Literature, Material Art, & Architecture

This course provides an introduction to beauty and aesthetics in Muslim societies from across the world. The course focuses on Islamicate literature (e.g., poetry, narrative, biography), material art (e.g., textiles, ceramics, decorated manuscripts), and architecture (e.g., palaces, built gardens, mosques, mausoleums). Some attention is also given to performing arts (e.g., dance, music, plays, puppetry). Various types of material will be considered, ranging from religious to non-religious. Material will be drawn from across the Muslim world, including the Middle East, Sub-Saharan Africa, Central Asia, South Asia, and Southeast Asia. Although the course is primarily concerned with the premodern period, it will also consider the impact of modernity on Muslim literature, art, and architecture.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC BU: ETH, HUM EN: H

---

### L75 JIMES 3171 Religion and Culture in South and Southeast Asia

Although it is now common to differentiate between South and Southeast Asia, historically these regions have often been conceptualized as part of a single geographical area. Known as the "(East) Indies", this area is marked by a rich history of (earlier) Hindu and Buddhist influences, as well as (later) Islamic and Christian influences. The present course will take an in-depth look at the four aforementioned religious traditions, and examine how they have shaped local forms of culture in premodern and modern times. Students will be introduced to host of phenomena in South and Southeast Asian societies, including religious worship, education, law, traditional governance, colonial governance, art, architecture, economic production, kinship, gender, and sexuality. Countries to be studied in the course include India, Pakistan, Sri Lanka, Thailand, Myanmar, Indonesia, Malaysia, the Philippines, and Papua New Guinea. Same as L73 Hindi 3171

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, IS

---

### L75 JIMES 3183 The Jews of North Africa

This course examines the colonial and postcolonial experiences of Jews living in North Africa (mainly Algeria, Morocco, Tunisia, Libya and Egypt) in the context of the region's connections with and relationships to the European powers in the 19th and 20th centuries. We will focus on how the intrusion of foreign powers disrupted and shifted long-standing relationships between Jews and their non-Jewish neighbors, particularly the Muslim populations. We will also explore changes that occurred within the Jewish community as Jews negotiated their place within the new European Imperial system and its subsequent dismantling. Students will have the opportunity to engage with European ideas of "regenerating" North African Jews living under Ottoman Rule, the changing political and social statuses of Jews throughout the French and British regions, the changing relationship between Jews and their non-Jewish neighbors, the rupture caused by both World Wars, and how Jews coped with and responded to the dismantling of European empires and the birth of nation-states in the region, including Israel.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

### L75 JIMES 3184 A Rainbow Thread: A History of Queer Identities in Judaism and Islam

The notion that gender and sexuality minorities are forbidden or simply do not exist within traditional Judaism and Islamic traditions is an assumption that has been questioned in recent years. For these scholars and activists, it is not up for debate whether someone can be queer and Jewish or queer and Muslim. Therefore, what follows is an exploration of how to resurrect gender non-conforming interpretations of religious texts and rediscover the spectrum of gender and sexual identities that have always existed within Judaism and Islam. The course is divided into three parts. First, we will examine the religious textual traditions of both faiths to establish the space for queer identities in both the Qur'an and Torah as well as the traditions of Hadith and Talmud. Second, we will study key communities such as medieval Iberia, the Ottoman Mediterranean, Hasidic communities in Eastern Europe, Qajar Iran, and the colonial empires of the Middle East. This survey will show the influence European Christian dominance had (or did not have) on the evolution of Jewish and Islamic gender and sexual norms from pre-modern times through the 20th century. Finally, we will examine the 21st century by reading the memoirs of trans Muslims and trans Jews in order to analyze the ways in which contemporary queer Jewish and Islamic individuals frame their experiences and tell their stories of faith with agency, in their own words.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

**L75 JIMES 3185 The Jewish Experience in the United States: A History of Exceptions and Exceptionalism**

This course surveys American Jewish life from the colonial settlement of the new world to the present day with special emphasis on configurations of the Jewish Question in a variety of historical and geographical contexts. We will explore the paradox between American Jewish social and economic success over the last three and a half centuries and the sense of ambivalence many Jews feel toward their place in American society. As a class, we will consider key moments in American Jewish history, including the converso community that arrived alongside early Spanish settlers, the role of Jews in the slave trade and plantation complex, Jewish appeals for acceptance and equality within the American colonies and early republic, as well as how Jews coped with a divided union during the Civil War. We will analyze successive waves of Jewish immigration from different countries, the building of Jewish communal structures, and the evolution of Judaism and Jewish identity within the United States. Jewish contributions to American culture will also be an important focus of the class as we explore the birth of American popular culture through music, film, television, and fiction. Throughout the course we will be cognizant of the regional, religious, ethnic, racial, class, gender, and sexual differences that comprise American Jewish society from its early inception to the present. We will observe how Jews have been simultaneously welcomed as well as excluded from political, economic, and social realms of the American community. As often as possible we will engage in a multitude of case studies and primary sources so we can gain specific regional expertise, while maintaining a national, and often transnational lens for analyzing these central questions.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L75 JIMES 3192 Modern South Asia**

This course will cover the history of the Indian sub-continent in the 19th and 20th centuries. We shall look closely at a number of issues including colonialism in India; anti-colonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history will be emphasized equally.

Same as L22 History 3192

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L75 JIMES 3194 Environment and Empire**

In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures, and farm lands, rivers and rainfall, animals and humans? We'll ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course will cover examples from Asia to Africa, with a focus on the "jewel in the crown" of the British empire: the Indian subcontinent. We'll learn how the colonized contributed to the science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi.

Same as L22 History 3194

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

**L75 JIMES 3200 An Introduction to Literature and Visual Culture in the Arab World**

The course aims to provide a framework within which the literary and image cultures of the Arabic-speaking peoples have developed. This is done through a combination of contextual analysis and close reading of seminal texts and films. Our starting points are foundational sources such as the Quran and classical prose and poetry. From the later period, emphasis will be put on fiction and cinema.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L75 JIMES 320D Advanced Modern Hebrew I**

Designed to improve proficiency in the oral and written use of modern Hebrew through reading and discussion of short stories, Israeli newspaper articles, and other selected materials. Students will also have an opportunity to discuss, in Hebrew, current events and public issues related to contemporary Israeli society. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or placement by examination. Please note: L75 520 is intended for graduate students only.

Same as L74 HBRW 320D

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 3211 Conversational Hebrew**

Designed to focus on and strengthen oral proficiency, we will explore a variety of different topics together based on our common interests - not limited to current affairs, space travel and exploration, advances in medical technology, climate change, pandemic preparedness, economic inequality, and the future of work. With each topic, we will learn relevant vocabulary and structures and apply them in small group discussions, individual presentations, simulated interviews, and classroom debates. Students will also listen to different Israeli news reports and documentaries in order to learn how to present at a formal level. The course is designed to simulate a variety of real-life situations, which require the balance of both rehearsal as well as improvisation. By learning Hebrew in different contexts, students will be exposed to a wide range of vocabulary and will be prepared to use the language in a variety of situations. The language of instruction is Hebrew only. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or placement by examination. Please note: L75 5211 is intended for graduate students only.

Same as L74 HBRW 3211

Credit 3 units. A&S IQ: LCD, LS BU: HUM

---

**L75 JIMES 3221 Topics: The Jewish Experience in Italy**

This course will examine the social and political history of the Jews of Italy from the period of Italian unification through the end of the Second World War. We will look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric we will study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We will approach these topics wherever possible through primary texts, including essays, memoirs, and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Italian 307D; no prerequisite for students in other majors. Three five-page papers. PLEASE NOTE: THE L75 5221 CROSS-LISTING COURSE IS FOR GRADUATE STUDENTS ONLY.

Same as L36 Ital 3221

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

**L75 JIMES 322D Third-Level Modern Hebrew II**

Designed to develop communicative skills, this course provides opportunities for students to practice the art of speaking and writing correctly, clearly, and effectively. Includes reading and discussion of selected short stories from modern Hebrew literature as well as articles from current Hebrew newspapers. Class discussions deal with literary topics as well as contemporary social and political issues related to life and institutions in Israel. PREREQ: Grade of B- or better in L74 320D Third-Level Modern Hebrew I or placement by examination. Please note: L75 522D is intended for graduate students only.

Same as L74 HBRW 322D

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### **L75 JIMES 3230 Jews & Christians in the Premodern World**

In modern times, it is common to think of Judaism and Christianity as two distinct, if historically connected, "religions." Increasingly, however, historians of ancient religions have thought more deeply about the implications of taking Christianity and Judaism in antiquity as more fluid and porous than we tend to think of them. In this upper division course, we will explore the ways in which the boundaries that early Christians attempted to draw between Christianity and Judaism remained unstable and incomplete. While the various efforts to establish early Christian identity led to the production of a variety of hermeneutical representations of the Judaioi, these literary representations nevertheless often reflected, to various degrees, engagement with actual historical Jews/Judeans, who shared political, economic, and intellectual worlds with Christians. We will consider how early Christian discourse about Jews and Judaism informed and was informed by intra-Christian disputes and their negotiations of their relationships with the wider Greco-Roman culture. We will explore how Christian efforts to establish both continuity and difference between Judaism played a role in the construction of 'orthodoxy' and 'heresy,' as well as the way in which Christians re-appropriated Jewish texts, rituals, and ideas in their efforts to construct a Christian identity. We will also explore how this continued dynamic of difference and continuity continued into the Middle Ages.

Same as L23 Re St 323

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

---

#### **L75 JIMES 3231 Jews and Jewishness in Black American Thought**

The history of what has been called "Black-Jewish relations" in the United States has a rich and contested history. The stories told feature solidarity, controversy, and betrayal. This course will look at that history by attending to the role of Jews and Judaism in Black thought. How has Jewishness featured in the self-understanding of Black writers? Have Jews been regarded as allies or adversaries, role models or competitors? What role have Jewish texts or narrative paradigms played in Black religion? What have Black writers made of the Jewish project of national liberation?

Same as L57 RelPol 3230

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L75 JIMES 3232 Religion & Nationalism in the Middle East & South Asia**

How does religion shape national identity? How and why do some religious traditions become intertwined with the identities of national communities, often at the expense of others? In this course we explore how Islam, Judaism, Hinduism, and Christianity have interacted with modern nationalism to shape the nation-states of the Middle East and South Asia in profound ways. Throughout the course, we examine a range of case studies to compare and contrast, for example, the complex interaction between religion and nationalism in the creation of Pakistan and Israel in 1947 and 1948 as Muslim and Jewish national homes, the rise of the Hindu Right in India, religion and race in Iran, or the significance of Christianity and Islam for Palestinians and Iraqis. As we do so, we investigate how national movements have selectively and creatively engaged religious traditions over time in order to redefine communal boundaries, narrate new histories, exclude minorities, and reread sacred texts to draw the borders of their national homelands, which have often overlapped at great cost.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: ETH, IS EN: H

---

#### **L75 JIMES 3250 Introduction to Arabic Literature**

A survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts will include pre-Islamic, classical and Sufi poetry, as well as popular tales and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course will interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings will be in English translation. Please note: L75 525 is intended for graduate students only. Same as L49 Arab 325

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L75 JIMES 3273 Introduction to Israel Studies**

An exploration of Israel in the Jewish experience from antiquity to modernity and in the history and culture of the Middle East. Special attention will be paid to the modern state of Israel and current issues in its politics, economy, and society. L75 5273 is intended for graduate students only.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

#### **L75 JIMES 3292 Topics in Politics: Modern South Asian Politics**

This course will focus on the recent political history and development of South Asia. It will begin with a review of the British colonial period and the Independence movement. The remainder of the course will examine different political issues in India, Pakistan, Bangladesh, and Sri Lanka. Topics will include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy. Course website: <http://artsci.wustl.edu/~polisci/parikh/asian/>

Same as L32 Pol Sci 3292

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

#### **L75 JIMES 3293 Religion and Society**

We will take a broad and practice-oriented view of 'religion', including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We will consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity, and other broadly-based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Same as L48 Anthro 3293

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

---

#### **L75 JIMES 330C Topics in AMCS: TBD**

This course topic changes; see semester listing for current course offering.

Same as L98 AMCS 330C

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

---

#### **L75 JIMES 331 Topics in Holocaust Studies: Children in the Shadow of the Swastika**

This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period—the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children—both those they considered "Aryan" and those they designated "enemies" of the German people, such as Jewish children—an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the

increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. OPEN TO FRESHMEN. STUDENTS MUST ENROLL IN BOTH MAIN SECTION AND A DISCUSSION SECTION.

Same as L21 German 331

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L75 JIMES 3341 Religion, Race, and Migration: Borders of Difference?**

This seminar is an experiment in studying the intersections of religion, race, and migration through the idea of difference. We discuss how particular understandings of religion, race, and migration inform contemporary scholarship and shape national and international legal and governmental practices. Specifically, this course explores how difference-of community, body, and place-produces conditions of possibility. Over the semester, we will investigate various borders of difference, using binaries to guide our analysis. We will examine this through a range of problem spaces including: religion/secularism; race/ethnicity/sect; terrorist/citizen; and refugee/migrant. Ultimately, this course aims to critically unpack the relations of power by which people, places, and ideas are differentially constructed, maintained, and transformed

Same as L57 RelPol 334

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH

---

**L75 JIMES 334C Crusade, Conflict, and Coexistence: The Jews in Christian Europe**

This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world—a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures, and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era.

Same as L22 History 334C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS EN: H

---

**L75 JIMES 335C Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History**

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be-or to become-modern. To answer this question, we look at two broad trends that took shape toward the end of the eighteenth century—the Enlightenment and the formation of the modern state—and we track changes and developments in Jewish life down to the close of the twentieth century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time—from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation;" acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Same as L22 History 335C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H  
UColl: HEU, HSM

---

**L75 JIMES 336C History of the Jews in Islamic Lands**

This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age. Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Geniza, reflecting social history, the status of women, and other aspects of daily life.

Same as L22 History 336C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L75 JIMES 3392 Topics in South Asian Religions**

The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right.

Same as L23 Re St 3392

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L75 JIMES 340 Israeli Women Writers**

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation.

Same as L74 HBRW 340

Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Art: HUM BU: HUM EN: H

---

**L75 JIMES 341 The Jewish People in America**

History of the Jews in North America from the colonial era to the present. Close reading of primary sources, with an emphasis on the central issues and tensions in American Jewish life; political, social, and economic transformations; and religious trends.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L75 JIMES 3411 Children and Childhood in World Religions**

This course will investigate the roles children play in some of the world's major religious traditions and how those traditions construct their concepts of childhood. From child disciples to child martyrs, from the miraculous childhoods of religious founders to the rites marking childhood's end, and from divine commandments involving fertility to those mandating celibacy, we will explore a wide range of different religions' teachings about children and childhood. We will combine primary and secondary sources including written texts, movies/video, and web-based content in order to learn more about the complex relationships between children and the religious traditions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

Same as L66 ChSt 341

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

**L75 JIMES 3421 Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World**

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple

perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences. Same as L66 ChSt 342

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

#### **L75 JIMES 3422 Art of the Islamic World**

This course surveys the art and architecture of societies in which Muslims were dominant or in which they formed significant minorities from the seventh through the 20th centuries. It examines the form and function of architecture and works of art as well as the social, historical, and cultural contexts; patterns of use; and evolving meanings attributed to art by the users. The course follows a chronological order, and selected visual materials are treated along chosen themes. Themes include the creation of a distinctive visual culture in the emerging Islamic polity; the development of urban institutions; key architectural types such as the mosque, madrasa, caravanserai, palace, and mausoleum; art objects and the art of the illustrated book; cultural interconnections along trade and pilgrimage routes; and Westernization and modernization in art and architecture.

Same as L01 Art-Arch 3422

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: IS EN: H UColl: CD

---

#### **L75 JIMES 345 Mesopotamian Mythology: Stories from Ancient Iraq**

In this course we will read, explore, and interpret various ancient myths originating from the fertile crescent, especially ancient Iraq, between the years 2500 and 400 BCE. The Epic of Gilgamesh, the Enuma Elish, myths of the goddess Ishtar as well as various flood and creation accounts will be among those we read. Cultural background information will be examined to situate each myth in its ancient context. Various theories of interpreting myth will also be explored in order to appreciate the power and the many uses of these multivalent stories. Several basic questions will underlie all that we do throughout the semester: What is myth?, How should we understand the conceptualization of the category "myth" (in other words, How does myth work?), and Does myth still play a role in our own modern cultures?

Credit 3 units. BU: HUM

---

#### **L75 JIMES 346 Islamic Law**

This course will present a general overview of Islamic law and an introduction to the study of religious legal authority, which values consensus. It will then explore the formation of the major schools of law. Next, it will debate the notions of "ijtihad" and "taqlid" and discuss how open and independent legal decisions have been in the Islamic world. It will also trace the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayatollah. Note: L75 546 is intended for graduate students only.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

#### **L75 JIMES 349 Yiddishkayt: Yiddish Literature in English Translation**

This course will trace the emergence, development, flourish, and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late middle ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant-garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of

Yiddish-speaking communities. Focusing on the role of Yiddish as the "national" language of Ashkenaz, the course will examine the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed, the tensions between secular trends versus religious tradition, life in the shtetl and in the metropolis, immigration from the old world to the new, and Yiddish literary responses to the Holocaust.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

---

#### **L75 JIMES 350 Israeli Culture and Society**

An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L75 JIMES 351 Muhammad: His Life and Legacy**

This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc. literature. Because of the availability of primary sources in English translation, there will be a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills will be encouraged to engage sources in their original language.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: ETH EN: H

---

#### **L75 JIMES 352 Iraqi Literature**

This course introduces students to major works in Iraqi literature in the twentieth and twenty-first centuries, with a focus on the post-World War Two period up to the present day.

Same as L49 Arab 352

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

#### **L75 JIMES 3520 Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature**

Genre is a category, or to use Aristotle's term, a species. It is a category of literature, arts, music, and other forms of composition, to classify works of shared conventions, practices, and aesthetics. A typical example would be poetry. Subgenre is a single division of a given genre. In this example, epic poetry, the sonnet, haiku are subgenres of poetry. But who gets to decide what is genre, subgenre, and how? These would be some of the main questions we will address in this course. Genre theory can teach us a fascinating history of how various cultures imagine their forms of creative expression. The development of genres and subgenres reveal complex histories on who has the power to define and redefine creative expression. For example, the novel, now a dominant and prestigious global literary genre, was once considered an inferior and working-class genre in Europe over a century ago. The novel genre then developed into numerous subgenres, which are today placed under one large umbrella that is "genre-fiction," such as sci-fi, fantasy, horror, gothic, mystery etc.. However, the borders between these subgenres and the larger genre itself are always contested and reformulated. Through the history of genre and subgenre, we get to learn about literary taste and literary criticism, and whose definitions and conventions have changed the course of literature and the arts, and for what reason. The dominance of the historical novel today, for example, is attributed to larger phenomenon such as decolonization,

feminism, and anti-racism. The sociopolitical urge to utilize fiction to address larger issues has not only boosted the impact of the historical novel but "elevated" it to become a common form of the genre itself. Within this grand history, Arabic literature has a complex and rich story to tell about genre and subgenre. The most obvious example here, which will be our entry point in this course, is 1001 Nights (also known as The Nights, or The Arabian Nights). This multi-volumed masterpiece has influenced fiction writers across the globe, especially in the past three centuries as the novel began to formulate into a modern genre. It is an exceptional work where we see a cosmology of subgenres of storytelling, narrative, but also of poetry, and in some editions, illustration and drawing, as well as translation. The Nights is often seen as the first hybrid work of literature where subgenres and forms co-exist but also blur and converge. This dynamic, revolutionary, and mobile nature of The Nights expresses the meeting of various cultures, experiences, and traditions of storytelling during the Abbasid empire. Today, it remains ever more relevant and inspiring in a cosmopolitan world. The question and history of sub/genre, however, will guide us through an exploration of modern and contemporary Arabic literature. We will get to engage with these texts thematically, stylistically, and intellectually. The aesthetic choices made in literature are never isolated from the intellectual, political, and sociohistorical contexts of a given text. Through the assigned texts and artworks, we will also learn about colonization, gender, imperialism, class, migration, ecology, among other pressing topics. No knowledge of Arabic is necessary; all readings in English translation.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L75 JIMES 352A Anthropology of Human Rights**

This course draws on anthropological scholarship to examine doctrines, practices, and institutions associated with international human rights law. Topics to be covered include: (1) colonialism and the history of international human rights law; (2) the complex theoretical issues raised by attempts to define and apply human rights concepts in different cultural contexts; (3) the role of governments, NGOs, and other international institutions in promoting human rights and humanitarianism; (4) key human rights issues such as freedom of religion, cultural rights, women's rights, and economic rights in different cultural contexts.

Same as L48 Anthro 3521

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L75 JIMES 353 Understanding Indian Literature through Visual Media**

This course focuses on the films and cultural traditions of South Asia in general and of India in particular. Students will be introduced to a variety of contemporary literary genres through visuals. Readings and class discussions will be followed by film screenings from the popular Hindi cinema (known as the Bollywood industry in India) to demonstrate how images and visuals influence modern-day cultural traditions. Students will also get a chance to work on films based on literary texts by well-known writers of the subcontinent. These readings and films focus on various social, cultural, political and historical aspects of Indian society. Students will be encouraged to explore these issues in their written assignments as well as in their class discussions.

Same as L73 Hindi 353

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

#### **L75 JIMES 354 Anthropological and Sociological Study of Muslim Societies**

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam"

and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization. Please note: L75 554 is intended for graduate students only.

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S  
UColl: CD

---

#### **L75 JIMES 356 Genesis**

Genesis, the first book of the Bible, remains among the most important literary, historical, and theological works ever written - at once beautiful, funny, perplexing, and challenging. In this class, we will take a deep dive into Genesis, while also exploring literary, historical, mythological, feminist, postcolonial, and other responses to the text. We will also consider the history of interpretation, with a particular interest in the reception of Genesis in literature and in popular culture. Same as L23 Re St 356

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

#### **L75 JIMES 3561 Exodus**

We will investigate the biblical book of Exodus in both its original significance in the ancient Near East and its later meanings for Jews, Christians, and Muslims in societies around the world. Why did its narratives and ideas about law and justice and religion resonate so strongly both in biblical times and afterwards? Which assumptions did the biblical authors make about writing stories and poetry? What is the historical reality of the Exodus? How did the biblical Israelites conceive of their religious practices and institutions? We will also explore how Exodus and the celebration of Passover has been, and continues to be, a crucial source of identity in Jewish and Christian circles. How has Exodus been re-imagined and transfigured multiple times, and how has the Passover celebration reflected transformations in the understanding of the Exodus? We will analyze many types of expression influenced by Exodus: historical sources, liturgy, art, commentaries, theology, literature, film, mysticism, and music.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM

---

#### **L75 JIMES 3581 Musica Ebraica: Jewish Identities in Western Music from 1600 to the 21st Century**

The course explores Western music from the 17th century to the 21st century through the prism of musical works that were written by Jews and for Jews and of musical compositions reflecting their composers' identifying themselves as Jews. Jewish art music from these periods will be examined against the background of musical development in general, the social, political, and religious context of the composers, and written reflections about Jewish music. Examples of Jewish art music will be analyzed through different approaches in order to determine the cultural interrelationships between Jews and non-Jews, Jewish cultural autonomy, and the perception of Jewishness in music.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

#### **L75 JIMES 3582 Music in Jewish Culture and Society**

The common term 'Jewish Music' raises numerous questions that emanate from the difficulty to define 'Jewish' identity of any given music. This course will deal with various approaches to the definition of Jewish music, perceived as a cultural and sociological component in the Jewish communities throughout the Diaspora. We will survey the functions in which music is performed in traditional Jewish communities, especially Jewish liturgy, and the substantial vicissitudes in these musics after the European Enlightenment, European colonialism in north-Africa, and in the Mediterranean. We will study the background and the different characteristics of selected Jewish

communities - Ashkenazic, Sephardic, Italian, Yemenite, and others - as well as instrumental music, questions of gender, and the relationship between music and text." A secondary goal of this course will be the study of the bibliography and discography of Jewish musics.  
Credit 3 units. A&S IQ: HUM, LCD EN: H

---

#### **L75 JIMES 3583 The Soundtrack of Israeli History**

This course explores connections between Israeli history, nationality, and culture, and between Israeli art music. Such an encounter between reveals the reflection of, and responses to, local social developments in various historic and constitutive moments in Israeli history such as: the fifth Aliya (wave of immigration) in the 1930s, the statehood years, the waning of nationalistic sentiments in the late 1950s, the aftermath of Israeli wars, the negotiation between Israeli and Jewish identities, and even artistic expressions of postmodernity within the Israeli context. These histories will be surveyed through historical studies as well as through their musics and against the background of developments in 20th century music.  
Credit 3 units. A&S IQ: HUM, LCD EN: H

---

#### **L75 JIMES 358C Modern Near Eastern Literatures**

This course introduces literary expressions of the struggle for love, self-realization, and liberation. Genres include romanticism, realism, and the surreal. A comparative, team-taught approach is used to instruct students in selected genres, authors, or themes in two or more Near Eastern literatures (Arabic, Hebrew, Persian, Turkish) in English translation.  
Same as L16 Comp Lit 358C  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L75 JIMES 359 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies,**

Jewish literature includes highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy businesswoman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation. Please note: L75 559 is intended for graduate students only.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L75 JIMES 3602 Borders, Checkpoints, and the Frontiers of Literature**

Borders are some of the most strange, dangerous, and changeable places in the world. They help define not only where we are, but also who we are. This course will read literature from and about border regions around the world: the Mexican-American frontera, the Indian and Pakistani Partition line, the German Iron Curtain, the African colonial borders, and the Israeli-Palestinian divisions. Even if we live far from any international boundary, the notion of the border shapes our thinking about the world. Literature is a place where borders are vividly imagined, marked, and debated in ways that both affect preexisting frontiers and help draw new ones on the ground. We will read all texts in English.

Same as L97 GS 3602  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L75 JIMES 362 Approaches to the Qur'an**

The place of the Qur'an in Islamic religion and society. Equal emphasis on text: the Qur'an's history, contents, and literary features; and context: the place of the Qur'an in everyday life, its oral recitation, artistic uses, and scholarly interpretation. Knowledge of Arabic not required.  
Same as L23 Re St 366  
Credit 3 units. A&S IQ: HUM, LCD BU: ETH

---

#### **L75 JIMES 3622 Topics in Islam**

Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor. Please note: L75 5622 is intended for graduate students only.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H UColl: CD

---

#### **L75 JIMES 362A Islam, Gender, Sexuality**

In this course, we examine discourses of gender and sexuality across historical period and geographical region. We analyze encounters with Western imperialism, investigating how gender informs social, political, religious, and family life in Islamic cultures. Our course materials include histories, ethnographies, graphic novels, and films, and we examine how these sources approach the study of Islam, gender, and sexuality through the lens of various topics: from women in the earliest years of Islam in 7th century Arabia to revolutionary Iran and American Muslim women in the 21st century. Throughout the course, we examine how notions of gender and sexuality have changed over time and played various roles in the political and social life of Muslim nations, societies, and communities. By the end of the course, students will be able to critically assess scholarly and non-scholarly (media) discussions of gender in Islam.  
Same as L57 RelPol 362  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

---

#### **L75 JIMES 366 The Sephardic Experience: 1492 to the Present**

In the public perception, modern Jews divide into two subethnic groups: Ashkenazi and Sephardi, or European and Middle Eastern Jews. However, this is an oversimplification that does not do justice to the diversity and complex history of Jewish identities, which are often multilayered. Strictly speaking, Sephardi Jews trace their ancestral lines or cultural heritage to the medieval Iberian Peninsula, present-day Spain and Portugal. That said, according to some scholars, Sephardi Judaism did not even exist before the general expulsion of Spanish Jewry in 1492 and is the result of their subsequent migrations within the Mediterranean and transatlantic worlds. We will start with an introduction into the history of Spanish Jews prior to 1492, asking to what extent memories of pre-expulsion Iberia are at the heart of Sephardi identity. We will then follow the migratory path of Sephardi exiles to North Africa, Italy, the Ottoman Empire, the Netherlands, and the Americas. The questions we will explore include: in what sense did Sephardim form a transnational community? How did they transmit and transform aspects of Spanish culture in form of Ladino (Judeo-Spanish) language and literature? How did they become intermediaries between Christian Europe and the Ottoman Empire? What was their role in Europe's transatlantic expansion and the slave trade? How did Ottoman and North African Jews respond to European cultural trends in the nineteenth century and create their own forms of modernity? How did the Holocaust impact Sephardi Jews?  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H



---

**L75 JIMES 3660 Caste: Sexuality, Race, and Globalization**

Be it sati or enforced widowhood, arranged or love marriage, the rise of national leaders like Indira Gandhi and Kamala Harris, or the obsession with "fair" skin, caste shapes possibilities and perceptions for billions. In this class we combine a historical understanding of the social caste structure with the insights made by those who have worked to annihilate caste. We will re-visit history with the analytic tools provided by the concepts of compulsory endogamy, "surplus woman," and "brahmanical patriarchy," and we will build an understanding of the enduring yet invisible "sexual-caste" complex. As we will see, caste has always relied on sexual difference, its ever-mutating power enabled by the intersectionalities of race, gender and class. We'll learn how caste adapts to every twist in world history, increasingly taking root outside India and South Asia. We will delve into film and memoir, sources that document the incessant injustices of caste and how they have compounded under globalization. The class will research the exchange of concepts between anti-race and anti-caste activists: how caste has shaped the work of prominent anti-racist intellectuals and activists in the United States such as W.E.B. DuBois and Isabel Wilkerson and in turn, the agenda and creativity of groups such as the Dalit Panthers. Finally, the course will build a practical guide to engaging with and interrupting caste in the context of the contemporary global world today. Waitlists controlled by Department; priority given to WGSS majors. Enrollment cap 15.

Same as L77 WGSS 366

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS

---

**L75 JIMES 3670 Gurus, Saints, and Scientists: Religion in Modern South Asia**

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan, and Mohandas Gandhi; and explore how Hindu, Islamic, and other South Asian traditions were recast in the molds of natural science, social science, and world religion.

Same as L23 Re St 3670

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

---

**L75 JIMES 3681 The U.S. War in Iraq, 2003-2011**

This course presents a historical assessment of the United States' eight year war in Iraq from its inception on March 20, 2003, to the withdrawal of all combat troops on December 15, 2011. Topics to be covered include: the Bush Administration's decision to make Iraq part of the "War on Terror" and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course will conclude with an assessment of the war's effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.

Same as L22 History 3681

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L75 JIMES 36CA Heroes and Saints in India: Religion, Myth, History**

This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and

we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.

Same as L22 History 36CA

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

---

**L75 JIMES 373 Topics in Near Eastern Cultures:**

The topic for this course will change each semester; the specific topic for each semester will be given in Course Listings.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L75 JIMES 374 Of Dishes, Taste, and Class: History of Food in the Middle East**

This course will cover the history of food and drink in the Middle East to help us understand our complex relation with food and look at our lives from perspectives we intuitively feel or by implication know, but rarely critically and explicitly reflect on. Food plays a fundamental role in how humans organize themselves in societies, differentiate socially, culturally, and economically, establish values and norms for religious, cultural, and communal practices, and define identities of race, gender, and class. This course does not intend to spoil, so to speak, this undeniably one of the most pleasurable human needs and activities, but rather to make you aware of the social meaning of food and reflect on how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be selective in choosing themes, geographic regions, and historical periods to focus on. Please consult the instructor if you have not taken any course in the humanities. Enrollment priority given to seniors and juniors.

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD

---

**L75 JIMES 3751 In the Beginning: Creation Myths of the Biblical World**

This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity's eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L75 JIMES 375W In the Beginning: Creation Myths of the Biblical World**

This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity's eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM EN: H

---

---

### **L75 JIMES 377 History of Slavery in the Middle East**

This course examines slavery and its abolition in the Middle East and North Africa from 600 C.E. to the 20th Century. It addresses slavery as a discourse and a question of political economy. We begin with an overview of slavery in late antiquity to contextualize the evolution of this practice after the rise of Islam in the region. We then examine how it was practiced, imagined, and studied under major empires, such as the Umayyads, the Abbasids, the Fatimids, the Mamluks, the Ottomans, and the Safavids. In addition to examining the Qur'anic discourse and early Islamic practices of slavery, to monitor change over time we address various forms of household, field, and military slavery as well as the remarkable phenomenon of "slave dynasties" following a chronological order. We discuss, through primary sources, theoretical, religious, and moral debates and positions on slavery, including religious scriptures, prophetic traditions, religious law, and a plethora of narratives from a range of genres. We highlight a distinct theme each week to focus on until we conclude our discussion with the abolition of slavery in the 19th and 20th centuries. Topics of discussion include various forms of male and female slavery, Qur'anic and prophetic discourse on slavery, legal and moral views on slavery, slavery as represented in religious literature, political, military, and economic structures of slavery, issues of race and gender as well as slave writings to reflect on the experiences of slavery from within. The goal is to enable students to understand the histories of slavery in the Middle East and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. No second language required.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

### **L75 JIMES 3810 Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula**

Although it is today primarily associated with oil, the Arabian peninsula was for most of its history defined by water: its surrounding seas, its monsoon-driven winds, and its lack of water in its vast and forbidding interior deserts. As home to the major holy cities of Islam and a key source of global oil, the region has played an important role in the Western European and North American imagination. Despite being relatively sparsely populated, the peninsula hosts millions of believers each year on the annual Muslim pilgrimage, and it has been the site of major wars and military occupations by European, American, and other Middle Eastern countries for much of the 20th and 21st centuries. It has been an outpost of the Ottoman Empire, a center of British colonialism and (at Aden) an axis of its global empire, the location of Egypt's "Vietnam" (its long war in Yemen in the 1960s), the Gulf Wars I and II, and the recent wars in Yemen, to name just a few of the major conflicts. Often depicted as unchanging until caught up by the influx of massive oil wealth, this region is frequently characterized as a place of contradictions: home to some of the world's largest skyscrapers and also the most inhospitable and largest sand desert in the world, known as "the Empty Quarter"; the location of crucial American allies and the home of al-Qa'eda founder Usama Bin Laden. In this course, we will examine the development of the peninsula historically to understand these contradictory images. We will investigate changes in the following arenas: environment and society; colonial occupation; newly independent states; the demise and development of key economic sectors (pearling; shipping; agriculture; oil; finance; piracy); political regimes; resources such as water, oil, and date palms; the growth of oil extraction infrastructure and its effects on the political regimes and societies in the region; the emergence of new Gulf cities; Islamic law; women's rights; human rights debates; and religious and ethnic minorities.

Same as L22 History 3810

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L75 JIMES 382 The History and Politics of Middle East Studies: Producing Expert Knowledge**

How do we know Muslim women need gender equality? How do we know minorities in the Middle East suffer from religious persecution, and that religious freedom is the solution? How do we know promoting human rights is a universal good? How do we know development aid improves the lives of Palestinian or Syrian refugees? Why do we need so many US military bases in the Arab Gulf? In this class, we consider the history and politics behind the answers to these kinds of questions. To do so, we examine the field of Middle East Studies in the United States, historically and today, and its role in the production of expert knowledge about the region. After learning foundational theories around knowledge production, we consider the history of US foreign policy and analyze how certain theories of the Middle East became common sense notions at the expense of other possibilities. We then investigate the history and politics of universal concepts and their promotion in the region such as human rights, gender equality, and religious freedom.

Credit 3 units. A&S IQ: HUM, LCD, SC EN: H

---

### **L75 JIMES 3841 Introduction to Biblical Hebrew**

This course will enable students to read the Bible in the original Hebrew. Review of Hebrew grammar. History of the Hebrew language. Intended for students with a foundation in modern Hebrew. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or instructor's permission. Please note: L75 584 is intended for graduate students only.

Same as L74 HBRW 384

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### **L75 JIMES 3843 Comparative Religion**

This course provides an overview of religion from the emergence of the human species until the present. It draws on scholarship from a variety of fields including archaeology, cultural anthropology, history, religious studies, evolutionary biology, psychology, and neuroscience. The course begins with a discussion of the psychological/biological foundations of religion. It then examines hunter-gatherer religions, prehistoric agricultural/pastoral religions, and major ancient/early religions (e.g., Mesopotamian, Egyptian, Zoroastrian, Greco-Roman, Aztec). Next, students are introduced to the three major families of world religions; namely, the "Abrahamic" religions (Judaism, Christianity, Islam); the "Indic" religions (Hinduism, Buddhism, Jainism), and the "East Asian" religions (Confucianism, Daoism, Shintoism).

Same as L23 Re St 3843

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH EN: H

---

### **L75 JIMES 385 Topics in JIMES**

Consult Course Listings for current topics. Please note: L75 585A is intended for graduate students only.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

---

### **L75 JIMES 385D Topics in Biblical Hebrew Texts:**

The topic covered in this course varies. Recent course topics include Jeremiah, The Book of Isaiah, and Biblical Poetry. Prerequisite: Grade of B- or better in L74 384 or permission of instructor. Note: L75 585D is intended for graduate students only.

Same as L74 HBRW 385D

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### **L75 JIMES 386 Topics in Jewish History**

Consult Course Listings for current topics. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L75 JIMES 387 Topics in Jewish Studies**

Consult Course Listings for current topics. Please note: L75 587 is intended for graduate students only.  
Credit 3 units. A&S IQ: LCD BU: IS EN: H

---

**L75 JIMES 38C8 Religion and Politics in South Asia: Writing-Intensive Seminar**

The relationship between religion, community, and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community, and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and post-colonial periods.  
Same as L22 History 38C8  
Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

---

**L75 JIMES 390 Topics in Jewish, Islamic and Middle Eastern Studies**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.  
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

---

**L75 JIMES 3900 Topics in Migration and Identity**

The course examines migration movements that are related to the Nazi genocide in Europe. Grounded in a study of the Nazi project to reshape the European geopolitical map, students explore how the mass movement of people is impacted by geopolitics, political violence, and economical considerations. Class materials address the relationship between identity formation and social exclusion, thus opening up a critical investigation of concepts of citizenship, human rights, and their institutional frameworks (states, international organizations etc.) more generally. Students will work with a variety of sources, including primary sources, scholarly analyses, podcasts, literary works, and film to study migrations related to the prehistory, policies, and aftermath of the Nazi regime. The class provides insights into issues of expulsion, refuge, forced migration, settlement projects, ethnic cleansing and others, but also demonstrates the global impact and long-term repercussions of political and genocidal violence. Looking at the Nazi regime through the lens of migration shows that the Nazi genocide is embedded in a history of racism, colonialization, and mass violence.  
Same as L97 GS 390  
Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L75 JIMES 3921 Secular & Religious: A Global History**

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.  
Same as L22 History 3921  
Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

---

**L75 JIMES 396 Islamic Philosophy, Mysticism, and Theology**

How does an individual achieve access to knowledge and access to God? To what extent is such access dependent upon scripture? To what extent is such access dependent upon reason? Are there forms of truth and experience that only reveal themselves through mysticism? Questions of this sort are central to the interrelated disciplines of Islamic philosophy, Islamic theology, and Islamic mysticism (i.e., Sufism). This course examines how these three disciplines have shaped various aspects of social life within premodern Muslim communities.  
Same as L23 Re St 396  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L75 JIMES 39SC Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar**

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is 'race' essential to the sexual imperatives of imperialism? How has the nexus between 'race,' sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires, and its continuation in our world today.  
Same as L77 WGSS 39SC  
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L75 JIMES 4001 Capstone Seminar**

The capstone course for Jewish, Islamic, & Near Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.  
Credit 3 units. A&S IQ: HUM EN: H

---

**L75 JIMES 4011 Staging Atrocity: Theater of the Holocaust**

Responding to the Holocaust has challenged artists working in every medium. Nowhere are these challenges more extreme than in the theater, where the intimacy of the space, the close proximity of live actors and audience, and the subject matter itself may serve to intensify its effect. We will read a careful selection of modern and contemporary dramas and explore the range of responses. Underneath each weekly topic reverberate the nagging question of whether one can -- or should -- make art from the Holocaust, as well as a serious exploration of the uses and effectiveness of theater to communicate on this subject. We look at the ways in which the Holocaust has been used as a subject to raise moral dilemmas, examine the limits of humanity, elicit doubt or faith, and provide political commentary. We will also discuss the ways in which playwrights have stretched the limits of the theater to meet the challenge of staging the Holocaust. Topics considered include the nationalization and personalization of the Holocaust, the role of the second generation, issues of audience, and the use of experimental forms and obscenity. The plays on the syllabus are from North America, Israel and Europe. All readings are in English (original or translation).  
Same as L15 Drama 4011  
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H

---

**L75 JIMES 401H Fourth-Level Modern Hebrew I: The Hebrew Graphic Novel: Word, Image, and Israeli Culture**

Writing intensive course for the advanced student of Hebrew. We will explore the development of the personal voice in Israeli cinema. Films will be supplemented with articles, reviews, interviews, and fiction as class texts. Graduated writing assignments to help you find your voice in Hebrew. Conducted in Hebrew. PREREQ: Grade of B- or better in L74 322D Third-Level Modern Hebrew II or placement by examination.  
Same as L74 HBRW 4011  
Credit 3 units. A&S IQ: HUM, LCD, LS, WI EN: H

---

---

**L75 JIMES 401W Fourth-Level Modern Hebrew I: Seminar in Israeli Culture (Writing Intensive)**

Writing intensive course for the advanced student of Hebrew. We will explore the development of the personal voice in Israeli cinema. Films will be supplemented with articles, reviews, interviews, and fiction as class texts. Graduated writing assignments to help you find your voice in Hebrew. Conducted in Hebrew. PREREQ: Grade of B- or better in L74 322D Third-Level Modern Hebrew II or placement by examination. Same as L74 HBRW 401W  
Credit 3 units. A&S IQ: HUM, LCD, LS, WI EN: H

---

**L75 JIMES 4020 Jerusalem, the Holy City**

An examination of the role that Jerusalem has played in three religious traditions--Judaism, Christianity, and Islam--through a study of archaeology, history, literature, politics, and theology from antiquity to contemporary times. A senior seminar in Jewish, Islamic and Near Eastern Studies. During winter break, the class will go to Jerusalem as part of the course. Student portion of travel costs tba. Students unable to make the trip will receive a reduction to four units of course credit. Preference given to seniors majoring in Jewish, Islamic and Near Eastern Studies. Others may enroll with instructor's permission.  
Credit 5 units. EN: H

---

**L75 JIMES 402D Fourth-Level Modern Hebrew II**

Students with advanced proficiency maintain and develop reading, speaking, and writing skills. Class conducted in Hebrew. Readings focus on key works of Hebrew poetry and fiction from earlier in this century and from contemporary Israel; additional reading and discussion of essays and editorials from current Israeli press, viewing of films and current news broadcasts produced in Israel. PREREQ: Grade of B- or better in L74 401W Fourth-Level Modern Hebrew I or placement by examination.  
Same as L74 HBRW 402  
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L75 JIMES 404 Islam Across Cultures**

In this seminar we examine the variety of historical and contemporary ways of interpreting and practicing Islam, with special attention to issues of ritual, law and the state, and gender. Cases are drawn from Asia, Europe, Africa, and the Middle East, and students engage in fieldwork or library research projects.  
Same as L48 Anthro 4042  
Credit 3 units. A&S IQ: LCD, SSC Art: SSC

---

**L75 JIMES 4041 Islam and Politics**

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.)  
Same as L48 Anthro 4041  
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

**L75 JIMES 4043 Race and Ethnicity in the Middle East and North Africa**

This seminar explores formations, articulations, and legacies of race in the Middle East and North Africa. The main purpose is to acquaint students with different theories and methodological approaches to studies of race and racialization in the region. Given the large scope of the topic, the course will mainly focus on Egypt and Sudan, as well as the Arabian Peninsula and Persian Gulf. In dialogue with a transnational body of scholarship, political theory, as well as artistic and literary

production, we will read about the following set of topics: slavery and abolition; race and racialization; empire and colonialism; third world-ism and nationalism; revolution and solidarity; ethnicity and nationality; migration and minorities. By studying how peoples of the region have debated issues of race and racialization, from the Abbasid era to the contemporary moment, we come to realize the legibility and urgency of race as an analytics in Middle East studies. In considering pre-modern and modern articulations of race across the region, we begin to understand how race has functioned as a technology of power and hierarchization, and its intersectional role in forming categories of ethnicity, nationality, or even gender and sexuality. This section is intended for undergraduate students only. Graduate students should enroll in L75 5043.

Credit 3 units. A&S IQ: HUM, LCD, SC EN: H

---

**L75 JIMES 405 Diaspora in Jewish and Islamic Experience**

Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term "diaspora" -- from the ancient Greek, meaning "dispersion" or "scattering" -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L75 JIMES 4060 Conflict or Convivencia? Muslims, Jews, and Christians in Medieval Spain**

This seminar will explore various facets of the coexistence (convivencia) of Muslims, Jews, and Christians in medieval Spain. Its horizon stretches from the Muslim conquest of Iberia (al-Andalus) up to the turn of the 16th century when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about 1100, Muslims dominated most of the Iberian Peninsula; from then onward, Christians ruled much and eventually all of what would become modern Spain and Portugal. Through a process known as reconquista (reconquest), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion. Interactions between the three religious communities occurred throughout, some characterized by shared creativity and mutual respect, others by rivalry and strife. The course focuses on these cultural encounters, placing them in various historical contexts. It will explore the ambiguities of religious conversion, and the interplay of persecution and toleration. Last

not least, the course will address the question of how the memory of medieval Spain's diversity reverberates-and is utilized-in modern popular and academic discourse. All sources will be read in English translation; however, students are encouraged to make use of their linguistic and cultural expertise acquired in previous classes. This course serves as the capstone seminar for Jewish, Islamic & Near Eastern Studies majors, Arabic majors, and Hebrew majors. Graduate students, minors, and other interested undergrads are likewise welcome.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L75 JIMES 407 Fourth-Level Arabic: Modern Literature**

Focused reading and discussion of texts written by modern Arab intellectuals. These texts will center on the interrelated topics of modernity, politics, and religion. The course will emphasize: (1) increasing reading speed; (2) increasing depth of reading comprehension; (3) strengthening grammar; (4) building Arabic to English translation skills. PREREQ: Grade of B- or better in L49 308D Advanced Arabic I or L49 3085 Third-Level Arabic II or placement by examination.

Same as L49 Arab 407

Credit 3 units. A&S IQ: LCD, LS Art: HUM BU: HUM EN: H

---

**L75 JIMES 4081 Fourth-Level Arabic: Classical Literature**

This class provides an overview of pre-modern Arabic-Islamic thought (i.e., Islamic intellectual traditions expressed in the Arabic language). Topics to be covered include Pre-Islamic Poetry, Quran, Hadith, Islamic Law, Sufism, Philosophy, Natural Science, and Social Thought. Students will be introduced to these topics through focused reading and discussion of Classical Arabic texts by key thinkers like al-Abari, Ibn al-ajar, Ibn Qudama, al-Ghazali, Ibn Sina, Ibn Rushd, and Ibn Khaldun. In addition to reading Classical Arabic texts, students will be given select exercises designed to strengthen their grammar, expand their vocabulary, and build their translation. PREREQ: Grade of B- or better in L49 308D Advanced Arabic I or L49 3085 Third-Level Arabic II or placement by examination.

Same as L49 Arab 408

Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

**L75 JIMES 409 Beyond Geography: The Meaning of Place in the Near East**

This course considers the importance of place in the Middle East with particular reference to Jewish and Islamic traditions. Topics to cover include the creation of holy sites, the concept of sacred space, the practice of pilgrimages, and the tropes of exile and return. Texts will range from analytical essays to novels, memoirs, and films by authors such as Edward Said, Naguib Mahfouz, Taher Ben Jelloun, Elif Shafak, A. B. Yehoshua, Shulamit Hareven, and Hanan Al-Shaykh. Requirements include participation, short assignments, and a seminar paper. This course fulfills the capstone requirement for students majoring in Jewish, Islamic and Near Eastern Languages and Cultures, but is open to advanced undergraduates and graduate students. Prerequisites: coursework in JINES and senior standing or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L75 JIMES 4154 Decolonization to Globalization: How to End an Empire**

The conventional markers of the twentieth century - imperialism, decolonization and globalization - are acutely compromised if we mobilize gender and sexuality as modes of analysis. In this course we bring questions of sexual difference and gender to the wider stories of colonialism, nationalism, decolonization, neocolonialism, US imperialism, neoliberalism, globalization, WoT, and majoritarianism. We "engender" the contradiction between enormous turning points and the lived experiences of billions. We probe how the non-profit industrial

complex, development aid, and the normative family have shaped and given shape to the very idea of gender. Finally, we examine the capacious power of gender to interrupt the power of the state and to reorganize extractive relations of race and caste.

Same as L77 WGSS 4154

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

**L75 JIMES 420 Topics in the Israeli Short Story**

Various themes in Hebrew belles lettres, e.g., the intertwining of politics and literature, the survival of rabbinic metaphors.

Same as L74 HBRW 420

Credit 3 units. A&S IQ: LCD Art: HUM

---

**L75 JIMES 4274 Palestine, Israel, and the Arab-Israeli Conflict**

This course examines the history of the Arab-Israeli conflict from the mid-nineteenth century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process.

Same as L22 History 4274

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L75 JIMES 435 Sabbath Politics: Rest and Refusal in Religion and Politics**

The Jewish Sabbath arrives every week to disrupt ordinary life with a wholly different way of living, abstaining from some activities in divinely commanded rest. Is this different way of life strictly a break from the ordinary, or also a guide to it-and to how it might require disruption, reformation, and repair? Sabbath traditions have inspired radical political action including movements against debt, income inequality, environmental destruction, and racial injustice. This course will consider the ways that 20th and 21st century American Jews have practiced Shabbat and thought about its significance in political life. Students will read a range of texts including Abraham Joshua Heschel's classic 1951 book *The Sabbath*, and consider them in relation to movements of contemporary radical politics that have been inspired by Sabbath traditions, including Strike Debt, reparations for the descendants of enslaved people, and agonistic democratic politics.

Same as L57 RelPol 435

Credit 3 units. A&S IQ: HUM EN: H

---

**L75 JIMES 4357 The Holocaust in the Sephardic World**

The course provides students with a comprehensive understanding of the Holocaust, of its impact on the Sephardic world, of present-day debates on the "globalization" of the Holocaust, and of the ways in which these debates influence contemporary conflicts between Jews, Muslims and Christians in Southern Europe and North Africa. We will turn to the history of these conflicts, and study the Sephardic diaspora by focusing on the consequences that the 1492 expulsion had within the Iberian Peninsula, in Europe, and in the Mediterranean world. We will study Sephardic communities in Europe and North Africa and their interactions with Christians and Muslims before World War II. Once we have examined the history of the Holocaust and its impact on the Sephardic world in a more general sense, our readings will focus on the different effects of the Holocaust's "long reach" into Southeastern Europe, the Balkans, and North Africa, paying close attention to interactions among Jews, local communities, and the Nazi invaders. Finally, we will address the memory of the Sephardic experience of the Holocaust, and the role of Holocaust commemoration in different parts of the world. We will approach these topics through historiographies, memoirs, novels, maps, poetry, and film.

Same as L97 GS 4357

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

---

**L75 JIMES 440 Topics in Rabbinic Texts**

The course aims to introduce students to independent reading of selected rabbinic texts in the original language. We will focus on a number of topics representing the range of rabbinic discussion, including legal, narrative, and ethical issues. At the same time, we will study the necessary linguistic tools for understanding rabbinic texts.

Prereq: HBRW 385 or HBRW 401 or instructor's permission.

Same as L74 HBRW 440

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L75 JIMES 442 Empire and Memory: Approaches to Islamic Historiography (ca. 800-1250)**

The subject of this course is an in-depth study of medieval Arabic historiography from the 8th through the 13th centuries, when the Mongols run over the remnants of the Abbasid caliphate, established their own rule over Eurasia, and thereby sparked new questions about the past. After the initial survey of medieval Islamic history as background, we will focus on the development of historiographical writing in its socio-political context and examine one by one the most major historiographical traditions and philosophies from the 8th through the 13th centuries: prophetic traditions, belles-lettres, annals, biographical dictionaries, and genealogical literature.

Credit 3 units. A&S IQ: HUM EN: H

---

**L75 JIMES 444 The Mystical Tradition in Judaism**

What is Jewish "mysticism"? What is its relationship to the category of "religion"? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic, and other Jewish traditions?

Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as "mystical". (All primary texts are read in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakhah) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the "absence of women" from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism.

Same as L23 Re St 444

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L75 JIMES 445 Topics in Islam**

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to the historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through the 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L75 JIMES 446 History of Political Thought in the Middle East**

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS

---

**L75 JIMES 4460 The Israeli-Palestinian Conflict Through Cinema**

The Israeli-Palestinian "conflict" is often considered the longest-running national conflict in the world. The "dispute," which started in the early 20th century, attracts much attention more than a hundred year later, stirring intense passions and generating controversial headlines. This course explores the Israeli-Palestinian conflict through Palestinian and Israeli cinema. We examine the ways in which cinema depicts the conflict in the Middle East, starting from the British Mandate to the present day. Adopting a relational history reading, the course examines the "treatment," the influences, and the representation of major historical and political events in the region - Israeli independence/Palestinian Nakba (1948), the Six-Day War/Arab Naksa (1967), the Yom Kippur war (1973), the Lebanon War I (1982), the Palestinian uprising Intifada I (1987), the Oslo accords (1993), Intifada II (2000) - in both Israeli and Palestinian films. The course examines the social and historical processes which shape Palestinian and Israeli cinematic narratives, self-representation, the representation of the Other, the relationship to the land, diaspora, national narratives, collective memory, and trauma. This course offers a dialectical cinematic and historic journey from national films to transnational modernist and experimental films, from the collective to the individual, and from hope to despair. Required Screenings:

Same as L53 Film 446

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L75 JIMES 4675 Beyond the Harem: Women, Gender, and Revolution in the Modern Middle East**

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anticolonial social revolutions and how these revolutions affected the position of women in those societies.

Same as L22 History 4675

Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

---

**L75 JIMES 471 Topics in Modern Arabic Literature in Translation**

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.

Same as L49 Arab 471

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L75 JIMES 475 Screening the Holocaust**

This course surveys the history of Holocaust representation on film, examining a wide range of documentary and fictional works from 1945 to the present day. Discussions will consider a number of key questions, including: What challenges does the Holocaust pose to cinematic representation, and how have filmmakers grappled with

them? How have directors worked within and against notions of the Holocaust as unrepresentable, and how have they confronted the challenge of its association with a limited set of highly iconic images? What are the more general ethical and political dimensions of representing the Holocaust onscreen -- its victims as well as its perpetrators, the systematic genocidal violence that characterized it, and the sheer absence of so many dead? We will also probe the changing significance of cinematic representation of the Holocaust, exploring the medium's increasingly memorial function for audiences ever further removed from the historical moment of its occurrence. Screenings may include *The Last Stage*; *Distant Journey*; *Night and Fog*; *Judgment at Nuremberg*; *Shoah*; *Europa, Europa*; *Schindler's List*; *Train of Life*; *The Specialist*; *Photographer*; *A Film Unfinished*. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidra Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings

Same as L53 Film 475

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

#### **L75 JIMES 479 Senior Seminar in Religious Studies**

The topic for this seminar differs every year. Previous topics include Religion and Violence; Governing Religion; Saints and Society; and Religion and the Secular: Struggles over Modernity. The seminar is offered every spring semester and is required of all Religious Studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous coursework in Religious Studies.

Same as L23 Re St 479

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

---

#### **L75 JIMES 4803 Advanced Seminar: Partition: The Making of India and Pakistan**

The division of India and Pakistan at the time of Independence from British colonial rule was a major event that has left its mark on the lives, memories, and politics of contemporary South Asians. Why did British India break apart along apparently religious lines? Was sectarian or "communal" violence inevitable, or endemic in South Asian society? How was Partition - a time of violence, mistrust, dispossession, displacement, and mass migration -- experienced by ordinary people? How is the traumatic memory of this event borne by individual women, children, by families? How does its legacy persist, and how is it being remembered, and reckoned with, today? In this course, we will not find final answers to these difficult questions, but we will learn how to explore them responsibly, using literature, film, and other archival sources. This course provides students with a forum to discuss and explore topics of their own choosing.

Same as L22 History 4803

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

#### **L75 JIMES 485 Topics in Jewish Studies**

Consult Course Listings for current topic. Prerequisite: permission of instructor.

Credit 3 units. BU: HUM EN: H

---

#### **L75 JIMES 4872 Colonial Cities and the Making of Modernity**

Massive urban growth has been a central result of the incorporation of many areas--both central and peripheral--into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course will investigate the character of cities in the colony and then use these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course will be primarily on cities in the Middle East, North Africa, and South Asia.

Same as L22 History 4872

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM, IS EN: H

---

#### **L75 JIMES 4944 Advanced Seminar: The Inquisition in Europe, Asia, and Latin America, 1200-1700**

This seminar will study the history of the Inquisition from its beginnings in southern France in the first half of the 13th century up to the investigations undertaken by Dominicans and Franciscans in 17th century Mexico and Peru. Along the way the seminar will focus upon other inquisitions in Europe (especially those made in Italy, Spain, and Germany), and the hunt for heresy in Goa and the Phillipines. This course will read inquisitional manuals (books on how to conduct an inquisition), and original inquisitional documents (the records of the trials and interrogations). Consequently, the history of heresy and witchcraft, as understood by people in the past and historians in the present, will be discussed.

Same as L22 History 4941

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

---

#### **L75 JIMES 497 Guided Readings in Arabic**

Prerequisites: senior standing, and permission of instructor and Department Chair.

Same as L49 Arab 497

Credit variable, maximum 5 units.

---

#### **L75 JIMES 4973 Guided Readings in Hebrew**

Prerequisites: senior standing, and permission of the instructor and the Department Chair.

Same as L74 HBRW 4973

Credit variable, maximum 5 units.

---

#### **L75 JIMES 498 Guided Readings in Arabic**

Prerequisites: senior standing, and permission of the instructor and the Department Chair.

Same as L49 Arab 498

Credit 3 units.

---

#### **L75 JIMES 4984 Guided Readings in Aramaic**

Prereq: Permission of the instructor and the Department Chair.

Same as L74 HBRW 4984

Credit variable, maximum 6 units.

---

#### **L75 JIMES 4985 Guided Readings in Biblical Hebrew**

Prereq: Permission of the instructor and the Department Chair.

Same as L74 HBRW 4985

Credit variable, maximum 6 units. EN: H

---

#### **L75 JIMES 4987 Guided Readings in Akkadian**

Prereq: Permission of the instructor and the Department Chair.

Same as L74 HBRW 4982

Credit variable, maximum 6 units. EN: H

---

#### **L75 JIMES 499 Study for Honors in Jewish, Islamic, and Near Eastern Studies**

PREREQUISITES: SENIOR STANDING AND PERMISSION OF THE CHAIR OF THE JEWISH, ISLAMIC AND NEAR EASTERN STUDIES PROGRAM.

Credit 3 units. A&S IQ: HUM EN: H

---

**L75 JIMES 4991 Study for Honors in Jewish, Islamic, and Near Eastern Studies**

Offered in the Spring semester in conjunction with L75-499.  
Prerequisites: Senior standing and permission of the Chair of Jewish, Islamic and Near Eastern Department.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L75 JIMES 49CA Advanced Seminar: Religion and the Secular: Critical Perspectives from South Asia**

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.  
Same as L22 History 49CA  
Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L75 JIMES 49JK Advanced Seminar: Blood & Sacred Bodies: Ritual Murder & Host Desecration Accusations**

This seminar follows the history of the Ritual Murder and Host Desecration accusations from the origins in 12th and 13th century Europe to the 20th century. It pays close attention to the social and political functions of the narratives; their symbolic importance in Christianity's salvific drama; attacks on such beliefs from both within and outside the community of the faithful; the suppression and decline of the ritual murder accusation; the integration of Jews into European societies in the 19th century; and the reappearance of the blood libel in the aftermath of emancipation.  
Same as L22 History 49JK  
Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L75 JIMES 49NR Advanced Seminar: Egypt and the Arab Spring: Middle Eastern Revolution in Historical Perspective**

The uprisings of the "Arab Spring" of 2011 captivated global media and observers. The movements brought down established regimes in Tunisia, Libya, Yemen, and Egypt. The focus of this course will be to understand the historical background and primary contemporary issues that have shaped Egypt's Arab Spring, and to examine the huge popular effort to document Egypt's revolution. Each student will design, research, and write a 25-page paper on a topic of his/her choice related to the Arab Spring.  
Same as L22 History 49NR  
Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L75 JIMES 49SC Advanced Seminar: Incredible India?**

From Christopher Columbus' misguided search for a mythical notion of India, to the Incredible India branding campaign launched by the Indian State's Department of Tourism, to the allure of yoga and true love, the notion of "India" has its own history. In this Advanced Seminar we trace the invention of India - as a concept - over time. We'll learn how the fabrication of India has proceeded through the centuries, and how the many meanings of "India" coalesce, nimbly side-stepping any popular or professional narrative of Indian history. Mobilizing an array of interdisciplinary tools, we will plot how the fetishization of "India" has itself become a flexible industry, how the management of Indian exceptionalism drives caste expansion. We'll study how the process renders certain subject positions and hierarchies as neutral and hegemonic while violently discarding others; how "India" is a product collectively manufactured, circulated, and consumed by a range of people around the world; the very real work of translation in bringing "India" into our everyday lives and imaginaries. This course fulfills the History major capstone requirement as an Advanced Seminar.  
Same as L22 History 49SC  
Credit 3 units. A&S IQ: HUM, LCD EN: H

---

## Arabic Major

### Program Requirements

- **Total units required:** 24 advanced, in addition to prerequisites

### Prerequisites

- 100- and 200-level Arabic, by course work or by placement exam. (A student who skips the first four semesters of Arabic courses by placement exam must successfully complete Arab 3075 Third-Level Arabic I. Students who complete the third-level language course with a grade of B- or better will receive 6 units of back credit.)
- JIMES 210C Introduction to Islamic Civilization and JIMES 208F Introduction to Jewish Civilization: History and Identity. (Students with substantial prior course work may substitute an additional upper-level course with permission of their advisor and the director of undergraduate studies.)

### Required Courses

- 12 credits in 300- and 400-level language courses
- 6 credits in other 300- and 400-level JIMES courses, distributed as the student wishes
- At least 3 credits in 300- and 400-level courses in a JIMES culture other than that of the selected language tradition
- 3 credits in a departmental capstone course to be taken during the senior year (Students may take this course during their junior year with permission of their advisor and the director of undergraduate studies.)

### Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their advisor and the director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's advisor and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major whether the credits are earned via study abroad, summer programs, or transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Programs website.

Students must maintain a B average in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken Pass/Fail can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department (other than those courses that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.



To be eligible to write a senior thesis, a student must maintain a grade point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses may be applied to the primary area of study.)

Phone: 314-935-8567  
Email: [jjimes@wustl.edu](mailto:jjimes@wustl.edu)  
Website: <http://jjimes.wustl.edu>

## Hebrew Major

### Program Requirements

- **Total units required:** 24 advanced, in addition to prerequisites

#### Prerequisites

- 100- and 200-level Hebrew, by course work or by placement. (A student who skips the first four semesters of language courses by placement must successfully complete HBRW 320D Third-Level Modern Hebrew I or HBRW 384 Intro to Biblical Hebrew. Students who complete the third-level language course with a grade of B- or better will receive 6 units of back credit.)
- JIMES 210C Introduction to Islamic Civilization and JIMES 208F Introduction to Jewish Civilization: History and Identity. (Students with substantial prior course work may substitute an additional upper-level course with permission of their advisor and the director of undergraduate studies.)

#### Requirements

- 12 credits in 300- and 400-level language courses
- 6 credits in other 300- and 400-level JIMES courses, distributed as the student wishes
- At least 3 credits at the 300 and 400 level in a JIMES culture other than that of the selected language tradition
- 3 credits in a departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their advisor and the director of undergraduate studies.)

### Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their advisor and the director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's advisor and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major whether the credits are earned via study abroad, summer programs, or transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Programs website.

Students must maintain a B average in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken Pass/Fail can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department (other than those courses that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses may be applied to the primary area of study.)

Phone: 314-935-8567  
Email: [jimes@wustl.edu](mailto:jimes@wustl.edu)  
Website: <http://jjimes.wustl.edu>

## Jewish, Islamic, and Middle Eastern Studies Major, Comparative Jewish and Islamic Studies Concentration

### Program Requirements

- **Total units required:** 24 advanced, in addition to prerequisites

Students who wish to major in Jewish, Islamic, and Middle Eastern Studies will select one of two concentrations: **Comparative Jewish and Islamic Studies** or **Modern Middle Eastern Studies**.

#### Required Courses

##### Prerequisites

- 100- and 200-level language (Arabic or Hebrew), by course work or by placement exam. (A student who skips the first four semesters of Arabic courses by placement must successfully complete Arab 3075 Third-Level Arabic I. A student who skips the first four semesters of Hebrew courses by placement exam must successfully complete HBRW 320D Third-Level Modern Hebrew I or HBRW 384 Intro to Biblical Hebrew. Students who complete the third-level language course with a grade of B- or better will receive 6 units of back credit.)
- JIMES 210C Introduction to Islamic Civilization and JIMES 208F Introduction to Jewish Civilization: History and Identity. (Students with substantial prior course work may substitute an additional upper-level course with permission of their advisor and the director of undergraduate studies.)

## Requirements for the Comparative Jewish and Islamic Studies Concentration

- At least 3 credits in 300- and 400-level Jewish studies or Hebrew literature courses
- At least 3 credits in 300- and 400-level Islamic studies or Arabic literature courses
- 15 credits in 300- and 400-level JIMES courses, distributed as the student wishes
- 3 credits in the departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their advisor and the director of undergraduate studies.)

## Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their advisor and the director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's advisor and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major whether the credits are earned via study abroad, summer programs, or transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Programs website.

Students must maintain a B average in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken Pass/Fail can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department (other than those courses that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses may be applied to the primary area of study.)

Phone: 314-935-8567  
Email: [jimes@wustl.edu](mailto:jimes@wustl.edu)  
Website: <http://jimes.wustl.edu>

## Jewish, Islamic, and Middle Eastern Studies Major, Modern Middle Eastern Studies Concentration

### Program Requirements

- **Total units required:** 24 advanced, in addition to prerequisites

Students who wish to major in Jewish, Islamic, and Middle Eastern Studies will select one of two concentrations: **Comparative Jewish and Islamic Studies** or **Modern Middle Eastern Studies**.

### Required Courses

#### Prerequisites

- 100- and 200-level language (Arabic or Hebrew), by course work or by placement exam. (A student who skips the first four semesters of Arabic courses by placement must successfully complete Arab 3075 Third-Level Arabic I. A student who skips the first four semesters of Hebrew courses by placement exam must successfully complete HBRW 320D Third-Level Modern Hebrew I or HBRW 384 Intro to Biblical Hebrew. Students who complete the third-level language course with a grade of B- or better will receive 6 units of back credit.)
- JIMES 210C Introduction to Islamic Civilization and JIMES 208F Introduction to Jewish Civilization: History and Identity. (Students with substantial prior course work may substitute an additional upper-level course with permission of their advisor and the director of undergraduate studies.)

### Requirements for the Modern Middle Eastern Studies Concentration

- 15 credits in 300- and 400-level JIMES courses, distributed as the student wishes
- 3 to 6 credits in 300- and 400-level courses that are pertinent to the modern Middle East that may be home-based outside of the department (i.e., home-based in Anthropology, History, International and Area Studies, Political Science, Religious Studies, and so on)
- At least 3 credits in 300- and 400-level premodern Middle Eastern studies courses
- 3 credits in the departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their advisor and the director of undergraduate studies.)

## Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their advisor and the director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's advisor and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major whether the credits are earned via study abroad, summer programs, or transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Programs website.

Students must maintain a B average in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken Pass/Fail can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department (other than those courses that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses may be applied to the primary area of study.)

Phone: 314-935-8567  
Email: [jimes@wustl.edu](mailto:jimes@wustl.edu)  
Website: <http://jimes.wustl.edu>

## Arabic Minor

### Program Requirements

- **Total units required:** 18, in addition to prerequisites

The minor in Arabic requires a minimum of 9 units at the 300 level or above and a minimum of 18 total units. The goal of the minor is language proficiency at the 200 level or above. Students placing into Arab 208D Intermediate Arabic II or above must complete two consecutive semesters of language instruction at Washington University to fulfill the language requirement.

### Required Courses

#### Language Prerequisites

- Arab 107D Beginning Arabic I and Arab 108D Beginning Arabic II, by course work or by placement exam

## Language Requirements

- Arab 207D Intermediate Arabic I and Arab 208D Intermediate Arabic II, by course work *or*
- If placed into Arab 208D Intermediate Arabic II or above, two consecutive semesters of language instruction at Washington University

## Required Foundational Course

Choose one of the following courses:

- JIMES 210C Introduction to Islamic Civilization
- JIMES 208F Introduction to Jewish Civilization: History and Identity

## Elective Courses

- 9 credits of 300- or 400-level L49 Arabic or L75 JIMES courses, distributed as the student wishes

## Additional Information

### Pass/Fail

No course taken Pass/Fail can count toward the minor.

### Grades

Grades of B- or higher must be earned in each language course in order to advance to the next level.

### Study Abroad

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the director of undergraduate study.

### Back Credit

Any earned back credit does not count toward the total number of units for the Language Requirement. All students are required to take at least one year of language instruction at Washington University.

Phone: 314-935-8567  
Email: [jimes@wustl.edu](mailto:jimes@wustl.edu)  
Website: <http://jimes.wustl.edu>

## Hebrew Minor

### Program Requirements

- **Total units required:** 18 units, in addition to prerequisites

The minor in Hebrew requires a minimum of 9 units at the 300 level or above and a minimum of 18 total units. The goal of the minor is language proficiency at the 200 level or above. Students placing into HBRW 2012 Second-Year Modern Hebrew II or above must complete two consecutive semesters of language instruction at Washington University to fulfill the language requirement.

## Required Courses

### Language Prerequisites

- HBRW 1011 First-Year Modern Hebrew I and HBRW 1012 First-Year Modern Hebrew II, by course work or by placement

### Language Requirements

- HBRW 2011 Second-Year Modern Hebrew I and HBRW 2012 Second-Year Modern Hebrew II, by course work *or*
- If placed into HBRW 2012 Second-Year Modern Hebrew II or above, two consecutive semesters of language instruction at Washington University

## Required Foundational Course

Choose one of the following courses:

- JIMES 210C Introduction to Islamic Civilization
- JIMES 208F Introduction to Jewish Civilization: History and Identity

## Elective Courses

- 9 credits of 300- or 400-level L74 Hebrew or L75 JIMES courses, distributed as the student wishes

## Additional Information

### Pass/Fail

No course taken pass/fail can count toward the minor.

### Grades

A grade of B- or higher must be earned in each language course in order to advance to the next level.

### Study Abroad

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the director of undergraduate studies.

### Back Credit

Any earned back credit does not count toward the total number of units for the Language Requirement. All students are required to take at least one year of language instruction at Washington University.

Phone: 314-935-8567  
Email: [jimes@wustl.edu](mailto:jimes@wustl.edu)  
Website: <http://jimes.wustl.edu>

# Jewish, Islamic, and Middle Eastern Studies Minor, Comparative Jewish and Islamic Studies Concentration

## Program Requirements

- **Total units required:** 18

The minor in Jewish, Islamic, and Middle Eastern studies requires a minimum of 12 units at the 300 level or above and a minimum of 18 total units. Students who wish to minor in Jewish, Islamic, and Middle Eastern studies will select one of two concentrations: the **Comparative Jewish and Islamic Studies Concentration** or the **Middle Eastern Studies Concentration**.

## Required Course for the Comparative Jewish and Islamic Studies Concentration

Choose one of the following courses:

- JIMES 210C Introduction to Islamic Civilization
- JIMES 208F Introduction to Jewish Civilization: History and Identity

## Elective Courses

- 6 credits in 300- or 400-level Islamic studies or Arabic language and literature courses (under L49 Arabic or L75 JIMES)
- 6 credits in 300- or 400-level Jewish studies or Hebrew language and literature courses (under L74 Hebrew or L75 JIMES)
- 3 credits of JIMES courses at any level (L75 JIMES courses only, which does not include language courses)

## Additional Information

### Study Abroad

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the director of undergraduate studies.

### Grades

Grades of B- or higher must be earned in each language course in order to advance to the next level.

## Pass/Fail

No course taken pass/fail can count toward the minor.

## Courses Taught Outside of JIMES

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

Phone: 314-935-8567  
Email: [jimes@wustl.edu](mailto:jimes@wustl.edu)  
Website: <http://jimes.wustl.edu>

# Jewish, Islamic, and Middle Eastern Studies Minor, Modern Middle Eastern Studies Concentration

## Program Requirements

- **Total units required:** 18

The minor in Jewish, Islamic, and Middle Eastern studies requires a minimum of 12 units at the 300 level or above and a minimum of 18 total units. Students who wish to minor in Jewish, Islamic, and Middle Eastern studies will select one of two concentrations: the **Comparative Jewish and Islamic Studies Concentration** or the **Middle Eastern Studies Concentration**.

## Required Course for the Middle Eastern Studies Concentration

Choose one of the following courses:

- JIMES 210C Introduction to Islamic Civilization
- JIMES 208F Introduction to Jewish Civilization: History and Identity

## Elective Courses

- 3 credits at any level in Middle Eastern Studies courses (L75 JIMES)
- 12 credits of 300- or 400-level Middle Eastern Studies courses (L75 JIMES)

## Additional Information

### Study Abroad

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the director of undergraduate studies.

### Grades

Grades of B- or higher must be earned in each language course in order to advance to the next level.

### Pass/Fail

No course taken pass/fail can count toward the minor.

## Courses Taught Outside of JIMES

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

Phone: 314-935-8567  
Email: [jimes@wustl.edu](mailto:jimes@wustl.edu)  
Website: <http://jimes.wustl.edu>

# South Asian Studies (Hindi) Minor

## Program Requirements

- **Total units required:** 18 units, in addition to prerequisites

The minor in South Asian Studies requires a minimum of 9 units at the 300 level or above and a minimum of 18 total units. The goal of the minor is language proficiency at the 200 level or above in either the Hindi or Urdu language. Students placing into Hindi 218A Intermediate Hindi II, Hindi 232A Intermediate Urdu II, or above must complete two consecutive semesters of language instruction at Washington University to fulfill the language requirement.

## Required Courses

### Language Prerequisites

- Hindi Language: Hindi 111D Beginning Hindi I and Hindi 112D Beginning Hindi II, by course work or by placement *or*
- Urdu Language: Hindi 130 Beginning Urdu and Hindi 131 Beginning Urdu II, by course work or by placement

## Language Requirements

Students should choose one primary language for the minor to fulfill the language requirement.

- **Hindi Language:**
  - Hindi 218 Intermediate Hindi I and Hindi 218A Intermediate Hindi II, by course work *or*
  - Hindi 219 Hindi for Heritage Students and one additional semester of Hindi language instruction *or*
  - If placed into Hindi 218A Intermediate Hindi II or above, two consecutive semesters of language instruction at Washington University
- **Urdu Language:**
  - Hindi 232 Intermediate Urdu and Hindi 232A Intermediate Urdu II, by course work *or*
  - If placed into Hindi 232A Intermediate Urdu II or above, two consecutive semesters of language instruction at Washington University

## Required Foundational Course

Choose one of the following courses:

- JIMES 210C Introduction to Islamic Civilization
- JIMES 3171 Religion and Culture in South and Southeast Asia

## Elective Courses

- 9 credits of 300- or 400-level L73 Hindi or L75 JIMES courses, distributed as the student wishes

## Additional Information

### Pass/Fail

No course taken pass/fail can count toward the minor.

### Grades

A grade of B- or higher must be earned in each language course in order to advance to the next level.

### Study Abroad

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the director of undergraduate studies.

### Back Credit

Any earned back credit does not count toward the total number of units for the Language Requirement. All students are required to take at least one year of language instruction at Washington University.

Phone: 314-935-8567  
Email: [jimes@wustl.edu](mailto:jimes@wustl.edu)  
Website: <http://jimes.wustl.edu>

## Latin American Studies

Latin American Studies (LAS) is a gateway to the region and its cultures, politics, and history. The major in LAS can be studied on its own, providing knowledge about a region valuable for employers across different fields and industries. Focusing on Latin America allows students to engage with one of the most fascinating historical trajectories in the world; to explore diverse cultures where the traditional and the modern are always negotiating; and to participate in vibrant business, intellectual, and political scenes. Latin America is a region at the forefront of policy reform, embedded in the complex networks of global economics, development, social engagement, and cultural expression. Because of the region's importance, the LAS major provides key skills for today's jobs.

A major or minor in LAS is also an excellent complement to any other major program. Latin America is the location of major U.S. trade partners, and Latin American immigrants constitute the largest segment of market growth in the United States, including in the major economic markets of Boston, California, New York, Chicago, Texas, and Florida, which makes the LAS major a great companion to a business degree. In this world, business majors and MBA graduates with an LAS background have a competitive advantage in the world market as large corporations seek executives with a better understanding of the region's complex social, cultural, and economic issues.

Pre-medical students and public health majors will find value in the fact that the growing Latino population and the diverse Latin American peoples are two major topics in the health care field. Majors in global studies, political science, economics, and other social sciences can complete their studies by becoming experts in one of the most economically and politically complex regions in the world; Latin America is a true policy laboratory. Scientists of all disciplines work in the region's spectacular biodiversity. LAS students can attend study abroad programs across the region, earn credit, and explore any field of study.

Latin America offers an increasing number of study abroad and fellowship opportunities. At Washington University, we have in-house programs in Chile, Mexico, and Ecuador, with other countries forthcoming. Some of our students apply to other programs and fellowships with environmental, political, and social organizations in the region. NGOs and institutions such as Fulbright, Comexus, the Ford Foundation, Human Rights Watch, and Greenpeace have a strong presence in Latin America, and students with a Latin American background have a wide array of fellowship and internship opportunities available to them.

Given these reasons and more, Washington University students are more encouraged to look into LAS with each passing day. In the job market, in the academic field, and in the world at large, Latin America is the way to go! LAS alumni have gone on to work in the coffee industry, at the Center for International Policy, and at other nonprofit think tanks. They have also pursued graduate degrees in such fields as international relations and public policy.

Contact: Professor Ignacio Sánchez Prado  
Phone: 314-935-5175  
Email: isanchez@wustl.edu  
Website: <http://lasprogram.wustl.edu>

## Faculty

### Core Faculty

#### Mabel Moraña

William H. Gass Professor in Arts & Sciences  
PhD, University of Minnesota  
(Romance Languages and Literatures)

#### Ignacio Sánchez Prado

Jarvis Thurston and Mona Van Duyn Professor in the Humanities  
PhD, University of Pittsburgh  
(Romance Languages and Literatures)

#### Eliza Williamson

Lecturer  
PhD, Rice University  
(Latin American Studies; Romance Languages and Literatures)

### Faculty with Courtesy Appointments

#### Bret Gustafson

Professor  
PhD, Harvard University  
(Anthropology)

#### Ila Sheren

Associate Professor  
PhD, Massachusetts Institute of Technology  
(Art History and Archaeology)

#### Miguel Valerio

Assistant Professor  
PhD, Ohio State University  
(Romance Languages and Literatures)

### Faculty Specialized in Latin America

#### William Acree

Professor  
PhD, University of North Carolina at Chapel Hill  
(Romance Languages and Literatures)

#### Sarah Baitzel

Assistant Professor  
PhD, University of California, San Diego  
(Anthropology)

#### J. Andrew Brown

Professor  
PhD, University of Virginia  
(Romance Languages and Literatures)

#### Rebecca Clouser

Lecturer  
PhD, Indiana University  
(International and Area Studies)

#### Brian Crisp

Professor  
PhD, University of Michigan  
(Political Science)

#### Javier García-Liendo

Associate Professor  
PhD, Princeton University  
(Romance Languages and Literatures)

#### Steven Hirsch

Professor of Practice  
PhD, George Washington University  
(International and Area Studies)

#### Stephanie Kirk

Professor  
PhD, New York University  
(Romance Languages and Literatures)

#### Tabea Linhard

Professor  
PhD, Duke University  
(Romance Languages and Literatures)

#### Diana Montañó

Assistant Professor  
PhD, University of Arizona  
(History)

#### Christina Ramos

Assistant Professor  
PhD, Harvard University  
(History)

#### Guillermo Rosas

Professor  
PhD, Duke University  
(Political Science)

#### Elzbieta Sklodowska

Randolph Family Professor in Arts & Sciences  
PhD, Washington University  
(Romance Languages and Literatures)

### Professors Emeriti

#### David L. Browman

PhD, Harvard University  
(Anthropology)

#### Pedro C. Cavalcanti

PhD, University of Warsaw  
(Anthropology)

**David Freidel**

PhD, Harvard University  
(Anthropology)

**John F. Garganigo**

PhD, University of Illinois  
(Romance Languages and Literatures)

**Joseph Schraibman**

PhD, University of Illinois  
(Romance Languages and Literatures)

**Richard J. Walter**

PhD, Stanford University  
(History)

## Majors

- Latin American Studies Major (p. 784)

## Minors

- Latin American Studies Minor (p. 785)

## Courses

Visit online course listings to view semester offerings for L45 LatAm.

---

### L45 LatAm 165D Latin America: Nation, Ethnicity and Social Conflict

This class is an interdisciplinary introduction to the academic study of modern and contemporary Latin America. The course focuses on main issues in Latin American politics, history and culture, both in the continent at large and in the specific regions and sub-regions within it. The class will particularly explore topics such as nation creation, national identity, modes of citizenry, the role of race, ethnicity, gender and class in the region's historical development, as well as social and political conflicts, which have defined the region over the centuries. This course is suggested before taking any other upper-level courses on Latin America or going abroad to other countries, and required for all Latin American Studies majors and minors. Through the course, students gain basic bibliographic knowledge and experience with research tools for a comparative study of Latin American politics society and culture. Prereq. None.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: IS EN: H

---

### L45 LatAm 170 First-Year Seminar: Bodies in Brazil: Race, Representation and Nation

This course will examine the cultural expressions of the body in Brazil from an interdisciplinary perspective. We will examine how ideas about bodies -- both individual bodies and the "body of the nation" -- have mattered in Brazil's history and been expressed through art, literature, and film. We will also analyze how the body features in cultural forms, from Carnival to capoeira, from the "Globeleza" competition to the sensual politics of Anitta and Pablo Vittar, and from indigenous body decoration to disability arts. Moving from the formation of national identity to contemporary culture, we will explore the multiple ways in which bodies are made to matter in Brazil. Rather than proceed in pure chronological order, this course will move dynamically between the past and the present, between different scales of time and space, and between cultural forms and everyday practices. Our materials span disciplines such as cultural studies, anthropology, sociology, and

history, offering a broad array of angles from which to understand the significance of bodies in Brazil. We will address a wide range of topics, including slavery and national formation, modernist reimaginings of the social body, gender and sexuality, Brazilian Carnival, violence and incarceration, urban space, indigenous peoples, capoeira, hunger, religion, and the political significance of contemporary Brazilian pop stars.

Credit 3 units. A&S: FYS

---

### L45 LatAm 2118 First-Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History

Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation building process through the lens of Latin American women. Students will examine the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social revolutions and dictatorial regimes of the twentieth century. Besides looking at their political and economic lives, students will explore the changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores.

Same as L22 History 2118

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L45 LatAm 2119 First Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities

What does it mean to identify as mestizo, moreno, or mulato? How have Latin American nations dealt with their mixed racial populations and their rich African and indigenous heritages? What does it mean to be black in nations where the official discourse is one of racial hybridity or color blindness? This course examines the history of racial thinking and the experience of race in Latin America. While the focus of the course will be on the complexities of race in Latin America, a place of enormous ethnic and cultural diversity, we will also draw comparisons to the history of race in the U.S.

Same as L22 History 2119

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L45 LatAm 301L Historical Methods: Latin American History

This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.

Same as L22 History 301L

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L45 LatAm 3021 Music of the African Diaspora

This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.

Same as L27 Music 3021

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H



---

**L45 LatAm 304 Survey of Brazilian Cultures: Race, Nation and Society**

This course will introduce students to Brazilian culture from the colonial period to the present through literature, art, music, film and other cultural forms. The course gives a historical overview of Brazilian culture and society, exploring major sociohistorical and artistic moments from the colonial, imperial, and republican periods, and their "legacies" or influences on Brazilian society. Students will learn about the Amerindian, European, and African influences of Brazilian culture through the study of representative texts and cultural practices. The course also illustrates Brazil's place within Latin America and the world. The course will seek to deconstruct and expand preconceived notions of Brazil, such as Lusotropicalism and racial democracy. Classes will combine lectures by the instructor, student presentations, collective debates and cooperative learning, and will entail the use of required bibliography and audiovisual materials. Prereq. None.  
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: IS EN: H

---

**L45 LatAm 305 Survey of Mexican Cultures**

This course provides an interdisciplinary introduction to the study of Mexico, with a particular focus on the 20th and the 21st century. The class will cover the main historical and cultural processes of Mexico in this period: The Mexican Revolution; the consolidation of a one-party political system; the construction of Mexican national identity and the arrival of neoliberalism. The course also focuses on the main aspects of Mexico's relationship to the United States: the Free Trade Agreement, the history of Mexican migration and the Drug War. From this framework, the course touches upon questions of race (particularly the politics of racial mixture), modernization, construction of social identities and the unique nature of governance in Mexico, due to the single-party regime. It also touches on Mexico's specificities and particularities due to the uniqueness of situation as the southern neighbor of the United States. Prereq. None.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L45 LatAm 306 Survey of Southern Cone Cultures: Argentina, Chile, and Uruguay**

This course provides an introduction to the culture and society of the region known as the Southern Cone, encompassing Argentina, Chile, and Uruguay. The course will follow a long-term chronological approach, from the nineteenth century to the present, and will cover a wide spectrum of cultural production: literature, newspapers, music, cinema, television, as well as other examples of popular culture such as soccer. From an interdisciplinary perspective, we will explore how race, class, and gender interact in different historical periods. The class will cover the main historical and cultural processes of these countries: the formation of the Nation-State and the construction of national identities, capitalist modernization, Afro-descendant and Indigenous activism, Populism -with special attention to the case of Peronism in Argentina-, military dictatorships, as well as the contemporary feminist movement. In doing so, the class engages with questions of media, identity, memory, and labor, as they allow us to understand the historical processes of the region.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L45 LatAm 3092 Indigenous Peoples and Movements in Latin America**

This course focuses on the contemporary lives and political struggles of Indigenous Peoples in Latin America, with specific focus on Ecuador, Peru, and Bolivia. Through course lectures, ethnographic texts, and four in-depth case studies, we explore how the politics of Indigeneity articulate with political and economic processes including (neo)colonialism, global capitalism, state transformation and social movement struggle. Themes include: demands for territory and

autonomy; environmentalism and natural resource exploitation; gender and economic inequality; race, racism and political violence; language and education; and the complexities of building multicultural or "plurinational" democracies.

Same as L48 Anthro 3092

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

---

**L45 LatAm 3093 Anthropology of Modern Latin America**

A survey of current issues in the anthropological study of culture, politics, and change across contemporary Latin American and the Caribbean. Topics include machismo and feminismo, the drug war, race and mestizaje, yuppies and revolutionaries, ethnic movements, pop culture, violence, multinational business, and the cultural politics of U.S.-Latin American relations. Attention will be given to the ways that anthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization.

Same as L48 Anthro 3093

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L45 LatAm 3095 The Incas and Their Ancestors: The Archaeology of the Ancient Andes**

From the hyper-arid desert of the Pacific Coast to the high-mountain plateaus of the Andes more than 12,000 feet above sea level to the lush forested Amazonian lowlands, Western South America presents one of the most diverse natural and cultural environments in the world and one of the few places where social complexity first developed. Beginning with the earliest human occupations in the region more than 12,000 years ago, this course examines how domestication, urbanization, the rise of early states, and major technological inventions changed life in the Andes from small village societies to the largest territorial polity of the Americas - the Inca Empire. Students will become familiar with the major debates in the field of Andean archaeology. Together, we will examine archaeological evidence (architecture, art, ceramics, metals, textiles, plant and animal remains, etc.) from context of everyday life (households, food production, craft production) to the rituals and ceremonies (offerings, tombs) that took place in domestic and public spaces. We will also touch on the role of Andean archaeology in the context of national politics and heritage sustainability.

Same as L48 Anthro 3095

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L45 LatAm 310C Ancient Civilizations of the New World**

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico through the inquiry into the roots, development, form, and evolutionary history of pre-Colombian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments will be presented and discussed.

Same as L48 Anthro 310C

Credit 3 units. A&S IQ: HUM, LCD Arch: SSC BU: HUM

---

**L45 LatAm 313 Hello, Hello Brazil! Popular Culture, Media, and the Making of a Nation**

Our image of Brazil has been deeply shaped by its cultural production, from Tom Jobim and Vinicius de Moraes' ever-popular "Girl from Ipanema" to the spectacular mega-production of Carnival in Rio and from the Afro-Brazilian martial art of capoeira to the international stardom of pop artists like Anitta. This course is an introduction to popular culture in contemporary Brazil. Students will approach the theme through theoretical works that seek to define popular culture, understanding it as a hybrid form of expression that troubles the line between the "traditional" and the mass-produced. This course will examine how the circulation of sounds and images manifests and shapes Brazilian culture historically and in the present. We will also interrogate the different ways in which culture is produced and

received, how it circulates in symbolic markets, and how it comes to be both consumed by diverse audiences and utilized in often unexpected ways. The course will cover topics such as the Tropicalia movement, Afro-centric Carnival blocos, street art such as graffiti, baile funk, forró, favela protest theater, telenovelas (soap operas), the popularization of samba, soccer and the World Cup, and Carnival. Students will use an interdisciplinary lens to approach popular culture in Brazil through music lyrics, TV and film, cultural performances, and graphic novels. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

#### **L45 LatAm 318 Gender, Sexuality and Power in Brazil**

This course examines the nexus of gender, sexuality, and power in Brazil through an interdisciplinary lens. We will aim to understand how varying understandings of gender and sexuality have impacted the development of Brazilian society in history and continue to shape contemporary society and politics. We will pay special attention to the ways in which the intersections of race, gender, sexuality, class, ethnicity, and so on impact people's lived experiences and how heteronormativity and homophobia shape current politics. We will take an intersectional feminist approach to analyze topics such as slavery in colonial Brazil, national aspirations to modernity, authoritarian repression and "moral panics," domestic labor, motherhood, sex tourism, Brazilian feminisms, and LGBTQ+ activism. Scholarly work from various fields of study -- with an emphasis on gender studies, history, and anthropology -- will be supplemented by documentaries, film, podcasts, and other media. This is a Writing Intensive and a Social Contrasts class in the IQ curriculum. Prerequisite: L45 165D, or two courses on Latin American or Women and Gender Studies, or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS

---

#### **L45 LatAm 319 The Body in Brazil: Race, Representation, Ontologies**

This course is an introduction to various ways of understanding, representing, and performing the body in Brazil. Course materials will draw on insights from anthropology, the medical humanities, and science and technology studies in order to approach the body not just as biological material but also in its social, cultural, and spiritual dimensions. We will cover topics such as the importance of race and ethnicity since the time of colonization, sexualized media representations of gendered bodies, how some bodies are cast as disposable or "out of place" in contexts of social inequality, indigenous ways of viewing the body in relation to the natural and spiritual world, the politics of disability and access, and constructions of the "body politic" in the formation of national identity through ideas such as "antropofagia" (cultural cannibalism). Throughout, we will pay particular attention to how race, gender, sexuality, and disability shape the lived experiences of Brazilians. Topics will include the impact of slavery in the construction of the body in Brazil, the role played by race in the construction of discourses of corporality, and the development of beauty stereotypes and practices such as the medical industry of plastic surgery, among others. Students will analyze visual materials, ethnographies, historical texts, and internet sources in dialogue with critical theories from the social sciences and humanities, assessing how the body "matters" in a variety of ways that reflect Brazil's cultural diversity while also starkly highlighting its persistent racialized and gendered social inequities. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L45 LatAm 321C Introduction to Colonial Latin America Until 1825**

This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400-1815). Stressing the experiences and cultural contributions of Americans, Europeans, and Africans, we consider the following topics through primary written documents, first-hand accounts, and excellent secondary scholarship, as well as through art, music, and architecture: Aztec, Maya, Inca, and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese, and Amerindian); environmental histories; consolidation of colonialism in labor, tributary, and judicial systems; race, ethnicity, slavery, caste, and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade, and global economies; urban and rural life; the roles of women, gender, and sexuality in the colonies. Geographically, we will cover Mexico, the Andes, and to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Pre-modern, Latin America.

Same as L22 History 321C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L45 LatAm 3220 Modern Mexico**

This course is designed to provide students with an overview of the political, social, economic and cultural history of Mexico from the era of Independence (roughly 1810) to the present. Lectures will outline basic theoretical models for analyzing historical trends and then present a basic chronological historical narrative.

Same as L22 History 3220

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L45 LatAm 322C Modern Latin America**

This course aims to present a survey of Latin American history from Independence to the present. Topics to be covered include the Wars of Independence; caudillismo; nationalism; liberalism; slavery and indigenous peoples; urbanization, industrialization and populism; ideas of race & ethnicity; the Mexican and Cuban Revolutions; US intervention; modernity, modernism and modernization; motherhood and citizenship; the Cold War; terror and violence under military dictatorships and popular resistance movements. While the course aims to provide students with an understanding of the region, it will focus primarily on the experiences of Mexico, Cuba, Brazil, Argentina and Central America.

Same as L22 History 322C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L45 LatAm 325 Cultures of Health in Latin America**

This course is a survey of the cultural and political-economic aspects of health, illness, and embodied difference in Latin America. We will approach these themes from an interdisciplinary perspective with an emphasis on anthropology and history, exploring how local, national, regional, and global factors affect health and healthcare and how people experience and respond to them. Topics will include interactions between traditional healing practices and biomedicine; the lasting impacts of eugenic sciences on contemporary ideas about race and disability; the unequal impacts of epidemic disease; Indigenous cosmologies and healing systems; the politics of access to healthcare; the cultural and political specificities of reproductive health; and the intersections of race, gender, ethnicity, class, and bodily capacities in the pursuit of well-being. This course is designed for students of all levels interested in health and/or Latin American cultures. It will be taught in English.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, IS EN: H

---

**L45 LatAm 326B Latin American Politics**

This course is an introduction to the politics in Latin America, focusing on the trend toward the establishment of democracy. We examine the impact of political culture, economic development, and the legacy of authoritarian regimes on contemporary politics. The course also reviews many of the most pressing challenges confronting governments Latin American governments: the role of the military in politics, the reform of political institutions, threats from radical guerrillas and drug traffickers, debt and economic restructuring, and relations with the United States. Country studies focus on Argentina, Brazil, Chile, Peru, Mexico, and Nicaragua. Prerequisites: 100-level introductory course in Political Science or its equivalent in History or IAS.

Same as L32 Pol Sci 326B

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L45 LatAm 327 Humans and Others in Latin America: Natures, Cultures, Environments**

What does it mean to inhabit the world with other beings? How are we to cultivate life -- both human and nonhuman -- in toxic environments? What does it mean to be human, and what would it mean to decenter humanity? This course addresses these questions through an exploration of "more-than-human" worlds in Latin America. Students will examine a variety of Latin American thought and practices through the interdisciplinary lens of environmental humanities and social sciences, unsettling presumed boundaries between human and nonhuman, real and imaginary, native and culture. We will engage primarily with ethnographic and other scholarly texts, which will be supplemented by short works of fiction, documentary film, podcasts, and works of art. In the first part of this course, students will be challenged to think about what defines the limits of the human and engage with the concept of "more-than-human" worlds. We will then examine the dark side of such worlds, namely, the ways in which extractive capitalism and environmental destruction demonstrate the permeability of bodies and comprise a kind of "slow violence" against the most vulnerable communities. In the next unit, students will consider Black and Indigenous ecological knowledge and these communities' struggles to care for their lifeways and the environments that sustain them. In our final section, we will explore multispecies entanglements through Indigenous cosmologies and the nexus of science, history, and art. Students will complete several assignments throughout the semester that have been designed to make them think imaginatively and critically about the course themes, including weekly reading responses and in-class discussion facilitation. The final assignment for this course is a creative independent research project where students will synthesize what they learned over the course of the semester and extend it through independent research. Prerequisite: L45 165D or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, IS

---

**L45 LatAm 331 Hispanic Art/Arte Hispano**

This course focuses on the most important movements, artistic expressions and its representatives of the art history of Latin America and Spain. From the Pre-Columbian art of the Mayas, Aztecs and Incas, to the syncretism of Post-colonial Latin American art, the Mexican Muralism and the self-reconstruction portraits of Mexican artist Frida Kahlo to the Chicano Art in the U.S.A. From the Medieval paintings of religious Spain, to the criticism of the Spanish nobility by Diego Velazquez, the Spanish Civil War of "Guernica" by Pablo Picasso, to the Surrealism and the self-reconstruction portraits of Mexican artist Salvador Dalí and Antonio Gaudi. The students will visit the St. Louis and the Kemper Art Museums. Prereq: Span 303 or 308E. In Spanish.

Same as L38 Span 331

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

---

**L45 LatAm 3351 The Ancient Maya: Archaeology and History**

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico will be considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion, and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art, and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.

Same as L48 Anthro 3351

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L45 LatAm 3354 Ancient Mesoamerica**

Mesoamerica encompasses the Pre-Columbian complex societies of Mexico and upper Central America, including Guatemala, Belize, and parts of Honduras and El Salvador. It was an agrarian world of great and enduring cities, far-flung trade networks, transcendent religions, kingdoms and empires. This survey lecture course begins with the pioneering hunters and gatherers, reviews the establishment of farming communities and the first Olmec Formative states, the flowering of highland Mexican Classic Period Teotihuacan and other great cities like Tajin in Veracruz, the dynasties of the lowland Maya and summarizes with the Aztec Empire and the period of the Spanish Conquest. The course touches on the many and diverse other cultures that contributed to this vibrant world.

Same as L48 Anthro 3354

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L45 LatAm 343 Latin American Literatures and Cultures**

How did Latin America become Latin America? This course explores the different inventions and reinventions of the region through its literatures and cultures. Beginning with the encounter of Europeans with America, students will engage themes like colonization and colonialism, urban and rural cultures, nation formation, modernization, media and popular culture, as well as gender and race relations. Authors studied may include Colón, Sor Juana, Sarmiento, Neruda, Borges, García Márquez, or Morejón. Prereq: Spanish 308E or concurrent enrollment in 303. Taught in Spanish.

Same as L38 Span 343

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

---

**L45 LatAm 3549 Art of Mexico**

This survey course draws from selected examples of art and architecture to tell the changing story of Mexico. Beginning with the Aztec and ending with contemporary works, this course chronologically traces artistic manifestations of beliefs, politics, and placemaking. Through movements, revolutionary moments, individuals, and trends, the course creates a portrait of Mexico that is multicultural, dynamic, and creative. Course themes include international relationships, diversity, identity, and politics. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; L45 165; or permission of instructor. Same as L01 Art-Arch 3549

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: IS EN: H

---

**L45 LatAm 356 Andean History: Culture and Politics**

Since pre-Columbian times, the central Andean mountain system, combining highlands, coastal and jungle areas, has been the locus of multiethnic polities. Within this highly variegated geographical and cultural-historical space, emerged the Inca Empire, the Viceroyalty of Peru - Spain's core South American colony, and the central Andean republics of Ecuador, Peru, and Bolivia. Taking a chronological and thematic approach, this course will examine pre-Columbian Andean

societies, Inca rule, Andean transformations under Spanish colonialism, post-independence nation-state formation, state-Indian relations, reform and revolutionary movements, and neoliberal policies and the rise of new social movements and ethnic politics. This course focuses primarily on the development of popular and elite political cultures, and the nature and complexity of local, regional, and national power relations.

Same as L97 GS 356

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

#### **L45 LatAm 364 Anarchism: History, Theory, and Praxis**

This course analyzes the genesis, historical evolution, and current iterations of global anarchism. It examines anarchist beliefs, ethics, aims, countercultural expressions, organizations, emancipatory practices, and intersectional modes of struggle in different temporal, geographic, and cultural contexts. Special attention will be given to anarchism in the global south, cross-fertilization and relations between anarchists and the Marxist Left, anarcho-feminism, green anarchism, and anarcho-pacifism.

Same as L97 GS 364

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L45 LatAm 381 Mexican Visual Culture**

This course will explore the ways in which different aspects of visual culture were used to construct national, regional, political, social and cultural identities in Mexico. The omnipresence of the visual in the everyday life of Mexicans -including state-sponsored muralism, cinema, photography, graphic press, wide-circulating comic books and nationalist architecture- allows for the study of different ways in which citizens become embedded both in official national projects and in projects of political dissidence. The class will thus use the Mexico in the 20th and 21st centuries to introduce students to the study of the visual as a social practice, through theoretical discussions that will run parallel to the study of different visual manifestations. The course will discuss the changing social and political role of art, the influence that Mexican visual culture exerts in other parts of the world and the way in which visual culture allows Mexicans to think about their identity.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC EN: H

---

#### **L45 LatAm 382 Latin American DissemiNations: Migrations and Identities in the 20th and 21st Centuries**

Credit 3 units. A&S IQ: HUM, SD EN: H

---

#### **L45 LatAm 3824 Film and Revolution in Latin America**

This class is a Writing Intensive course focused on the study of the way in which four landmark Latin American revolutions (The Independence Wars, The Mexican Revolution, The Cuban Revolution and The Bolivarian Revolution) are represented in cinema. Each one of these revolutions will constitute a unit of study, and students will be expected to work with historical texts, films and works of film theory and criticism for each one of them. The course will engage in subjects such as the difference between fiction and nonfiction films when representing history; the politics that underlie specific representations; the way in which cinema questions and revises ideas developed by historians; and the uses of film in creating popular views of history in Latin America. Students will develop a research project comparing two revolutionary processes over the semester. Prereq. L45 165D (Latin America: Nation, Ethnicity and Social Conflict) for LAS majors. Otherwise none.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: IS EN: H

---

#### **L45 LatAm 3826 Contemporary Latin American Cinema: Market Economy, Social Injustice, New Technologies**

This class studies the relationship between cinema and society in Latin America between 1988 and the present. Latin American cinema in this period has gone to a period of deep crisis to the consolidation of industries and production with significant global recognition and impact. In this, cinema has strong correlations with neoliberalism, the political doctrine tied to free-market reform, democratization and privatization, among other ideas. The class will be based on the study and discussion of key films of the period to develop two themes. First, we will study the way in which cinema has become a cultural practice central to the discussion of the effects of neoliberalism in the region, as well as the opposition to neoliberalism. Topics in this regard will include: the social impact of free market reforms, growing economic and social inequality, the emergence of working class, Black and indigenous communities, the rise and fall of the New Left, the creation of new elites and other related themes. Second, we will study the way in which films are made and distributed and the changes on film production over the past decades. Topics will include the privatization of production and exhibition, the role of home video and streaming, the importance of film festivals and the move from national to translational scenes of production. Prereq: L45 165D or L53 220 or other coursework in Latin American Studies, or Film and Media Studies, desirable but not required. Students without this background are encouraged to contact the instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L45 LatAm 410 Major Seminar**

An undergraduate seminar. Topics vary. Prereq: Span 307D and Span 308E and at least two 300-level literature/culture surveys taught in Spanish.

Same as L38 Span 410

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L45 LatAm 4107 Latin America and the Rise of the Global South**

The rise of the global south - and the reordering of global geopolitics, economics and cultural imaginaries - is characterized by progressive change and intense conflict. Economic growth coincides with the impacts of global warming, the assault on natural resources, the rise of new consumers and the entrenchment of deep inequalities. We also see the emergence of cultural and political formations that range from the horrific to the inspiring. Latin America is a central node of the new global south. Here history takes unpredictable turns in the face of declining U.S. hegemony, the economic growth of Brazil, legacies of militarism and political violence, a feverish attack on nature, resurgent economic nationalism, and defiant "anti-globalization" movements. Through close reading of contemporary ethnographies of Latin America we explore emergent cultural and political-economic processes in the region, we consider south-south articulations (theoretical, cultural, political-economic) between Latin America, China, Africa, and India, and we reflect on the changing role, meaning, and relationships of the United States in the region.

Same as L48 Anthro 4102

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

---

#### **L45 LatAm 4110 The Black South Atlantic**

Since the transatlantic slave trade and the establishment of European colonial empires, Latin America and the African continent have remained culturally and geopolitically enmeshed. This course will therefore serve as an interdisciplinary expansion southward of the "Black Atlantic," a term made popular by black studies scholar Paul Gilroy. Our focus on the South Atlantic will be to reorient the debate toward black intellectual, cultural, and activist exchange between Africa and Latin America across history, politics, and cultural production.

Same as L90 AFAS 4110

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

**L45 LatAm 4201 International Relations of Latin America**

This course examines Latin American foreign relations in the world from the 1820s to the present with a primary emphasis on the period since 1945. Focusing on inter-state and transnational relations, it seeks to historically contextualize and analyze long term patterns and trends between Latin American states and between Latin America and the United States, Europe, and the global South. Given Latin America's shared experience with imperialism and more recently with neo-imperialism, special attention will be paid to the ways Latin America has sought to manage and/or resist foreign domination, especially U.S. hegemonic pretensions. To this end it will analyze patterns of inter-American conflict and cooperation. When, why, and under what conditions Latin America articulated an independent foreign policy, forged anti-imperialist blocs, embraced U.S. sponsored diplomatic efforts and military alliances, and pursued Latin American unity and solidarity will be closely examined. To better understand the continuities, discontinuities, contradictions, and complexities of Latin American foreign policy, this course will also assess the influence of changing regional and national political cultures from both a theoretical and a historical perspective. In doing so, it explores how elite culture, the balance of domestic social forces, ideological and economic development, and shared cultural identities and meanings informed national political cultures and how these in turn shaped Latin American foreign policies.

Same as L97 GS 4201

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

**L45 LatAm 4204 International Relations of Latin America (WI)**

How should we understand Latin American international relations since the early republican era? Standard Western-centric IR studies emphasize Latin America's marginal position in the world system and its historical subordination to either European and/or U.S. hegemony. This course challenges this one-sided approach and reductionist characterization. Adopting a global historical perspective, one that privileges a Latin American-centric view, this course will examine the ways Latin America generated its own ideas, articulated its own concerns, and acted in its own interests in international affairs. Special attention will be paid to how Latin America sought to resist foreign domination and/or hegemony and maintain its relative autonomy. It will also analyze when, why, and under what conditions Latin America forged anti-imperialist blocs, pursued regional integration, and engaged in transnational solidarity. To provide a more nuanced understanding of Latin American international relations, this course will historically contextualize and analyze the influence of changes in the international state system, national and sub-national political cultures, the balance of domestic forces, and non-state actors.

Same as L97 GS 4204

Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

---

**L45 LatAm 4231 Contemporary Issues in Latin America**

How do the institutional designs of contemporary democratic governments help us understand the nature and quality of representation? We will concentrate on variations in the powers granted presidents by constitutions as well as the institutional determinants of whether executives are likely to find support for their policies in the legislature. In addition, we will explore how incentives established by electoral laws influence the priorities of members of congress. Given all these variations in democratic institutional design, can voters go to the polls with the confidence that politicians will implement the economic policies for which their parties have long stood or which they promised in their campaigns?

Same as L32 Pol Sci 4231

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

**L45 LatAm 4235 Blackness in Brazil**

Brazil is the country with the largest population of people of African descent outside of the African continent. However, with its history of race mixture under colonialism and slavery, many have imagined Brazil as a racial paradise such that race minimally influences one's social, political, or economic quality of life. The main focus of this course will be to understand from an interdisciplinary approach, first, the historical and sociocultural conditions of the African diaspora in Brazil. Second, we will focus on how national ideologies of racial mixture employ a rhetoric of inclusion that incorporates selective aspects of black culture into Brazilian national identity while excluding black people from the protections and pleasures of full citizenship. Beginning with the experiences of enslaved Africans, we will engage how Afro-Brazilians have developed ideas and spaces of freedom and belonging through social movements, religion, the arts, and resistance well into the black consciousness movements of the late twentieth and twenty-first centuries. In the course, we will collaboratively read, view, and listen to a variety of primary and secondary sources in order to analyze and write about blackness and the lives of black people in Brazil across history, intersecting, most predominantly, with the social structures of gender, sexuality, class, and religion.

Same as L90 AFAS 4235

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

**L45 LatAm 425 Latin American Studies Research**

For LAS students who are completing a research project.

Credit 3 units.

---

**L45 LatAm 4515 Migration and Health**

This course explores the complex relationship between migration and health, with a focus on immigrant health in the United States. Topics include the immigrant health paradox, the impact of immigration enforcement on health and health behavior, access to health care, the health effects of migration on those left behind, and refugee health. Throughout the course, students will pay particular attention to the diverse mechanisms through which immigration and immigration status affect health. In addition to sociology, students will draw on scholarship from the fields of anthropology, demography, medicine, public health, and public policy. Prerequisite: successful completion of an introductory Sociology course or consent of instructor. Graduate students should enroll in the 500-level offering.

Same as L40 SOC 4515

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

**L45 LatAm 4517 Anthropology and Development**

What is 'development'? Economic progress for all? A slow and gradual 'improvement' in the human condition? Helping people with 'projects'? Westernization? Modernization? The sorting out of bodies that are useful and can be put to work from those less useful bodies that must be contained, imprisoned, or killed? The militarized accumulation of capital? The commodification of labor? The exhaustion of nature? In this advanced seminar we will consider how anthropologists - as writers, analysts, and theorists - have engaged the theories, meanings, practices, and consequences of (sometimes externally directed) economic and political change. We focus on issues of the contemporary moment: oil; urban poverty and inequality (sex work, migration, water, debt, and cash transfer programs); and cultures of militarism. The course is designed to provide a graduate-level introduction to theory and ethnography based on intensive reading, discussion, critique, and writing, with revision. It is open to advanced undergraduates and fulfills writing-intensive (WI) requirements, as well as capstone requirements for some majors.

Same as L48 Anthro 4517

Credit 3 units. A&S IQ: LCD, SSC, SC, SD, WI Arch: SSC Art: SSC BU: ETH EN: S

---

**L45 LatAm 457 Gender and Modernity in Latin America**

The purpose of this course is to introduce students to the particular forms modernity assumes in Latin American countries and to the ways in which national cultures, identity politics, and gender issues interweave during the 20th-century. The course will discuss three particular articulation of this topic: 1) Gender and the national question in Argentina: Eva Peron; 2) Gender and Visual Arts: Frida Kahlo; and 3) Gender and Ethnicity: Rigoberta Menchu. Through these iconic figures students will be introduced to the specific features that characterized three very different but representative cultural scenarios in Latin America. In each case, the context for the emergence of these highly influential public figures will be studied from historical, social and cultural perspectives. In order to explore the cultural and political significance of Eva Peron, Frida Kahlo and Rigoberta Menchu, the course will utilize literary texts (speeches, letters, diaries, etc.), visual materials (photography, films, and paintings) and critical bibliography. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L45 LatAm 4572 Primitivism and Modernity in Latin America**

Credit 3 units. EN: H

---

**L45 LatAm 460 Postmodern Narratives in Latin America**

Credit 3 units. A&S IQ: HUM EN: H

---

**L45 LatAm 461 Latin-American Cultural Studies: Critical and Theoretical Approaches**

The goal of the course is to provide students with critical and theoretical tools that could be used for the analysis of Latin American cultural history from a transdisciplinary perspective, from colonial times to the present. Some of the concepts to be discussed in class are: colonialism and coloniality, national culture, dependency theory, cultural antropofagia, lettered city, miscegenation, heterogeneity, hybridity, transculturation, peripheral modernity, media and mediation, postmodernity, postcoloniality, and collective memory. Credit 3 units. A&S IQ: HUM EN: H

---

**L45 LatAm 4611 Latin American Populism and Neo-Populism**

Over the past 100 years populism, in its diverse forms, has dominated Latin American politics. This course examines case studies of classical populism (Aprismo, Cardenismo, Peronismo, Varguismo, etc.) and neopopulism (Fujimorismo, Chavismo, Moralesismo, neo-Peronismo). In doing so, it explores new theories of populism and analyzes populist discourses, leadership styles, gender and racial politics, mobilizational tactics, transnational networks, and foreign policies. Same as L97 GS 4611  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L45 LatAm 462 Latin America and the West**

From the perspective of postcolonial theory, the course will cover different aspects related to Latin America's cultural history, from the Discovery to the present. Some of the issues to be discussed in class are: the colonial encounter; Baroque culture and the emergence of Creole societies in the "New World," the connections between Enlightenment and nationalism, as well as the interweaving of "coloniality" and modernity. Prerequisite: Survey of Latin American Culture or an advanced level course on Latin America.  
Credit 3 units. A&S IQ: HUM EN: H

---

**L45 LatAm 4622 Labor and Labor Movements in Global History**

This course examines the connections between work, types of workers, workers' movements, labor ideologies, and labor politics from a global historical perspective. It analyzes working-class formation, state-labor relations, patterns of racialized and gendered work, and transnational

and transcontinental labor activism in the context of global capitalism. Special attention will be given to experiments in workers' control, workers' responses to precarity, and the emergence of platform and digital workers as part of the global working class.  
Same as L97 GS 4622

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

---

**L45 LatAm 463 Seminar on Urban Cultures in Latin America**

The course will focus on the key role urban development and urban cultures have had in Latin America with particular emphasis on contemporary times. The goal of the course is to discuss the connections between the formation and expansion of cities, the definitions of citizenship, and the role of modernity in the development of "high" and "popular" cultures within different historical and geo-cultural contexts. Particular attention will be paid to the issues of race, class and gender. The course, which will utilize an interdisciplinary and comparative approach, will also focus on the phenomena of marginality, cultural resistance, nationalism and consumerism as well as on the role played by the media in contemporary Latin American societies. Some of the cultural expressions to be analyzed in the course are music (rock, pop, rap), sports, film and video. Prerequisite: L97 165C Survey of Latin American Culture  
Credit 3 units. A&S IQ: HUM EN: H

---

**L45 LatAm 4630 Modernity, Culture and the State in Mexico**

This course is an advanced seminar on the process of the cultural, ideological and institutional modernization of Mexico. Drawing on readings from fields such as history, cultural anthropology, political sociology and cultural theory, the course discusses the shaping of various forms of social subjectivity and cultural ideology that sustained the formation and development of the state. The course also engages with the identities and processes that led both to the formation of structures of citizenship and to the contestation of state power. This course is structured chronologically, following the development of three interrelated processes unfolding between 1810 and the present: (1) the creation of state institutions and ideology and their evolution in relationship to events such as the liberal Reforma of the 1850s and the Mexican Revolution; (2) the cultural and social implication of processes of capitalist development, modernization and globalization; and (3) the ways in which Mexico's histories of sociocultural difference led to political and cultural insurgencies and rebellions. This course fulfills the seminar requirement for Latin American Studies majors. Prerequisite: L45 165D, L45 305, any other 300-level course with significant focus on Mexico, or permission of instructor.  
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

---

**L45 LatAm 4631 The Binational Condition. The Mexico-US Relationship in Mexican History and Culture.**

From the 19th century onwards, the relationship between Mexico and the United States has been defined by intense tensions and contradictions. Closely intertwined by geopolitical engagement and integrations, mutual migration flows, and rich cultural exchange, both countries belong to a binational system with few equivalents around the world, which defines the lives of people living across North America. And yet, few people in the United States have access to a clear and rigorous understanding of the Southern neighbor, often leading to conflict at the political and social levels. This class explores this historically, from the early frictions caused by territory and slavery to the binational conditions of the present. The class emphasizes the Mexican perspective of the relationship, often erased in discussions from the U.S. From this perspective, the course will engage critical moments in the history of the relationships, such as the underground railroad to the South, the Mexican American War, the Guadalupe Hidalgo treaty, and the Cold War. The class will also discuss the ways in which Mexico has influenced the United States culturally, from the impact of Mexican post-Revolutionary art in the New Deal to the rise of film directors like Alfonso Cuarón and Guillermo del Toro. Finally,

the class will lay out the ways in which Mexicans and scholars of Mexican studies think about questions such as regional development, the border, immigration, and the Drug War. Prereq. L45 165D or prior coursework on Global Studies, Latin American Studies or American Studies. The course covers the seminar requirement for majors and minors in Latin American Studies.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

#### **L45 LatAm 4633 Twentieth Century Latin American Revolutions**

Latin America has been described as one of the most "revolutionary" regions of the world in the twentieth century. It experienced four major social revolutions and gave rise to many consequential guerrilla movements. This course uses theories of revolution and a social science historical approach to elucidate the causes, processes, outcomes, and implications of revolutions in Mexico (1910), Bolivia (1952), Cuba (1959), and Nicaragua (1979). It also analyzes late 20th century revolutionary guerrilla movements in El Salvador and Peru. Why peasants, university students, and women formed key social bases of support for revolutionary movements and how revolutions were institutionalized and consolidated will receive special attention. Same as L97 GS 4633

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

---

#### **L45 LatAm 464 Nation and Desire in Latin America**

The purpose of this course is to analyze the process of nation formation in Latin America, since the imaginaries of the "Creole nation" to the first half of the 20th century. Class discussion will encompass the study of theories on nation formation and nationalism as well as textual representations of national projects, such as Simon Bolivar' letters and discourses, selections from Facundo, Civilization and Barbarism by Domingo F. Sarmiento, selected texts by Andres Bello, Alfonso Reyes, et al, Ariel, by J. E. Rodo, Pedro Henriquez Urena's *Seis ensayos en busca de nuestra expresion*, Jose Vasconcelos' *La raza cosmica*, Jose Carlos Mariategui, *Siete ensayos de interpretacion de la realidad peruana*, Jose Marti's *Nuestra America* and other essays. Some of the main topics to be discussed are the leading role of Creole elites in the consolidation of national cultures, the marginalization of women as well as indigenous and Afro-Hispanic populations, and the role of nationalism in the shaping of modern societies. Colonialism, Occidentalism, liberalism, positivism, nationalism and modernity are some of the concepts that will be explored both theoretically and in their particular discursive usages. Finally, the concept of nation(alism) will be studied as a political/rhetorical device and as the resulting expression of agency, interest, and desire, in peripheral societies.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

#### **L45 LatAm 465 Cities, Race and Development in Latin America**

This course offers a multi-disciplinary approach to the study of the Latin American city: its history, development and inherent economic, social, cultural, ethnic, and political tensions. Lectures, readings, and class debates will explore interactions between the materiality and structure of Latin American modern cities and the social and cultural phenomena related to urban life in multicultural societies. Particular attention will be devoted to the effects of internal/external migration, and to the development of public spaces and sites of memory. Patterns of social segregation, marginalization, inequality, and the like, will be analyzed in order to elaborate on the contemporary challenges of the city in a globalized yet traditional world. In addition to the analysis of living, institutional, and commercial spaces, the course will cover social dynamics that break the discipline of the city through different forms of transgression, including crime, informal housing, and underground movements. The goal of the course is to expose students to historical and social developments as exemplified in a variety of urban environments, and to encourage reflection on issues

of social justice related to the living conditions of rural, disadvantaged, and indigenous populations. The course will be conducted in English. Mandatory readings will be in English. Additional readings in Spanish will be required for those students fluent in the language. Prereq. None. Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, IS EN: H

---

#### **L45 LatAm 4650 Latin American Subcultures**

This course has been planned as an introduction to the interconnections between "high" culture, popular culture, and mass culture, with particular emphasis on the formation of urban subcultures in contemporary Latin America. The topic of subculture and counterculture will be analyzed, taking into consideration the influence of factors of class, race, and gender in the construction of alternative cultural identities. Some of the connections to be studied are between political power and cultural resistance, affect, violence, symbolic value, hegemony and marginality. Distinctions will be made between culture, subcultures, traditions, and lifestyles as well as between multiculturalism and interculturality. While the first part of the course will introduce critical concepts, theories, and methodologies, the second half will focus on specific articulations between cultural practices and the domains of belief, sexuality, violence, and social media, including uses of music, video, and films. Students will prepare a final paper on a Latin American subculture of their choice and analyze it using the critical and theoretical tools discussed in class. Prerequisite: L45 165D. This course fulfills the seminar requirement for Latin American Studies majors and minors.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

#### **L45 LatAm 466 Popular Culture and the Representation of Youth in Latin America**

The objective of this course is to introduce students to different aspects related to the representation of youth in Latin America, particularly through the depiction this sector receives in the realm of popular culture. The course will focus on the relationship between youth and social/political conflict and on the literary and cinematic representation of juvenile sectors in cultural production in different Latin American countries. The roles of music, melodrama and the media will be studied in connection to the construction of subjectivity and collective identity. The course will also analyze the involvement of juvenile sectors in narco-culture, gangs, maras, and the like, as well as the impact of violence, fear, and social inequality in early life. The analysis of films, literary texts, critical studies and cultural practices will be approached through a combination of biopolitical analysis and the analysis of representational strategies utilized in the elaboration of symbolic materials. This course fulfills the seminar requirement for Latin American Studies majors and minors. Prerequisite: LatAm 165D or another Latin American Studies course.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L45 LatAm 467 Constructing the (Racial) Other: From the Colonial Caste System to U.S. Latinos**

The goal of this course is to introduce students to categories and concepts related to the questions of race and ethnicity in Latin America, from colonial times to the present. The course also covers U.S. Latinos as a population of Latin American descent that presents particular characteristics connected to the issues of migration, identity politics, reterritorialization, and cultural hybridity. Based on the theoretical and critical study of problems related to colonialism, social classification, miscegenation, whiteness, discrimination, and the like, representative literary and visual materials will be discussed to illustrate the connections between race, social roles, domestic/public spaces, work, democracy and modernization. The issue of race will be analyzed in its multiple articulations to the themes of nationalism,

interculturalism, migration, and symbolic representation. This course covers the seminar requirement for Latin American Studies majors. Prerequisite: L45 165D, one other class in Latin American studies, or one class on race studies.

Credit 3 units. A&S IQ: HUM, SC, SD EN: H

---

#### **L45 LatAm 4691 Citizenship in the Hot Seat. Migration and Borders in Latin America**

This course is an introduction to concepts, interpretations, and debates related to different forms of human mobilization across borders, particularly in contemporary Latin America. However, class discussions will expand to other scenarios in order to contextualize the experience and characteristics of migration today. Some of the notions to be analyzed in connection to this topic are freedom of movement, citizenship, inequality, the labor market, borders, territoriality, and national security. Borders will be studied as material constructions (i.e., walls, wire fences, technological surveillance, funnel systems, and strategies of deterrence) and as conceptual/symbolic representations. In addition to migratory movements, other phenomena such as diaspora, exile, and forced displacements will also be introduced as they have developed in Latin America. Cultural and psychological aspects related to migratory experiences -- such as the role of memory and affect, individual and collective trauma, social effects of deportation, stereotyping, the role of race and gender, and so on -- will also be considered, as they constitute integral aspects of migratory studies. The course will be conducted in English as a combination of lectures, student presentations, and collective discussions of assigned readings. Fulfills the seminar requirement for Latin American Studies majors and minors. Prerequisite: L45 165D.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

#### **L45 LatAm 483 Bodily Injuries: Violence, Gender and Representation in Latin America**

The course will focus on the definitions, uses and "languages" of violence in Latin America, particularly during the last decades of the 20th century and the beginning of the 21st century. Students will be introduced to philosophical, ethical and political issues related to the existence of "structural" violence and to the problems connected to the symbolic representation of this phenomenon in literature, fictional/ documentary films, and visual arts. One of the course's objectives will be to problematize the conceptualization of violence and to promote critical thinking about its emergence, significance and effects on local/global societies. Some of the topics to be analyzed are the body in its multiple manifestations (the body politic, the social body, the individual body, the treatment of the corpse, etc.), the narrativization of violence (violence as discourse, documentation and fictional elaborations, violence and the media, violence and ideology, etc.), violence and the city, citizenry and otherness, biopolitics, etc. Finally, violence will be presented in different contexts and associated to different activities (ordinary crime, narco-cultures, maras, political movements, domestic environments) and different situations (e.g. violence in rural areas, violence in the borderlands, violence and migration). In all cases the course will call for a reflection on the interrelations between private/public spheres, gender politics, ideological/aesthetic values, and individual/ institutional levels. The role of memory and emotions will be emphasized as a crucial element for the construction /mobilization of subjectivity and for the elaboration of agendas that challenge the State's monopoly of legitimate violence and propose alternative and often perverse forms of association and mobilization at the margins of institutional configurations.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

#### **L45 LatAm 485 Latin American Studies Thesis Preparation**

This is the first course in the 2-semester thesis for Latin Studies thesis writers. Enrollment requires approval of LASP and the undergraduate director.

Credit 3 units.

---

#### **L45 LatAm 486 Latin American Studies Thesis**

This is the second course in the sequence for Latin American Studies thesis writers. Enrollment requires completion of 485 and permission from LASP and the undergraduate director.

Credit 3 units.

---

#### **L45 LatAm 4876 Advanced Seminar: Mexican Agriculture: Land, Politics and Development**

Access to and ownership of land has been a major issue in Mexican history. Land tenure in economic development has been a constant source of tension and debate since the 18th century. Paradoxically, land tenure has been put forth as both the obstacle and the solution to the country's modernization. Given its centrality in the construction of the modern period, this course examines liberalism, agrarian revolts, the revolution, the green revolution and neoliberalism through the lens of land issues. This course will also explore how these have shaped and have been shaped by indigenous peoples and peasants, from land disentanglement to the fight against GMO maize. Students will evaluate agrarian reforms, agricultural modernization programs, concepts of and transformations of natural resources, food production/consumption and social policies.

Same as L22 History 4876

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

---

#### **L45 LatAm 4885 Advanced Seminar: Medicine, Disease and Empire**

This course examines the history of medicine in connection to the politics of colonialism and empire-building, spanning the sixteenth century through the twentieth century. Topics covered include: epidemic disease outbreaks (e.g. smallpox, cholera, malaria); the role of science and medicine in endorsing the "civilizing missions" of empires; tropical climates and tropical diseases as western constructs; tensions between western medicine and indigenous healing practices and beliefs; ideas of race and racism in science and medicine; modern advancements in sanitation and public health and their implementation overseas; and the historical roots of the modern global health movement.

Same as L22 History 4885

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

#### **L45 LatAm 4926 Contemporary Art of the U.S.-Mexico Border and Beyond**

The question of the materiality of borders has attained new urgency with the resurgence of nationalist and anti-globalist movements. Calls for a "big, beautiful wall" on the U.S.-Mexico border are but one striking example of this phenomenon. A wall, a fence, a line, or a zone may focus attention on a narrow space, but it does so at the expense of broader narratives of structural inequality, the lingering violence of colonialism, and the rapid scale of climate change. The simplicity of a barrier is a particularly damaging fiction, one that avoids examinations of the larger forces that divide us. This upper-level and graduate seminar will delve into the history of "border art" as a category -- whether public art, sculpture, installation, new media, or performance -- using the U.S.-Mexico border as an extended in-depth case study. Analysis will not be limited to this region, as the course encourages a comparative approach that places disparate regions into dialogue with each other. In addition, we will also consider the issue of divides and borders locally, within the St. Louis area and its suburbs. Prerequisites: Intro to Western Art or Intro to Modern Art, plus one 300-level course in Art History.

Same as L01 Art-Arch 4926

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, GFAH, HUM BU:

HUM, IS EN: H



---

# Latin American Studies Major

## Program Requirements

- **Total units required:** 30

The major in Latin American Studies (LAS) allows undergraduate students to pursue an in-depth study of Latin America across diverse disciplines, theoretical approaches and historical periods. Through regular courses, seminars and additional activities such as film series, programs abroad, lectures, and the like, students will explore the processes that resulted in the integration of the so-called New World and Western civilizations, from the discovery of America to the present. An essential aspect of this major is the focus on economic, social and political dynamics corresponding to intercultural relations developed between indigenous cultures, Creole societies, and European and North American nations.

This aspect of the major stresses the study of social change, migration, social movements, multiculturalism, inequality, violence and social justice, and it combines regional analysis with critical interdisciplinary approaches. The program of study combines the analysis of urban environments; issues of education, gender, language and ethnicity; and modernization and border studies. It emphasizes transatlantic approaches as well as the study of topics related to autochthonous cultures in their conflictive interaction with Western traditions, systems of domination, values and economic/political projects.

Focusing on Latin America allows students to engage with a fascinating historical trajectory that promotes a multifaceted reflection on colonialism, diversity issues, economic development and international relations. The major has been designed to provide students with a historical background that will be instrumental both in itself, as an exciting field of specialization, and in combination with their pursuit of other fields of inquiry, such as international relations, business, globalization, and the like. Latin America is a region embedded in the complex networks of global economics, development, social engagement and cultural innovation.

The LAS major offers a sound, updated and competitive approach to the study of the region, both in its specificity and in its connections to the world, through the study of Latin America's processes of internationalization and its changing position in global scenarios. This major has also been designed to further contribute to the university mission of improving engagement with race, ethnicity and diversity.

## Credit Requirements

The major in LAS requires students to complete 30 units. At least 24 units must be at the 300 level or higher, and at least 9 units must be at the 400 level. All units must be exclusive to the major and may not be double-counted, unless the College of Arts & Sciences regulations

state otherwise. To count for LAS, courses must have an L45 number or receive authorization from the director of undergraduate studies (DUS) of LAS, who determines which requirements can be fulfilled by each available course. Units must be fulfilled as follows:

- 3 units for the successful completion of LatAm 165D Latin America: Nation, Ethnicity and Social Conflict, offered annually. LatAm 165C can also fulfill this requirement.
- 3 units for the successful completion of an elective introductory course at the 100, 200 or 300 level. Courses that fulfill this requirement must meet the approval of the DUS of LAS. This requirement may also be fulfilled with an approved course abroad or with a 300-level elective approved by the DUS of LAS.
- 3 units in history or politics at the 300 level or higher. Courses may come from relevant offerings in the departments of History or Political Science, the Global Studies program, or study abroad. Courses must be cross-listed with LatAm (L45) or approved by the DUS of LAS.
- 3 units in literary or cultural studies at the 300 level or higher. These units may include courses offered by the departments of Romance Languages and Literatures, Art History, and Archaeology; LAS home-based courses; or study abroad.
- 3 units in anthropology or pre-Columbian cultures at the 300 level or higher. These courses may come from offerings in the departments of Anthropology and Global Studies; LAS home-based courses; or study abroad.
- 9 units of elective credit at the 300 level or higher. At least 3 of these units must be fulfilled at the 400 level; 3 units of elective credit may be fulfilled through an honors thesis (LatAm 486) or a special project (LatAm 425).
- 6 units of a Latin American seminar. Seminar courses are 400-level courses that are taught by core LAS faculty on theoretical issues related to the region. These courses include LatAm 461 Latin-American Cultural Studies: Critical and Theoretical Approaches; LatAm 457 Gender and Modernity in Latin America; LatAm 463 Seminar on Urban Cultures in Latin America; LatAm 464 Nation and Desire in Latin America; and LatAm 483 Bodily Injuries: Violence, Gender and Representation in Latin America.

## Capstone

Prime majors in LAS must fulfill their capstone requirement by writing an honors thesis (if the student meets the College of Arts & Sciences requirements to do so), writing a Latin American research paper (LatAm 425), or completing the two LAS seminar courses with a grade of B+ or better.

## Language Requirement

LAS requires all majors to complete a language requirement in Spanish or Portuguese. The Spanish requirement may be fulfilled by the completion of Span 302, Span 3021 or certification as a native speaker by the DUS of LAS.

The Portuguese requirement may be fulfilled as follows:

- Successful completion of Portug 220 Reading and Conversation II: Intermediate Portuguese with a grade of B- or higher
- Native or heritage speaker status, as determined by the DUS in LAS
- Successful completion of a program abroad, conducted in Portuguese, with a minimum of 3 credit units in the target language

## Additional Information

### Study Abroad

All majors in LAS must complete at least one study abroad experience in Latin America. This requirement may be fulfilled by the completion of a summer or semester program in the region approved by the Office of Overseas Programs.

Students who attend study abroad programs may request credit for appropriate courses at the 300 level, with approval from the DUS. A maximum of 9 units for one semester (or equivalent) of study abroad or of 12 units for more than one semester is allowed. LatAm 165D and 400-level credit requirements must be completed in residence at Washington University.

Students unable to attend a study abroad program may complete an additional 3 units of 300-level elective credit instead.

Contact: Professor Ignacio Sánchez Prado  
Phone: 314-935-5175  
Email: [isanchez@wustl.edu](mailto:isanchez@wustl.edu)  
Website: <http://lasprogram.wustl.edu>

## Latin American Studies Minor

### Program Requirements

- **Total units required:** 18

The minor in Latin American Studies (LAS) allows undergraduate students pursuing other major programs to complement their existing curriculum with a study of Latin America across diverse disciplines and how the region engages with the Western world — to which it belongs — at large. The minor in LAS is conceived as an option for students across a variety of disciplines in the social sciences, the humanities, the sciences, the pre-med program, and business and engineering to add knowledge about Latin America to their professional portfolio. The vast relations that the United States has with Latin America in all fields make the minor in LAS the source of valuable skills for our existing population. It also allows students in other major programs to access discussions of socioeconomic and ethnic diversity in one of the regions central to those debates in the world.

### Credit Requirements

The minor in LAS requires students to complete 18 units. At least 15 units must be at the 300 level or higher, and at least 3 units must be at the 400 level. All units must be exclusive to the minor and may not be double-counted, unless the College of Arts & Sciences regulations

state otherwise. The requirements for the minor mirror some of the requirements for the major. To count for LAS, courses must have an L45 number or receive authorization from the LAS director of undergraduate studies (DUS), who determines which requirements can be fulfilled by each available course. Units must be fulfilled as follows:

- 3 units for the successful completion of LatAm 165D Latin America: Nation, Ethnicity and Social Conflict, offered annually. LatAm 165C can also fulfill this requirement.
- 3 units in history or politics at the 300 level or higher. Courses may come from relevant offerings in the departments of History or Political Science, the Global Studies program, or study abroad.
- 3 units in literary or cultural studies at the 300 level or higher. These units may include courses offered by the departments of Romance Languages and Literatures, Art History, and Archaeology; LAS home-based courses; and study abroad.
- 3 units in anthropology or pre-Columbian cultures at the 300 level or higher. These courses may come from offerings in the Anthropology, Global Studies, and the LAS departments or from study abroad.
- 3 units of elective credit at the 300 level or higher.
- 3 units of a Latin American seminar. Seminar courses are 400-level classes that are taught by core LAS faculty on theoretical issues related to the region.

### Language Requirement

LAS requires all minors to complete a language requirement in Spanish or Portuguese. The Spanish requirement may be fulfilled by the completion of Span 202 Intermediate Spanish II or certification as an advanced heritage or native speaker by the DUS in LAS.

The Portuguese requirement may be fulfilled as follows:

- Successful completion of Portug 215 Reading and Conversation I with a grade of B- or higher
- Native or heritage speaker status, as determined by the DUS in LAS.
- Successful completion of a program abroad, conducted in Portuguese, with a minimum of 3 credit units in the target language

## Additional Information

### Study Abroad

All minors in LAS are strongly encouraged (but not required) to pursue a study abroad program in the region. Students who attend study abroad programs may request credit for appropriate courses at the 300 level, with approval from the DUS. A maximum of 6 units is allowed. LatAm 165D and the seminar requirement must be completed in residence at Washington University.

Contact: Professor Ignacio Sánchez Prado  
Phone: 314-935-5175  
Email: [isanchez@wustl.edu](mailto:isanchez@wustl.edu)  
Website: <http://lasprogram.wustl.edu>

## Linguistics

At Washington University, the Linguistics program offers an undergraduate major and minor. The core of the Linguistics program focuses on the study of how languages are structured. Students examine how words are built from sounds, how sentences are built from words, and how all of this structure manages to communicate meaning. With a good understanding of these formal properties, students can pursue other questions about language. How does language change over time? Do diverse languages have more in common than meets the eye? What functions does language play in society? What is its relation to thought? What are its biological and psychological underpinnings? And just how do children manage to acquire language so well in the first place?

Linguistics takes a scientific approach to the study of language and develops skills in data analysis and scientific experimental methods. Linguistics students may or may not speak many languages, but they definitely will learn how to collect and analyze data about languages in an effort to answer these questions.

Contact: Brett Hyde  
Phone: 314-935-7612  
Email: bhyde@wustl.edu  
Website: <http://linguistics.wustl.edu>

## Faculty

### Director

#### Brett D. Hyde

Associate Professor  
PhD, Rutgers University  
(Linguistics, Philosophy, Philosophy-Neuroscience-Psychology)

### Core Faculty

#### Matthew Barros

Lecturer  
PhD, Rutgers University  
(Linguistics)

#### Nicholas Danis

Lecturer  
PhD, Rutgers University  
(Linguistics)

#### Kristin J. Van Engen

Assistant Professor  
PhD, Northwestern University  
(Linguistics, Psychology)

### Participating Faculty

#### David A. Balota

Professor  
PhD, University of South Carolina  
(Psychology, Neurology)

#### Joe Barcroft

Professor  
PhD, University of Illinois at Urbana-Champaign  
(Romance Languages and Literatures)

#### John Baugh

Margaret Bush Wilson Professor in Arts & Sciences  
PhD, University of Pennsylvania  
(Anthropology, Education, English, Psychology)

#### Jonathan Peelle

Research Assistant Professor  
PhD, Brandeis University  
(Otolaryngology)

#### Mitchell S. Sommers

Professor  
PhD, University of Michigan  
(Psychology)

#### Rebecca Treiman

Burke and Elizabeth High Baker Professor of Child Developmental Psychology  
PhD, University of Pennsylvania  
(Psychology)

#### Gerhild Williams

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities  
PhD, University of Washington, Seattle  
(German)

### Emeritus Faculty

#### Brett Kessler

PhD, Stanford University

## Majors

- Linguistics Major (p. 789)

## Minors

- Linguistics Minor (p. 790)

## Courses

Visit online course listings to view semester offerings for L44 Ling.

---

#### L44 Ling 1036 First Year Seminar: Storming Off and Slaying Serpents: Linguistic Approaches to Comparative Mythology

This course is an introduction to comparative mythology through the lens of linguistic theory. As all of our most ancient mythological narratives are poetic and given that the production of poetic texts is a fundamentally linguistic enterprise, students will acquire the linguistic skills necessary to fully engage with and analyze the language of ancient mythological texts.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

---

**L44 Ling 148 First-Year Seminar: The Linguistics of Constructed Languages**

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

**L44 Ling 170D Introduction to Linguistics**

Language is one of the fundamental capacities of the human species, and there are many interesting and meaningful ways in which it can be studied. This course explores the core components of linguistic theory: speech sounds (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). It also provides an overview of interdisciplinary ideas and research on how language is acquired and processed, its relation to the mind-brain and to society, and the question of whether the essential properties of language can be replicated outside the human mind (specifically, in chimpanzees or computer programs).

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, HUM EN: S

---

**L44 Ling 225D Latin and Greek in Current English**

An astonishingly large number of English words, especially in areas such as medicine, science, and law, are derived from Latin and Greek. This course will provide a study of the impact of Latin and Greek on the English language through study of the Latin and Greek roots, prefixes, and suffixes that are most commonly found in English technical and non-technical vocabulary and the linguistic principles through which these elements have entered the English language.

Same as L08 Classics 225D

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L44 Ling 258 Methods in Linguistic Research**

This course will introduce students to a range of formal, computational, and experimental tools for conducting linguistic research. Students will learn about different types of linguistic data, experimental design, and statistical techniques in the context of research in general linguistics, psycholinguistics, and sociolinguistics. This course aims to make students more capable readers of linguistic research (and scientific research more generally) and to provide them with hands-on experience in employing linguistic research methods. The course will also serve as an introduction to R for statistical computing. The class is intended for freshman and sophomore students who are considering advanced study in the linguistics program. Prerequisite: Ling 170D.

Credit 3 units. A&S IQ: SSC, AN EN: S

---

**L44 Ling 263 Linguistics for Legal Purposes**

This course exposes students to an array of legal matters in which forensic linguistic science can play a key role. It simultaneously introduces them to linguistic concepts, theories, and methods that can be differentially applied for a combination of forensic and legal purposes. Topics include trademark disputes, defamation suits, civil litigation, authorship identification, and linguistic evaluations of testimony presented during murder trials. Assignments will include the formulation of affidavits and the production of legal opinions derived from diverse linguistic analyses.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L44 Ling 301G Symbolic Logic**

In the first half of the course we will be studying some features of truth-functional and first-order classical logics, including studying the model theory and metatheory for first-order logic in much greater depth than in Phil 100. In the second half of the course we will go on to study three different styles of proof-system: tableaux, axiomatic, and natural deduction. This course continues on where Philosophy 100: An Introduction to Logic and Critical Analysis leaves off. It is recommended for students who have already taken that introductory course, or for students who already have a strong background in mathematics. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 301G

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: HUM

---

**L44 Ling 306G Philosophy of Language**

A survey of major philosophical problems concerning meaning, reference, and truth as they have been addressed within the analytic tradition. Readings that represent diverse positions on these focal issues will be selected from the work of leading philosophers in the field, for example: Frege, Russell, Wittgenstein, Davidson, Quine, Kripke, and Putnam. Students are encouraged to engage critically the ideas and arguments presented, and to develop and defend their own views on the core topics. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 306G

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L44 Ling 309 Syntactic Analysis**

The ability to produce and understand an infinite number of sentences is perhaps the most fascinating aspect of the human language faculty. Syntax is the study of how the brain organizes sentences from smaller phrases and words. This course explores syntactic analysis from several perspectives within generative linguistics, focusing primarily on the Government and Binding framework but also introducing Minimalist and Optimality Theoretic approaches. Topics to be discussed include phrase structure, transformations, case theory, thematic roles, and anaphora. Assignments will help students learn to construct and compare analyses of syntactic problems in English and other languages. Prerequisite: Ling 170D or permission of instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

**L44 Ling 311 Introduction to Semantics**

Semantics is the branch of linguistics which studies how speakers assign meaning to words, sentences, and larger units of discourse. We combine perspectives from both linguistics and philosophy to explore a variety of topics including polysemy, compositionality, quantification, anaphora, definite descriptions, attitude reports, presupposition, and implicature. Prerequisite: Ling 170D or Phil 301G or permission of instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

**L44 Ling 312 Phonetics**

Phonetics is the study of the sounds of the languages of the world. The primary goal of the course is to learn how speech sounds are produced, so that the student can describe them in articulatory terms, write them out in a standard notational system, and produce them accurately. Other topics include a basic introduction to the acoustics of speech and the use of personal computers to display, analyze, and synthesize human speech. The course should prove useful to students desiring a deeper understanding of one of the fundamental underpinnings of linguistics, but also has practical applications in such fields as foreign language learning and the appreciation and acquisition of new dialects and accents. Prerequisite: Ling 170D.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

**L44 Ling 313 Phonological Analysis**

There are several important abilities involved in the use of human language, one of these being the ability to organize speech sounds. The system that the brain uses to accomplish this task is the subject matter of phonology. This course will explore phonology from several perspectives within generative linguistics, including both traditional rule-based and current Optimality Theoretic approaches. Topics to be discussed include phonological features, lexical phonology, prosodic

morphology, tone, and metrical stress. Assignments will help students learn to analyze phonological problems in a variety of languages and to evaluate the consequences of using different analytic approaches. Prerequisite: Ling 170D or permission of instructor.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### L44 Ling 315 Morphology

Concepts covered: morphemic analysis and investigation of morphological processes. Additional topics may include relationship of morphology to language-typology and to syntax. Prerequisite: Ling 170D, or permission of instructor.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

#### L44 Ling 317 Introduction to Computational Linguistics

Use of computers to analyze, understand, and generate human language. Emphasis on appreciating practical applications such as text analysis, search and creation of dictionaries and corpora, information retrieval, machine translation, and speech interfaces. Survey of rule-based and statistical techniques. Students acquire programming skills appropriate for solving small- to medium-scale problems in linguistics and text processing, using a language such as Python. Students have regular programming assignments and complete a semester project. No previous knowledge of programming required. Prerequisite: L44 Ling 170D.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### L44 Ling 320 Historical and Comparative Linguistics

Historical linguistics focuses on how languages change over time. Comparative linguistics focuses on their similarities and differences. In this course we will trace some of the differences and changes in sound (phonetics and phonology) word formation (morphology), sentence structure (syntax), and meaning (semantics). Topics include linguistic universals, the structural and genetic classification of languages, the techniques of reconstructing proto-languages, and the causes of language change. Examples from Indo-European languages (for example, Greek, English, and Spanish) and from Native American languages (for example, Quechua and Mayan) will be emphasized. Prerequisite: Ling 170D.  
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM EN: S

---

#### L44 Ling 339 Introduction to Sociolinguistics

Studies of language in social context are presented, including research related to diglossia, bilingualism, pidginization, creolization, and dialectology. Discourse analyses and conversational analyses of face-to-face conversation are examined in methodological and analytical terms. Beyond assigned readings, critical discourse analyses, the ethnography of speaking, the sociology of language, and accommodation theory are also considered. Students are required to develop a course project related to one or more studies of language in use. Experimental studies of sociophonetics and sociohistorical linguistics are presented during lectures to demonstrate advanced interdisciplinary research with potential educational and legal relevance. Prerequisite: Ling 170D.  
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: HUM EN: S

---

#### L44 Ling 340 Linguistic Pragmatics

Discourse analysis and pragmatics are the subfields of linguistics that investigate language as it is used in real-life contexts. The focus of this course is on the following question: What do people do with language, and how do they do it? One goal is to demonstrate how the results of such investigations are relevant for a number of concrete problems in human communication. Some of the more specific questions we will explore are as follows: What distinguishes discourse

analysis and pragmatics from each other? What is their relation to the other branches of linguistics? How can the two fields contribute to the establishment of a paradigm for interdisciplinary and intercultural studies? Prerequisite: Ling 170D or permission of instructor.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

#### L44 Ling 341 Linguistic Diversity in the United States

Linguistic diversity has always existed within the United States, and this course begins with a survey of many of the indigenous Native American languages that existed prior to European colonization. The emphasis of this course is linguistic research, as we examine diverse studies of language across the nation with respect to regional differences, racial and ethnic differences, historical differences, and differences in education and economic status. American bilingualism is explored, as are many of the dialects that have evolved in different parts of the nation. Students study a range of sophisticated linguistic analyses of language diversity in different parts of the USA at different points in the nation's history. The culmination of the course explores practical linguistic applications in legal and educational contexts. Prereq: Ling 170D and some familiarity with elementary statistics.  
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### L44 Ling 3701 Introduction to Hispanic Linguistics

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional, and social varieties of Spanish and situations of Spanish in contact with other languages. Same as L38 Span 370  
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

#### L44 Ling 390 Linguistics Service Learning I

Because language is fundamental to human communication, differences in language can present particularly difficult barriers to learning. Taking classes in a language that is not your native language, for example, presents special challenges both to students and their teachers. For speakers of non-standard dialects, taking classes in a standard dialect presents subtler-and in some ways, even more difficult-challenges. This course provides students with a concrete understanding of the practical difficulties arising from linguistic differences and helps them discover ways in which these difficulties can be addressed. In particular, students are expected to devote two hours per week tutoring local K-12 students and to keep a journal focusing on their experiences from a linguistic perspective. Students will be expected to attend weekly meetings with faculty and community partners to relate challenges that they have encountered and to discuss possible solutions. Students will also receive training on how to better understand and serve under-sourced and diverse populations. Prerequisite: At least two 300-level courses in Linguistics or permission of the instructors  
Credit 3 units. A&S IQ: SSC BU: HUM EN: S

---

#### L44 Ling 391 Linguistics Service Learning II

Linguistics Service Learning II meets with Linguistics Service Learning I, but it requires completion of additional written assignments. Prerequisite: Ling 390.  
Credit 3 units. A&S IQ: SSC BU: HUM EN: S

---

#### L44 Ling 396 Linguistics Seminar

Readings on a selected topic in theoretical linguistics with an emphasis on discussion, presentation, and writing. Prerequisite: varies with topic.

Credit 3 units. A&S IQ: SSC EN: S

**L44 Ling 396W Linguistics Seminar: Writing Intensive**

Readings on a selected topic in theoretical linguistics, with an emphasis on discussion, presentation, and writing. Prerequisite: varies with topic. Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC BU: HUM EN: S

**L44 Ling 408 Psychology of Language**

This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases, and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student will carry out an original research project on some aspect of psycholinguistics. Prereq: Ling 170D and Psych 100B Same as L33 Psych 433  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

**L44 Ling 427 Computation and Learnability in Linguistic Theory**

This course introduces the advanced linguistics or computer science student to the fields of learnability and computation as they apply to the study of linguistic theories and natural language. Topics covered include the formal language hierarchy, including the subregular languages; issues in the learnability of phonology, morphology, and syntax; and algorithms specific to constraint-based linguistic grammars. Prerequisites: either CS 130 or Ling 317 and at least one of the following: Ling 309, Ling 311, Ling 313, or Ling 315.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

**L44 Ling 466 Second-Language Acquisition**

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first and second language acquisition; the role of linguistic, cognitive, and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second language acquisition; and a critical appraisal of different theories of second language acquisition. Both theoretical and instructional implications of second language acquisition research are considered. This course can be used towards certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

**L44 Ling 4691 Second Language Reading and Writing: Theory, Research and Practice**

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics to be discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students will discuss how to bridge research and practice, and they will create reading and writing activities driven by theory and

empirical investigations. This course is a required course for the for the undergraduate minor in Applied Linguistics and an elective for the Graduate Certificate in Language Instruction. This course carries the Social and Behavioral Sciences attribute.  
Same as L38 Span 4691  
Credit 3 units. A&S IQ: SSC EN: S

**L44 Ling 478 Topics in Linguistics**

Meets with designated linguistics course, but with additional writing and research required for graduate credit and certification.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

**L44 Ling 495 Senior Seminar in Linguistics**

The Senior Seminar affords students an opportunity to integrate the various fields of linguistics. Readings, discussions, and presentations let students address issues that combine the content and the research methods of areas such as phonetics, phonology, morphology, syntax, diachrony, and semantics. Students have individual projects within the scope of the semester's particular topic, but the class as a whole helps in choosing, developing, and refining the treatment. This course fulfills the requirement for a senior capstone for primary majors in Linguistics. It is the normal option for students who wish to take the capstone as a regular class rather than as sponsored independent study.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

**L44 Ling 499 Independent Work For Senior Honors**

Prerequisites: senior standing and permission of the Linguistics Program.  
Credit variable, maximum 6 units.

## Linguistics Major Program Requirements

- **Total units required:** 30 units, at least 24 of which must be from courses at the 300 level or higher

### Required Courses

Code	Title	Units
Ling 170D	Introduction to Linguistics	3
Ling 309	Syntactic Analysis	3
Ling 311	Introduction to Semantics	3
Ling 312	Phonetics	3
Ling 313	Phonological Analysis	3
Ling 317	Introduction to Computational Linguistics	3
<b>Total Units</b>		<b>18</b>

### Elective Courses

Students select 12 units from the courses listed below. At least 9 units must be at the 300 level or higher. At most, 6 units may be drawn from Ling 499 Independent Work For Senior Honors, Ling 500 Independent Study, and cross-listed courses that are not home-based in the Linguistics program.

Code	Title	Units
Ling 148	First-Year Seminar: The Linguistics of Constructed Languages	3
Ling 225D	Latin and Greek in Current English	3
Ling 258	Methods in Linguistic Research	3
Ling 263	Linguistics for Legal Purposes	3
Ling 315	Morphology	3
Ling 320	Historical and Comparative Linguistics	3
Ling 339	Introduction to Sociolinguistics	3
Ling 340	Linguistic Pragmatics	3
Ling 341	Linguistic Diversity in the United States	3
Psych 358	Language Acquisition	3
Ling 396	Linguistics Seminar	3
Ling 396W	Linguistics Seminar: Writing Intensive	3
Ling 408	Psychology of Language	3
Ling 427	Computation and Learnability in Linguistic Theory	3
Ling 466	Second-Language Acquisition	3
Ling 495	Senior Seminar in Linguistics	3
Ling 499	Independent Work For Senior Honors	3-6
Ling 500	Independent Study	6

Under certain circumstances, students may count a limited number of relevant courses not listed here toward their major. Such circumstances include study abroad and preparation for a specialized capstone. A specific plan of study must be worked out with the director of the Linguistics program in advance of the courses being taken.

## Language Requirement

Majors should normally have foreign language competency equivalent to one year of study at the college level. Classes taken to fulfill this requirement do not normally count toward the 30 total units required for the major.

## Additional Information

### Capstone

Primary majors must complete a capstone project. The capstone project is normally done during the senior year while taking Ling 320 Historical and Comparative Linguistics, Ling 495 Senior Seminar in Linguistics, Ling 499 Independent Work For Senior Honors, or Ling 500 Independent Study. Students wishing to count Ling 500 Independent Study for their capstone need to have their independent studies approved in advance by the director of the Linguistics program.

## Senior Honors

Students with a university grade point average of 3.65 or higher and a linguistics GPA of 3.65 or higher at the end of their junior year may apply to enter the honors program by submitting a proposal for a senior thesis. If admitted into the program, the student registers for 3 units of Ling 499 Independent Work For Senior Honors during each semester of their senior year. The student must complete the thesis and pass an oral defense by the middle of March of their senior year.

Contact: Brett Hyde  
Phone: 314-935-7612  
Email: bhyde@wustl.edu  
Website: <http://linguistics.wustl.edu>

## Linguistics Minor Program Requirements

- **Total units required:** 15, at least 9 of which must be from courses at the 300 level or higher

### Required Course

Code	Title	Units
Ling 170D	Introduction to Linguistics	3

### Elective Courses

Students must complete 12 units of electives:

- At least 6 units must come from the following list:

Code	Title	Units
Ling 309	Syntactic Analysis	3
Ling 311	Introduction to Semantics	3
Ling 312	Phonetics	3
Ling 313	Phonological Analysis	3
Ling 317	Introduction to Computational Linguistics	3

- The remaining elective units may be drawn from any course acceptable as an elective for the major.

Contact: Brett Hyde  
Phone: 314-935-7612  
Email: bhyde@wustl.edu  
Website: <http://linguistics.wustl.edu>

## Mathematics

Mathematics has always held a central position in the liberal arts, and over time, it has also come to play an important role in more and more aspects of our lives. Mathematical analysis and modeling are involved in many areas far beyond the traditional association of mathematics with the physical sciences and engineering. This fact is reflected in the

diversity of the students who study at least some mathematics during their time at Washington University — students who recognize the importance of quantitative skills in a world that is becoming more and more technological.

Students major in mathematics for many reasons. Some are planning academic careers in mathematics that involve teaching or research. Others plan to work as actuaries or at other jobs in industry or government. Some plan careers in secondary education. Many majors do not intend to become "mathematicians" at all but simply realize that quantitative training is a valuable asset in many kinds of careers; often, work in mathematics is meant to complement their study in other areas. Other majors view mathematics as an interesting concentration in their liberal arts education, even though they plan to enter professional fields such as medicine or law.

The Mathematics program gives majors and minors a broad introduction to the subject. To fit students' varying academic interests and professional goals, the department offers majors in Mathematics, Applied Mathematics, and Mathematical Sciences, along with two joint majors in Mathematics and Computer Science and in Mathematics and Economics. Majors are encouraged to complete additional work (perhaps even a minor or a second major) in other related areas.

Phone: 314-935-6301  
Email: [mathadvising@wustl.edu](mailto:mathadvising@wustl.edu)  
Website: <http://math.wustl.edu>

## Faculty

### Chair

#### **John Shareshian**

Professor  
PhD, Rutgers University  
Algebraic and topological combinatorics

### Director of Graduate Studies

#### **Gregory Knese**

Professor  
PhD, Washington University  
Complex function theory; operators; harmonic analysis

### Director of Undergraduate Studies

#### **Ari Stern**

Professor  
PhD, California Institute of Technology  
Geometric numerical analysis; computational mathematics

### Associate Director of Undergraduate Studies

#### **Blake Thornton**

Teaching Professor  
PhD, University of Utah  
Geometric topology

## Department Faculty

#### **Roya Beheshti Zavareh**

Professor  
PhD, Massachusetts Institute of Technology  
Algebraic geometry

#### **Alan Chang**

Assistant Professor  
PhD, University of Chicago  
Geometric measure theory; harmonic analysis

#### **Quo-Shin Chi**

Professor  
PhD, Stanford University  
Differential geometry

#### **Lawrence Conlon**

Emeriti Professor  
PhD, Harvard University  
Differential topology

#### **Aliakbar Daemi**

Assistant Professor  
PhD, Harvard University  
Gauge theory; low-dimensional topology; symplectic geometry

#### **Laura Escobar Vega**

Associate Professor  
PhD, Cornell University  
Combinatorics; algebraic geometry

#### **Renato Feres**

Professor  
PhD, California Institute of Technology  
Differential geometry; dynamical systems

#### **Steven Frankel**

Associate Professor  
PhD, University of Cambridge  
Geometric topology; dynamics

#### **Ron Freiwald**

Emeriti Professor  
PhD, University of Rochester  
General topology

#### **Andrew Walton Green**

William Chauvenet Postdoctoral Lecturer  
PhD, Clemson University  
Harmonic analysis; partial differential equations

#### **Gary R. Jensen**

Emeriti Professor  
PhD, University of California, Berkeley  
Differential geometry

#### **Silas Johnson**

Senior Lecturer  
PhD, University of Wisconsin–Madison  
Algebraic number theory; arithmetic statistics



**Matt Kerr**

Professor  
PhD, Princeton University  
Algebraic geometry; Hodge theory

**Steven G. Krantz**

Professor  
PhD, Princeton University  
Several complex variables; geometric analysis

**N. Mohan Kumar**

Emeriti Professor  
PhD, Bombay University  
Algebraic geometry; commutative algebra

**Wanlin Li**

Assistant Professor  
PhD, University of Wisconsin–Madison  
Number theory; arithmetic geometry

**Henri Martikainen**

Associate Professor  
PhD, University of Helsinki, Finland  
Harmonic analysis; geometric measure theory

**John E. McCarthy**

Spencer T. Olin Professor of Mathematics  
PhD, University of California, Berkeley  
Analysis; operator theory; one and several complex variables

**Minh Nguyen**

Postdoctoral Lecturer  
PhD, University of Arkansas  
Gauge theory; low dimensional topology

**Charles Ouyang**

Assistant Professor  
PhD, Rice University  
(Higher) Teichmüller theory; Riemann surfaces; harmonic maps and minimal surfaces

**Martha Precup**

Associate Professor  
PhD, University of Notre Dame  
Applications of Lie theory to algebraic geometry and the related combinatorics

**Donsub Rim**

Assistant Professor  
PhD, University of Washington  
Applied mathematics

**Rachel Roberts**

Elinor Anheuser Professor of Mathematics  
PhD, Cornell University  
Low-dimensional topology

**Richard Rochberg**

Emeriti Professor  
PhD, Harvard University  
Complex analysis; interpolation theory

**Angel Roman**

Postdoctoral Lecturer  
PhD, Pennsylvania State University  
Representation theory; operator algebras

**Jesus Sanchez**

Postdoctoral Lecturer  
PhD, Pennsylvania State University  
Noncommutative index theory; cyclic cohomology; spin Riemannian geometry; high-dimensional gauge theory

**Karl Schaefer**

Lecturer  
PhD, University of Chicago  
Algebraic number theory

**Jack Shapiro**

Emeriti Professor  
PhD, City University of New York  
Algebraic K-theory

**Edward Spitznagel**

Emeriti Professor  
PhD, University of Chicago  
Statistics; statistical computation; application of statistics to medicine

**Yanli Song**

Associate Professor  
PhD, Pennsylvania State University  
Noncommutative geometry; symplectic geometry; representation theory

**Xiang Tang**

Professor  
PhD, University of California, Berkeley  
Symplectic geometry; noncommutative geometry; mathematical physics

**Joel Villatoro**

Postdoctoral Lecturer  
PhD, University of Illinois at Urbana-Champaign  
Differential geometry; Poisson geometry; singular spaces

**Brett Wick**

Professor  
PhD, Brown University  
Complex analysis; harmonic analysis; operator theory; several complex variables

**Mladen Victor Wickerhauser**

Professor  
PhD, Yale University  
Harmonic analysis; wavelets; numerical algorithms for data compression

**Edward N. Wilson**

Emeriti Professor  
PhD, Washington University  
Harmonic analysis; differential geometry

### David Wright

Emeriti Professor  
PhD, Columbia University  
Affine algebraic geometry; polynomial automorphisms

### Jay Yang

Postdoctoral Lecturer  
PhD, University of Wisconsin–Madison  
Commutative algebra; algebraic geometry

## Majors

- Applied Mathematics Major (p. 796)
- Mathematical Sciences Major (p. 798)
- Mathematics and Computer Science Major (p. 801)
- Mathematics and Economics Major (p. 805)
- Mathematics Major (p. 808)

## Minors

- Mathematics Minor (p. 810)

## Courses

Visit online course listings to view semester offerings for L24 Math.

---

### L24 Math 100 Foundations for Calculus

A limited enrollment class for students planning to take calculus but who need additional precalculus preparation. The course aims to build both the technical skills and the conceptual understanding needed to succeed in calculus. Course emphasizes links between the graphical, numeric, and algebraic viewpoints. A variety of approaches are used to present the material. Prerequisites: 2 years of high school algebra and a course in geometry (or the equivalent).

Credit 3 units. A&S IQ: NSM

---

### L24 Math 109 Mathematics and Music

An elementary introduction to the connections between mathematics and musical sound. Review of integers, ratios, prime numbers, functions, rationality, exponents, logarithms, trigonometry. Review of scales, clefs, key signatures, intervals, time signatures. Frequency and pitch. The connection between intervals and logarithms. Tuning and temperament, just intonation. Scales and modular arithmetic. The mathematics of harmony; the sound of the low prime numbers and their roles in harmony. Harmonics, partials and overtones. Numerical integration and basic Fourier analysis. The nature of complex tones. Analysis of instrument sounds. Human vowels and formants. Prerequisites: 2 years of high school algebra, and trigonometry.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

### L24 Math 131 Calculus I

Derivatives of algebraic, trigonometric, and transcendental functions, techniques of differentiation, Mean Value Theorem, applications of the derivative. The definite integral and Fundamental Theorem of Calculus. Areas. Simpler integration techniques. Prerequisites: high school algebra and precalculus, including trigonometry.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

### L24 Math 131E Calculus I Extended

Math 131E covers the same content as Math 131 but includes the additional review of precalculus concepts integrated throughout the semester. It is aimed at students whose precalculus skills are not yet fully developed. By the end of this course, students should be ready to enroll in Math 132.

Credit 4 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

### L24 Math 132 Calculus II

Continuation of Math 131. A brief review of the definite integral and Fundamental Theorem of Calculus. Techniques of integration, applications of the integral, sequences and series, Taylor polynomials and series, and some material on differential equations. Prerequisite: Math 131 or a B or better in a one-year high school calculus course, or permission of the department.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

### L24 Math 203 Honors Mathematics I

This is the first half of a one-year calculus sequence for first year student with a strong interest in mathematics with an emphasis on rigor and proofs. The course begins at the beginning but assumes the students have already studied the material from a more "mechanical" view. Students who complete both semesters will have complete the material Calc III and other topics that may let them move through the upper level math curriculum more quickly. Sets, functions, real numbers, and methods of proof. The Riemann-Darboux integral, limits and continuity, differentiation, and the fundamental theorems of calculus. Sequences and series of real numbers and of functions. Vector spaces and linear maps. Prerequisite: Score of 5 on the A.P. Calculus Exam, BC version, or the equivalent.

Credit 4 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

### L24 Math 204 Honors Mathematics II

Matrices, linear systems, and determinants. Eigenvalues and eigenvectors, diagonalization, and the spectral theorem. Scalar and vector fields, differential and integral calculus of several variables, and the fundamental theorems of Green, Gauss, and Stokes. Restricted to first year students who have completed Math 203 in the fall semester. Math 204 can replace Math 233 in major/minor requirements.

Credit 4 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

### L24 Math 217 Differential Equations

Introduction to ordinary differential equations: first-order equations, linear equations, systems of equations, series solutions, Laplace transform methods, numerical solutions. Prerequisite: Math 233 (or Math 233 concurrently).

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

### L24 Math 220 Finite Mathematics

Topics from discrete mathematics will be explored with an emphasis on problem-solving and methods of proofs. Modules on counting; combinatorial tools; binomial coefficients and Pascal's triangle; Fibonacci numbers; combinatorial probability; integers, divisors and primes; and graphs will be covered as well as additional topics as time permits. Addressed mainly to college freshmen and sophomores; it would also be suitable to advanced high school students with an interest in mathematics. Prerequisites: A good understanding of high school mathematics.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

**L24 Math 233 Calculus III**

Multivariable calculus. Topics include differential and integral calculus of functions of two or three variables: vectors and curves in space, partial derivatives, multiple integrals, line integrals, vector calculus at least through Green's Theorem. Prereq: Math 132, or a score of 4-5 on the Advanced Placement Calculus Exam (BC version).

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

**L24 Math 308 Mathematics for the Physical Sciences**

Continuation of Math 233 emphasizing topics of interest in the physical sciences. Topics in multivariable and vector calculus (div, grad, curl); line, surface integrals and connections to electromagnetism; Fourier series and integrals; boundary value problems (diffusion and wave equations); additional topics if time permits. Students may not receive credit toward a math major or minor for both Math 308 and Math 318. Prerequisite: Math 233 and 217, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L24 Math 309 Matrix Algebra**

An introductory course in linear algebra that focuses on Euclidean n-space, matrices and related computations. Topics include: systems of linear equations, row reduction, matrix operations, determinants, linear independence, dimension, rank, change of basis, diagonalization, eigenvalues, eigenvectors, orthogonality, symmetric matrices, least square approximation, quadratic forms. Introduction to abstract vector spaces. Prerequisite: Math 132.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

**L24 Math 310 Foundations for Higher Mathematics**

Introduction to the rigorous techniques used in more advanced mathematics. Topics include propositional logic, use of quantifiers, set theory, methods of proof and disproof (counterexamples), foundations of mathematics. Use of these tools in the construction of number systems, and in other areas such as elementary number theory, combinatorial arguments, and elementary proofs in analysis. Prerequisite: Math 233.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 310W Foundations For Higher Mathematics With Writing**

Introduction to the rigorous techniques used in more advanced mathematics. Topics include basic logic, set theory, methods of proof and counterexamples, foundations of mathematics, construction of number systems, counting methods, combinatorial arguments and elementary analysis. At least 3 papers will be required, which with at least one revision. Prerequisite: Math 233.

Credit 3 units. A&S IQ: NSM, WI Art: NSM

---

**L24 Math 312 Differential Equations and Dynamical Systems**

Qualitative theory of ordinary differential equations. Picard's existence and uniqueness theorem, the phase plane, Poincare-Bendixon theory, stationary points, attractors and repellers, graphical methods. Physical applications, including chaos, are indicated. Prerequisite: Math 217.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 318 Introduction to Calculus of Several Variables**

Selected topics for functions of several variables involving some matrix algebra and presented at a level of rigor intermediate between that of Calculus III and higher level analysis courses. Students may not receive credit toward a mathematics major or minor for both Math 308 and 318. Prerequisites: Math 233 and Math 309. Math 310 is recommended but not required.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 331 Algebraic Systems**

Polynomials, binomial expansions, factoring, rings (integers and polynomials), unique factorization, and other topics relevant to the high school curriculum. Designed for future secondary school teachers and other students looking for a course in algebra at a less abstract level than Math 430. Prerequisite: Math 310 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 350 Topics in Applied Mathematics**

Topics change with each offering of the course. Past topics have included "Mathematics and Multimedia," "The Mathematics and Chemistry of Reaction-Diffusion Systems," "Mathematical Biology," and "Simulation Analysis of Random Processes" and "Introduction to Monte Carlo Methods." Prerequisites will vary, but always include at least Math 233, Math 309 and basic programming skills in some language.

Credit 3 units. A&S IQ: NSM Art: NSM

---

**L24 Math 370 Introduction to Combinatorics**

Basics of enumeration (combinations, permutations and enumeration of functions between finite sets), generating functions; the inclusion-exclusion principle, partition theory and introductory graph theory. As time permits, additional topics may include Ramsey's Theorem, probabilistic methods in combinatorics and algebraic methods in combinatorics. Prerequisites: Math 132, 309 and 310, or permission of the instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

**L24 Math 371 Graph Theory**

Introduction to graph theory including the basic definitions and theorems and some more advanced topics which drive much current research in graph theory: Ramsey's Theorem, random graph theory and, if time permits, Szemerédi's regularity lemma. Graphs will be studied as abstract objects; however graph theory is also of interest to applied mathematicians because graphs are natural models for networks (social, electric,...). Prerequisite: Math 310 or a roughly equivalent course, or permission of instructor. Students should know what a proof is and how to produce one. Some informal understanding of probability will be helpful, but students need not have taken a probability course.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 401 Honors Seminar in Math**

Credit 3 units.

---

**L24 Math 407 An Introduction to Differential Geometry**

A study of properties of curves and surfaces in 3-dimensional Euclidean space. The course is essentially a modern recounting of a seminal paper of Gauss. Prerequisites: Math 233, Math 309, Math 310.

Credit 3 units. A&S IQ: NSM

---

**L24 Math 410 Introduction to Fourier Series and Integrals**

The basic theory of Fourier series and Fourier integrals including different types of convergence. Applications to certain differential equations. Prerequisites: Math 4111 or permission of instructor.

Credit 3 units. A&S IQ: NSM

---

---

**L24 Math 4111 Introduction to Analysis**

The real number system and the least upper bound property; metric spaces (completeness, compactness, and connectedness); continuous functions (in  $\mathbb{R}^n$ ; on compact spaces; on connected spaces);  $C(X)$  (pointwise and uniform convergence; Weierstrass approximation theorem); differentiation (mean value theorem; Taylor's theorem); the contraction mapping theorem; the inverse and implicit function theorems. Prerequisite: Math 310 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 4121 Introduction to Lebesgue Integration**

Riemann integration; measurable functions; measures; Lebesgue measure; the Lebesgue integral; integrable functions;  $L^p$  spaces; modes of convergence; decomposition of measures; product measures. Prerequisite: Math 4111 or permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 415 Partial Differential Equations**

Introduction to the theory of PDE's with applications to selected classical problems in physics and engineering. Linear and quasilinear first order equations, derivation of some of the classical PDE's of physics, and standard solution techniques for boundary and initial value problems. Preliminary topics such as orthogonal functions, Fourier series, and variational methods introduced as needed. Prerequisites: Math 217 or 312, Math 309, and Math 310, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 416 Complex Variables**

Analytic functions, elementary functions and their properties, line integrals, the Cauchy integral formula, power series, residues, poles, conformal mapping and applications. Prereq: Math 310 and (Math 318 or Math 4111), or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM

---

**L24 Math 4171 Topology I**

An introduction to the most important ideas of topology. Course includes necessary ideas from set theory, topological spaces, subspaces, products and quotients, compactness and connectedness. Some time is also devoted to the particular case of metric spaces (including topics such as separability, completeness, completions, the Baire Category Theorem, and equivalents of compactness in metric spaces). Prerequisite: Math 4111 or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM

---

**L24 Math 4181 Topology II**

A continuation of Math 4171 featuring more advanced topics in topology. The content may vary with each offering. Prerequisite: Math 4171, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 429 Linear Algebra**

This course is an introduction to the linear algebra of finite-dimensional vector spaces. It includes systems of equations, matrices, determinants, inner product spaces, and spectral theory. Prerequisite: Math 310 or permission of instructor. Math 309 is not an explicit prerequisite, but students should already be familiar with such basic topics from matrix theory as matrix operations, linear systems, row reduction, and Gaussian elimination. (Material on these topics in early chapters of the text will be covered very quickly.)

Credit 3 units. A&S IQ: NSM Art: NSM

---

**L24 Math 430 Modern Algebra**

Introduction to groups, rings, and fields. Includes permutation groups, group and ring homomorphisms, field extensions, connections with linear algebra. Prerequisite: Math 310, Math 429 or permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 4351 Number Theory and Cryptography**

The course will cover many of the basics of elementary number theory, providing a base from which to approach modern algebra, algebraic number theory and analytic number theory. It will also introduce one of the most important real-world applications of mathematics, namely the use of number theory and algebraic geometry in public key cryptography. Topics from number theory involve divisibility (Euclidean algorithm, primes, Fundamental Theorem of Arithmetic), congruences (modular arithmetic, Chinese Remainder Theorem, primality testing and factorization). Topics from cryptography will include RSA encryption, Diffie-Hellman key exchange and elliptic curve cryptography. Topics about algebraic numbers may be included if time permits. Prerequisites: Math 233, 309 and 310 (or permission of instructor)

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 436 Algebraic Geometry**

Introduction to affine and projective algebraic varieties, the Zariski topology, regular and rational mappings, simple and singular points, divisors and differential forms, genus, the Riemann-Roch theorem. Prerequisites: Math 310, 429, and 430, or permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 444 The Mathematics of Quantum Theory**

An introduction to the mathematical foundations of quantum theory aimed at advanced undergraduate/beginning graduate students in Mathematics and Engineering, although students from other disciplines are equally welcome to attend. Topics include: the mathematical postulates of quantum theory and simple physical systems, spectral theory of self-adjoint operators, rudiments of Lie groups, Lie algebras and unitary group representations, elements of quantum probability and quantum information theory. Prerequisites: Linear algebra at the level of Math 429 or equivalent, multivariate calculus at the level of Math 318, and basic probability theory at the undergraduate level such as Math 493 or instructor's permission.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 449 Numerical Applied Mathematics**

Computer arithmetic, error propagation, condition number and stability; mathematical modeling, approximation and convergence; roots of functions; calculus of finite differences; implicit and explicit methods for initial value and boundary value problems; numerical integration; numerical solution of linear systems, matrix equations, and eigensystems; Fourier transforms; optimization. Various software packages may be introduced and used. Prerequisites: Math 217 or 312, Math 309, Math 310 and CSE 131 (or other computer background with permission of the instructor).

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 450 Topics in Applied Mathematics**

Topic may vary with each offering of the course. Prerequisite: CSE 131 and, Math 449, or permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L24 Math 456 Topics in Financial Mathematics**

An introduction to the principles and methods of financial mathematics, with a focus on discrete-time stochastic models. Topics include no-arbitrage pricing of financial derivatives, risk-neutral probability measures, the Cox-Ross-Rubenstein and Black-Scholes-Merton options pricing models, and implied volatility. Prerequisites: Math 233, Math 3200, Math 310 or permission of instructor. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

**L24 Math 470 Topics in Graph Theory**

Credit 3 units. A&S IQ: NSM

**L24 Math 493C Probability**

Mathematical theory and application of probability at the advanced undergraduate level; a calculus based introduction to probability theory. Topics include the computational basics of probability theory, combinatorial methods, conditional probability including Bayes' theorem, random variables and distributions, expectations and moments, the classical distributions, and the central limit theorem. permission of the instructor. Prerequisites: Math/SDS 3200 and Math 233. Same as L87 SDS 493. Credit 3 units. A&S IQ: NSM Art: NSM

**L24 Math 495C Stochastic Processes**

Content varies with each offering of the course. Past offerings have included such topics as random walks, Markov chains, Gaussian processes, empirical processes, Markov jump processes, and a short introduction to martingales, Brownian motion and stochastic integrals. Prerequisites: Math 309; Math/SDS 493 or Math/SDS 3211. Same as L87 SDS 495. Credit 3 units. A&S IQ: NSM Art: NSM

# Applied Mathematics Major

## Program Requirements

- **Total units required:** 42

### Required Courses

- The three-course calculus sequence (9 units)\* and an introductory computer science course (3 units)\*\*:

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
CSE 131	Introduction to Computer Science	3
<b>Total Units</b>		<b>12</b>

\* AP credit can be applied, and students who have completed Math 203 Honors Mathematics I and Math 204 Honors Mathematics II will have this requirement waived.

\*\* This course may be waived after consultation with the director of undergraduate studies of the Department of Computer Science & Engineering.

- The following required upper-level courses (24 units):\*

Code	Title	Units
Math 310 or Math 310W	Foundations for Higher Mathematics Foundations For Higher Mathematics With Writing	3
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 429	Linear Algebra	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
At least two of the following:		
Math 410	Introduction to Fourier Series and Integrals	3
Math 415	Partial Differential Equations	3
Math 416	Complex Variables	3
Math 4351	Number Theory and Cryptography	3

\* Students who take Math 203 and Math 204 can choose to take an additional elective in place of Math 310/Math 310W.

- Two additional upper-level mathematics electives that have not been used to fulfill any other requirement (6 units).
  - Upper-level mathematics courses have course numbers that begin with a "3" or higher. Lower-level courses do not count toward upper-level mathematics requirements, even if they are cross-listed as an upper-level course in another department or program.
- All required courses (both lower- and upper-level) must be taken for a letter grade and completed with a grade of C- or better.

## Additional Information

### Course Substitutions

At most one approved substitution can be made using a course not home-based in the Department of Mathematics.

Any course from another department that is cross-listed as a mathematics L24 course can count as an upper-level elective. Examples include Math 493C Probability, Math 495C Stochastic Processes, Math 501C Theoretical Physics, Math 502C Methods of Theoretical Physics II, and Math 523C Information Theory. Such L24 courses always end with a "C."

In general the following courses can count as upper-level mathematics electives, but specifics may vary for the various majors in the department:

- Phil 403 Mathematical Logic I and Phil 404 Mathematical Logic II
- ESE 319 Engineering Mathematics B and ESE 403 Operations Research

## Additional Requirements

1. A student cannot declare more than one major or minor in the department. This restriction includes dual majors, such as Mathematics and Economics and Mathematics and Computer Science. These majors are considered "in the department" even if they are declared in another department.
2. No *upper-level* course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
3. At most 3 units of independent study or research work can count toward the major requirements.
4. Students may count courses from the Department of Statistics and Data Science (SDS) as Mathematics courses if at least one of the following conditions holds:
  - a. The course is cross-listed in the Department of Mathematics (e.g., Math 493C and Math 495C are cross-listed versions of SDS 493 and SDS 495).
  - b. The student matriculated in 2023-24 or earlier, and the course was previously offered by the Department of Mathematics and Statistics, as reflected by the student's matriculation-year (p. 16) Bulletin (p. 16).
5. At most one of the following courses can be used to fulfill major requirements: Math 308 Mathematics for the Physical Sciences or Math 318 Introduction to Calculus of Several Variables.
6. Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
  - a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
  - b. At least half of the upper-level units required in a major must be earned at Washington University or in a Washington University-approved overseas study program.
  - c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill major requirements.

## Latin Honors

At the time of graduation, the Department of Mathematics will recommend that a candidate receive Latin Honors (*cum laude*, *magna cum laude*, or *summa cum laude*) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

## The Honors Thesis

Arts & Sciences mathematics majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

## Types of Projects

An honors thesis can take two forms:

1. A thesis that presents significant work by the student on one or more nontrivial mathematics problems.
2. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

## Process and Suggested Timeline

### Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to Blake Thornton.

### Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

## Departmental Prizes

Each year, the department considers graduating majors for three departmental prizes and also awards a prize to juniors. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

### Ross Middlemiss Prize

The Ross Middlemiss Prize is awarded to a graduating math major with an outstanding record. The award was established by former Professor Ross Middlemiss, who taught at Washington University for 40 years. Middlemiss authored several books, including a widely popular calculus text that was used in courses offered by the School of Continuing & Professional Studies until the late 1970s.

## Putnam Exam Prize

The Putnam Exam Prize is awarded to a graduating senior who has participated regularly in the Putnam Exam Competition and done exceptionally well throughout their time at Washington University.

## Martin Silverstein Award

The Martin Silverstein Award was established in memory of Professor Martin Silverstein, who, until his death in 2004, was a pioneer in work at the interface of probability theory and harmonic analysis. Graduating students completing any major we offer will be considered for this award, but preference is given to those who have done excellent work in applied mathematics or analysis.

## Brian Blank Award

The Brian Blank Award was established in memory of Professor Brian Blank, who passed away in 2018. Each year, the Department of Mathematics selects distinguished juniors majoring in mathematics for this prize.

## Distinctions in Applied Mathematics

### Distinction

- Complete at least 33 units of upper-level mathematics courses.
- The GPA for these 33 upper-level units must be at least 3.7. If more than 33 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
- Complete at least five courses, each with a B or better, at level 400+.
- All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

### High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis.

### Highest Distinction

- Complete all requirements for High Distinction.
- Complete at least five courses, each with a grade of B+ or better, at the 400 level or higher. These courses can be the same five courses used for the Distinction requirement, but the grades must be B+ or better.
- Complete one of the two paths described below:
  - **Graduate Qualifier Path:** Graduate qualifier courses\* in mathematics are two-semester sequences that start in the fall. In mathematics, a two-semester graduate qualifier sequence has a qualifier exam at the end of each semester. Students must complete and pass two semesters of qualifier courses\* and their corresponding exams in mathematics. (These courses can involve a single year-long sequence or be the first semesters of two different sequences.)
  - **Course Work Path:**

- Complete at least 42 units of upper-level mathematics courses. The GPA for these 42 upper-level units must be at least 3.7. If more than 42 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
- Complete at least nine total courses at the 400 level or above, all with a B+ or better. These courses can include the five courses taken for distinction. All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

\* These qualifier courses can count toward the additional course requirements for Distinction.

Phone: 314-935-6301  
Email: mathadvising@wustl.edu  
Website: http://math.wustl.edu

## Mathematical Sciences Major

### Program Requirements

- **Total units required:** 36

### Required Courses

- The three-course calculus sequence (9 units)\* and an introductory computer science course (3 units)\*\*:

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
CSE 131	Introduction to Computer Science	3
<b>Total Units</b>		<b>12</b>

\* AP credit can be applied, and students who have completed Math 203 Honors Mathematics I and Math 204 Honors Mathematics II will have this requirement waived.

\*\* This course may be waived after consultation with the director of undergraduate studies of the Department of Computer Science & Engineering.

- The following required upper-level courses (9 units):\*

Code	Title	Units
Math 309	Matrix Algebra	3
Math 310 or Math 310W	Foundations for Higher Mathematics Foundations For Higher Mathematics With Writing	3
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3

\* Students who take Math 203 and Math 204 can choose to take additional electives in place of Math 309 and Math 310/Math 310W.

- One of the following full-year 400-level sequences (6 units):\*

Code	Title	Units
Math 4111 & Math 4121	Introduction to Analysis and Introduction to Lebesgue Integration	6
Math 4171 & Math 4181	Topology I and Topology II	6
Math 429 & Math 430	Linear Algebra and Modern Algebra	6
Math 449 & Math 450	Numerical Applied Mathematics and Topics in Applied Mathematics	6

\* Students whose primary major is secondary education may fulfill this requirement by taking Math 331 Algebraic Systems and Math 407 An Introduction to Differential Geometry (or another geometry course by departmental approval).

- At least one course from the following list that has not already been used to fulfill any of the previous requirements listed (3 units):

Code	Title	Units
Math 370	Introduction to Combinatorics	3
Math 371	Graph Theory	3
Math 410	Introduction to Fourier Series and Integrals	3
Math 4111	Introduction to Analysis	3
Math 415	Partial Differential Equations	3
Math 416	Complex Variables	3
Math 4171	Topology I	3
Math 429	Linear Algebra	3
Math 4351	Number Theory and Cryptography	3
Math 449	Numerical Applied Mathematics	3

- Two additional upper-level electives in Mathematics or Statistics and Data Science that have not been used to fulfill any other requirement (6 units).
  - Upper-level courses have course numbers that begin with a "3" or higher. Lower-level courses do not count toward upper-level mathematics requirements, even if they are cross-listed as an upper-level course in another department or program.
- All required courses (both lower- and upper-level) must be taken for a letter grade and completed with a grade of C- or better.

## Additional Information

### Course Substitutions

At most one approved substitution can be made using a course not home-based in the Department of Mathematics.

Any course from another department that is cross-listed as a mathematics L24 course can count as an upper-level elective. Examples include Math 493C Probability, Math 495C Stochastic Processes, Math 501C Theoretical Physics, Math 502C Methods of Theoretical Physics II, and Math 523C Information Theory. Such L24 courses always end with a "C."

In general the following courses can count as upper-level mathematics electives, but specifics may vary for the various majors in the department:

- Phil 403 Mathematical Logic I and Phil 404 Mathematical Logic II
- ESE 319 Engineering Mathematics B and ESE 403 Operations Research

### Additional Requirements

1. A student cannot declare more than one major or minor in the department. This restriction includes dual majors, such as Mathematics and Economics and Mathematics and Computer Science. These majors are considered "in the department" even if they are declared in another department.
2. No *upper-level* course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
3. At most 3 units of independent study or research work can count toward the major requirements.
4. Students may count courses from the Department of Statistics and Data Science (SDS) as Mathematics courses if at least one of the following conditions holds:
  - a. The course is cross-listed in the Department of Mathematics (e.g., Math 493C and Math 495C are cross-listed versions of SDS 493 and SDS 495).
  - b. The student matriculated in 2023-24 or earlier, and the course was previously offered by the Department of Mathematics and Statistics, as reflected by the student's matriculation-year (p. 16) Bulletin (p. 16).
5. At most one of the following courses can be used to fulfill major requirements: Math 308 Mathematics for the Physical Sciences or Math 318 Introduction to Calculus of Several Variables.



6. Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
  - a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
  - b. At least half of the upper-level units required in a major must be earned at Washington University or in a Washington University-approved overseas study program.
  - c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill major requirements.

## Latin Honors

At the time of graduation, the Department of Mathematics will recommend that a candidate receive Latin Honors (cum laude, magna cum laude, or summa cum laude) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

## The Honors Thesis

Arts & Sciences mathematics majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

## Types of Projects

An honors thesis can take two forms:

1. A thesis that presents significant work by the student on one or more nontrivial mathematics problems.
2. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

## Process and Suggested Timeline

### Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to Blake Thornton.

### Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

## Departmental Prizes

Each year, the department considers graduating majors for three departmental prizes and also awards a prize to juniors. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

### Ross Middlemiss Prize

The Ross Middlemiss Prize is awarded to a graduating math major with an outstanding record. The award was established by former Professor Ross Middlemiss, who taught at Washington University for 40 years. Middlemiss authored several books, including a widely popular calculus text that was used in courses offered by the School of Continuing & Professional Studies until the late 1970s.

### Putnam Exam Prize

The Putnam Exam Prize is awarded to a graduating senior who has participated regularly in the Putnam Exam Competition and done exceptionally well throughout their time at Washington University.

### Martin Silverstein Award

The Martin Silverstein Award was established in memory of Professor Martin Silverstein, who, until his death in 2004, was a pioneer in work at the interface of probability theory and harmonic analysis. Graduating students completing any major we offer will be considered for this award, but preference is given to those who have done excellent work in applied mathematics or analysis.

### Brian Blank Award

The Brian Blank Award was established in memory of Professor Brian Blank, who passed away in 2018. Each year, the Department of Mathematics selects distinguished juniors majoring in mathematics for this prize.

## Distinctions in Mathematical Sciences

### Distinction

- Complete at least 33 units of upper-level mathematics courses.
- The GPA for these 33 upper-level units must be at least 3.7. If more than 33 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
- Complete at least five courses, each with a B or better, at level 400+.
- All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

## High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis.

## Highest Distinction

- Complete all requirements for High Distinction.
- Complete at least five courses, each with a grade of B+ or better, at the 400 level or higher. These courses can be the same five courses used for the Distinction requirement, but the grades must be B+ or better.
- Complete one of the two paths described below:
  - **Graduate Qualifier Path:** Graduate qualifier courses\* in mathematics are two-semester sequences that start in the fall. In mathematics, a two-semester graduate qualifier sequence has a qualifier exam at the end of each semester. Students must complete and pass two semesters of qualifier courses\* and their corresponding exams in mathematics. (These courses can involve a single year-long sequence or be the first semesters of two different sequences.)
  - **Course Work Path:**
    - Complete at least 42 units of upper-level mathematics courses. The GPA for these 42 upper-level units must be at least 3.7. If more than 42 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
    - Complete at least nine total courses at the 400 level or above, all with a B+ or better. These courses can include the five courses taken for distinction. All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

\* These qualifier courses can count toward the additional course requirements for Distinction.

Phone: 314-935-6301  
Email: mathadvising@wustl.edu  
Website: http://math.wustl.edu

# Mathematics and Computer Science Major Program Requirements

- **Total units required:** 51

The McKelvey School of Engineering and the College of Arts & Sciences developed a major that efficiently captures the intersection of the complementary studies of computer science and math.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree (p. 1304) in the McKelvey School of Engineering. They must also complete Engr 310 Technical Writing and

8 units of courses designated as NSM (Natural Sciences & Math) from Anthropology (L48 Anthro), Biology and Biomedical Sciences (L41 Biol), Chemistry (L07 Chem), Earth, Environmental, and Planetary Sciences (L19 EPSc), Physics (L31 Physics) or Environmental Studies (L82 EnSt).

Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for an AB degree (p. 1112) in addition to the specific requirements listed below.

## Core Course Requirements\*

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 240	Logic and Discrete Mathematics	3
CSE 247	Data Structures and Algorithms	3
Math 131	Calculus I (AP credit may satisfy this requirement)**	3
Math 132	Calculus II (AP credit may satisfy this requirement)**	3
Math 233	Calculus III**	3
Math 310	Foundations for Higher Mathematics	3
or Math 310W	Foundations For Higher Mathematics With Writing	
Math 309	Matrix Algebra	3
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3
or ESE 326	Probability and Statistics for Engineering	
or SDS 3211	Statistics for Data Science I	
CSE 347	Analysis of Algorithms	3
<b>Total Units</b>		<b>30</b>

\* Each of these core courses must be passed with a C- or better.

\*\* Students who complete the Math 203 Honors Mathematics I and Math 204 Honors Mathematics II sequence will be considered to have completed Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III. These students can also choose to take additional electives in place of Math 309 Matrix Algebra and Math 310 Foundations for Higher Mathematics.

## Electives

**Seven upper-level courses from Math or Computer Science & Engineering can be chosen from the approved list, with the following caveats:**

- At least three courses must be taken from CSE and at least three courses must be taken from Math.
- At most one preapproved course from outside both departments can be selected.
- CSE 400 Independent Study or CSE 400E Independent Study may be taken for a maximum of 3 units and must be approved by a CS +Math review committee.

- Students may count either Math 456 or ESE 427 as an elective toward the major, but not both. Likewise, students may count either CSE 417T or ESE 417 as an elective toward the major, but not both.

## List of Approved Electives Computer Science & Engineering

Code	Title	Units
CSE 217A	Introduction to Data Science	3
CSE 341T	Parallel and Sequential Algorithms	3
CSE 411A	AI and Society	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Data Science for Complex Networks	3
CSE 417T	Introduction to Machine Learning	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 442T	Introduction to Cryptography	3
CSE 447T	Introduction to Formal Languages and Automata	3
CSE 457A	Introduction to Visualization	3
CSE 468T	Introduction to Quantum Computing	3
CSE 513T	Theory of Artificial Intelligence and Machine Learning	3
CSE 514A	Data Mining	3
CSE 515T	Bayesian Methods in Machine Learning	3
CSE 516A	Multi-Agent Systems	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 533T	Coding and Information Theory for Data Science	3
CSE 534A	Large-Scale Optimization for Data Science	3
CSE 541T	Advanced Algorithms	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 544T	Special Topics in Computer Science Theory	3
CSE 546T	Computational Geometry	3
CSE 554A	Geometric Computing for Biomedicine	3
CSE 555T	Adversarial AI	3
CSE 559A	Computer Vision	3
CSE 581T	Approximation Algorithms	3
CSE 584A	Algorithms for Biosequence Comparison	3
CSE 587A	Algorithms for Computational Biology	3

## Mathematics

Code	Title	Units
Math 350	Topics in Applied Mathematics	3
Math 370	Introduction to Combinatorics	3
Math 371	Graph Theory	3
Math 407	An Introduction to Differential Geometry	3

Math 410	Introduction to Fourier Series and Integrals	3
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 4171	Topology I	3
Math 429	Linear Algebra	3
Math 430	Modern Algebra	3
Math 4351	Number Theory and Cryptography	3
Math 444	The Mathematics of Quantum Theory	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 470	Topics in Graph Theory	3
Math 493C/SDS 493	Probability	3
Math 495C/SDS 495	Stochastic Processes	3

## Statistics and Data Science

Code	Title	Units
SDS 420	Experimental Design	3
SDS 434	Survival Analysis	3
SDS 439	Linear Statistical Models	3
SDS 459	Bayesian Statistics	3
SDS 460	Multivariate Statistical Analysis	3
SDS 4601	Statistical Learning	3
SDS 461	Time Series Analysis	3
SDS 462	Mathematical Foundations of Big Data	3
SDS 475	Statistical Computation	3
SDS 493/Math 493C	Probability	3
SDS 494	Mathematical Statistics	3
SDS 495/Math 495C	Stochastic Processes	3

## Electrical & Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 415	Optimization	3
ESE 417	Introduction to Machine Learning and Pattern Classification	3
ESE 427	Financial Mathematics	3
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
ESE 520	Probability and Stochastic Processes	3

## Economics

Code	Title	Units
Econ 4151	Applied Econometrics	3
Econ 467	Game Theory	3

## Linguistics

Code	Title	Units
Ling 317	Introduction to Computational Linguistics	3
Ling 427	Computation and Learnability in Linguistic Theory	3

## Biology and Biomedical Sciences

Code	Title	Units
Biol 5657	Biological Neural Computation	3

## Biomedical Engineering

Code	Title	Units
BME 470	Mathematics of Imaging Science	3

## Additional Information

1. A student cannot declare more than one major or minor in the Department of Mathematics. This restriction includes dual majors, such as Mathematics and Economics and Mathematics and Computer Science. These majors are considered "in the department" even if they are declared in another department.
2. No **upper-level** course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
3. At most 3 units of independent study or research work can count toward the major requirements.
4. Students may count courses from the Department of Statistics and Data Science (SDS) as Mathematics courses if at least one of the following conditions holds:
  - a. The course is cross-listed in the Department of Mathematics (e.g., Math 493C and Math 495C are cross-listed versions of SDS 493 and SDS 495).
  - b. The student matriculated in 2023-2024 or earlier, and the course was previously offered by the Department of Mathematics and Statistics, as reflected by the student's matriculation-year (p. 16) Bulletin (p. 16).
5. At most one of the following courses can be used to fulfill major requirements: Math 308 Mathematics for the Physical Sciences or Math 318 Introduction to Calculus of Several Variables.
6. Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
  - a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
  - b. At least half of the upper-level units required in a major must be earned at Washington University or in a Washington University-approved overseas study program.
  - c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill major requirements.

## Latin Honors

At the time of graduation, the Department of Mathematics will recommend that a candidate receive Latin Honors (cum laude, magna cum laude, or summa cum laude) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

## The Honors Thesis

Arts & Sciences mathematics majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

## Types of Projects

An honors thesis can take two forms:

1. A thesis that presents significant work by the student on one or more nontrivial mathematics problems.
2. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

## Process and Suggested Timeline

### Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to Blake Thornton.

### Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

## Departmental Prizes

Each year, the department considers graduating majors for three departmental prizes and also awards a prize to juniors. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

## Ross Middlemiss Prize

The Ross Middlemiss Prize is awarded to a graduating math major with an outstanding record. The award was established by former Professor Ross Middlemiss, who taught at Washington University for 40 years. Middlemiss authored several books, including a widely popular calculus text that was used in courses offered by the School of Continuing & Professional Studies until the late 1970s.

## Putnam Exam Prize

The Putnam Exam Prize is awarded to a graduating senior who has participated regularly in the Putnam Exam Competition and done exceptionally well throughout their time at Washington University.

## Martin Silverstein Award

The Martin Silverstein Award was established in memory of Professor Martin Silverstein, who, until his death in 2004, was a pioneer in work at the interface of probability theory and harmonic analysis. Graduating students completing any major we offer will be considered for this award, but preference is given to those who have done excellent work in applied mathematics or analysis.

## Brian Blank Award

The Brian Blank Award was established in memory of Professor Brian Blank, who passed away in 2018. Each year, the Department of Mathematics selects distinguished juniors majoring in mathematics for this prize.

## Distinctions in Mathematics and Computer Science

### Distinction

- For Distinction in Mathematics and Computer Science, a student must take an additional two electives for a total of nine electives.
- The student's GPA in the nine electives must be at least 3.7. If the student takes additional courses that satisfy these requirements, the courses with the lowest grades may be omitted when calculating the GPA for this purpose.
- The student must complete at least four courses from the list of approved courses, each with a grade of B or better. These courses can be in either department (i.e., Mathematics or Computer Science & Engineering) and must be classroom courses, not independent study. The list of courses will be maintained by both departments. Current approved courses include the following:

Code	Title	Units
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 4171	Topology I	3
Math 4181	Topology II	3
Math 429	Linear Algebra	3
Math 430	Modern Algebra	3
Math 4351	Number Theory and Cryptography	3
Math 449	Numerical Applied Mathematics	3

Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 470	Topics in Graph Theory	3
CSE 411A	AI and Society	3
CSE 416A	Data Science for Complex Networks	3
CSE 417T	Introduction to Machine Learning	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 442T	Introduction to Cryptography	3
CSE 447T	Introduction to Formal Languages and Automata	3
CSE 468T	Introduction to Quantum Computing	3
CSE 513T	Theory of Artificial Intelligence and Machine Learning	3
CSE 514A	Data Mining	3
CSE 515T	Bayesian Methods in Machine Learning	3
CSE 516A	Multi-Agent Systems	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 541T	Advanced Algorithms	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 544T	Special Topics in Computer Science Theory	3
CSE 546T	Computational Geometry	3
CSE 554A	Geometric Computing for Biomedicine	3
CSE 581T	Approximation Algorithms	3
CSE 587A	Algorithms for Computational Biology	3

### High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis in either department (Mathematics or Computer Science & Engineering).

### Highest Distinction

- Complete the requirements for High Distinction.
- Complete one of the two options described below:
  - **Qualifier Option:** Complete two semesters of graduate course work and qualifier exams in the Department of Mathematics as described above for Highest Distinction for mathematics majors.
  - **Course Option:** Complete three additional electives for a total of 12 courses. As with Distinction, the student's GPA in the 12 electives must be at least 3.7, and additional courses beyond 12 can be disregarded when calculating the GPA. The 12 electives must include at least eight courses selected from the list under Distinction, with the student earning a grade of B+ or better in each course. At least two of these eight courses must be from each department (Mathematics and Computer Science & Engineering).

Phone: 314-935-6301  
Email: mathadvising@wustl.edu  
Website: http://math.wustl.edu

## Mathematics and Economics Major Program Requirements

- **Total units required: 57**

### Required Courses

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 4011	Intermediate Microeconomic Theory	3
Econ 4021	Intermediate Macroeconomic Theory	3
Econ 413	Introduction to Econometrics	3
or Econ 413W	Introduction to Econometrics with Writing	
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
Math 310	Foundations for Higher Mathematics	3
or Math 310W	Foundations For Higher Mathematics With Writing	
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3
or SDS 3211	Statistics for Data Science I	
or Math 493C	Probability	
<b>Total Units</b>		<b>36</b>

### Elective Courses

Majors must complete seven electives drawn from the lists below. Three electives must be drawn from the Economics list and three electives must be drawn from the Mathematics list. The remaining elective may come from either department or from the preapproved elective list below.

#### Economics

One of the three Economics electives can be any Economics course with Econ 4011 or Econ 4021 as a prerequisite, including from an approved study abroad program. The other two economics electives must come from the following list:

Code	Title	Units
Econ 404	Behavioral Economics and Experimental Economics	3
Econ 407	Market Design	3
Econ 410	Macroeconomics of Inequality	3
Econ 4111	Optimization and Economic Theory	3
Econ 4151	Applied Econometrics	3
Econ 4160	Topics in Econometrics: Microeconometrics	3
Econ 4210	Topics in Financial Economics: Asset Pricing	3
Econ 4211	Topics in Financial Economics: Investments	3
Econ 435	Open Economy Macroeconomics	3
Econ 437	The Economics of Financial Intermediation	3
Econ 445	Public Finance	3
Econ 452	Industrial Organization	3
Econ 4567	Auction Theory and Practice	3
Econ 460	Urban Economics	3
Econ 467	Game Theory	3
Econ 471	Development Economics	3
Econ 480	Labor Economics	3
Econ 484	Computational Macroeconomics	3

#### Mathematics

The three Mathematics electives must come from the following list:

Code	Title	Units
Math 312	Differential Equations and Dynamical Systems *	3
Math 318	Introduction to Calculus of Several Variables *	3
Math 371	Graph Theory	3
Math 410	Introduction to Fourier Series and Integrals	3
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 415	Partial Differential Equations	3
Math 416	Complex Variables	3
Math 429	Linear Algebra	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 493C	Probability *	3
Math 495C	Stochastic Processes	3

\* Students choosing both Math 312 and Math 318 must complete four L24 Mathematics electives from the list above. Math 493C can be taken for elective credit in the major if SDS 3200 (or SDS 3211) is completed to satisfy the core requirements.

## Preapproved Electives

One elective in the major can come from the following list:

Code	Title	Units
SDS 420	Experimental Design	3
SDS 439	Linear Statistical Models	3
SDS 4392	Advanced Linear Statistical Models	3
SDS 459	Bayesian Statistics	3
SDS 460	Multivariate Statistical Analysis	3
SDS 461	Time Series Analysis	3
SDS 462	Mathematical Foundations of Big Data	3
SDS 475	Statistical Computation	3
SDS 494	Mathematical Statistics	3

## Additional Information

- Students may declare a prime or a second major in Mathematics and Economics via L24 (Math) or L11 (Econ), and that will determine their major advisor.
- Students cannot declare more than one major or minor in the Department of Economics. This restriction includes dual majors, such as Mathematics and Economics (and Economics and Computer Science). Dual majors are considered "in the department" even if they are declared in another department.
- All courses in the major must be completed with the letter grade option, and a grade of at least C- must be earned in each.
- It is possible to earn the Financial Economics Specialization (p. 523) in conjunction with this major (prime or second).
- It is recommended that students completing Math 203 and Math 204 should bypass Math 309 and Math 310. However, they must complete one upper-level Mathematics elective from the list above (with the exception of Math 318) in lieu of Math 309 and Math 310.
- With instructor permission, students may use any of the following for Economics elective credit: Econ 501, Econ 502, Econ 503, Econ 504, Econ 511, or Econ 513.
- Transfer credit, including study abroad approval, for mathematics courses, for probability/statistics courses, or for CSE 131 is approved by the respective departments and is accepted by the Department of Economics for major credit.
- Majors may receive a maximum of 6 units of transfer credit from other colleges/universities to replace Econ 1011 and Econ 1021 (3 units of transfer credit per course). A minimum grade of C- must be earned. Preapproval by the Academic Coordinator (dottie@wustl.edu) in the Department of Economics is required.

- Majors selecting an approved study abroad program (for one semester) may receive transfer credit for Econ 413. **Note:** Many study abroad programs in Europe do not offer the equivalent of Econ 413 in the spring semester. A grade of C (or higher) is required in study abroad course work. Preapproval from the Department of Economics' study abroad advisor is required.
- Majors selecting an approved study abroad program (for one semester) may also receive transfer credit for up to two economics electives. (Majors completing two economics electives abroad are required to complete four economics electives in the major.) A grade of C (or higher) is required in study abroad course work. Preapproval from the department's study abroad advisor is required.
- Majors selecting an approved study abroad program for a full year of study will be handled on a case-by-case basis in terms of meeting degree requirements.
- AP credit for Econ 1011, Econ 1021, Math 131, and/or Math 132 is accepted in the major. Consult with the Department of Mathematics and the Department of Economics for International Baccalaureate and British A-level policies.
- For further details on policies and procedures, please refer to the Undergraduate Guide and the Department of Economics' website, or schedule a meeting with the department's Academic Coordinator (dottie@wustl.edu).

## Additional Requirements

1. A student cannot declare more than one major or minor in the Department of Mathematics. This restriction includes dual majors, such as Mathematics and Economics and Mathematics and Computer Science. These majors are considered "in the department" even if they are declared in another department.
2. No upper-level course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
3. Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
  - a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
  - b. At least half of the upper-level units required in a major must be earned at Washington University or in a Washington University-approved overseas study program.
  - c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill major requirements.

## Latin Honors

At the time of graduation, the Department of Mathematics will recommend that a candidate receive Latin Honors (cum laude, magna cum laude, or summa cum laude) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

## The Honors Thesis

Arts & Sciences mathematics majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

## Types of Projects

An honors thesis can take two forms:

1. A thesis that presents significant work by the student on one or more nontrivial mathematics problems.
2. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

## Process and Suggested Timeline

### Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to Blake Thornton.

### Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

## Departmental Prizes

Each year, the department considers graduating majors for three departmental prizes and also awards a prize to juniors. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

## Ross Middlemiss Prize

The Ross Middlemiss Prize is awarded to a graduating math major with an outstanding record. The award was established by former Professor Ross Middlemiss, who taught at Washington University for 40 years. Middlemiss authored several books, including a widely popular calculus text that was used in courses offered by the School of Continuing & Professional Studies until the late 1970s.

## Putnam Exam Prize

The Putnam Exam Prize is awarded to a graduating senior who has participated regularly in the Putnam Exam Competition and done exceptionally well throughout their time at Washington University.

## Martin Silverstein Award

The Martin Silverstein Award was established in memory of Professor Martin Silverstein, who, until his death in 2004, was a pioneer in work at the interface of probability theory and harmonic analysis. Graduating students completing any major we offer will be considered for this award, but preference is given to those who have done excellent work in applied mathematics or analysis.

## Brian Blank Award

The Brian Blank Award was established in memory of Professor Brian Blank, who passed away in 2018. Each year, the Department of Mathematics selects distinguished juniors majoring in mathematics for this prize.

## Distinctions in Mathematics and Economics

### Distinction

- Complete one additional course in Economics and one additional course in Mathematics, for a total of nine electives. Both courses must be completed at the 400 level or above with a grade of B or better. (In Economics, "400-level" should be interpreted as a course having an Econ 4011 and/or Econ 4021 prerequisite.)
- Maintain a GPA of 3.7 or higher in all the major courses.
- If the student takes additional courses that satisfy these requirements, then the courses with the lowest grades may be omitted when calculating the GPA for this purpose.

### High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis in either department (Mathematics or Economics).



## Highest Distinction

- Complete all requirements for High Distinction.
- Complete three additional courses in Economics or Mathematics for a total of 12 electives. At least one of the three additional courses must be taken in each department, and all three additional electives must be completed at the 400 level or above. (In Economics, "400 level" should be interpreted as a course having an Econ 4011 and/or Econ 4021 prerequisite.)
- All 12 electives (including the seven electives for the major, the two electives for Distinction, and the three electives for Highest Distinction) must be completed with a grade of B+ or better.
- If the student takes additional courses that satisfy these requirements, then the courses with the lowest grades may be omitted when calculating the GPA for this purpose.

Phone: 314-935-6301  
Email: mathadvising@wustl.edu  
Website: http://math.wustl.edu

## Mathematics Major Program Requirements

- **Total units required:** 42

### Required Courses

- The three-course calculus sequence (9 units)\* and an introductory computer science course (3 units)\*\*:

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
CSE 131	Introduction to Computer Science	3
<b>Total Units</b>		<b>12</b>

\* AP credit can be applied, and students who have completed Math 203 Honors Mathematics I and Math 204 Honors Mathematics II will have this requirement waived.

\*\* This course may be waived after consultation with the director of undergraduate studies of the Department of Computer Science & Engineering.

- The following required upper-level courses (24 units):\*

Code	Title	Units
Math 310 or Math 310W	Foundations for Higher Mathematics Foundations For Higher Mathematics With Writing	3
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 429	Linear Algebra	3

Math 430	Modern Algebra	3
Math 416	Complex Variables	3
Math 4171	Topology I	3
At least one of the following:		
Math 407	An Introduction to Differential Geometry	3
Math 415	Partial Differential Equations	3
Math 4181	Topology II	3
Math 4351	Number Theory and Cryptography	3

- \* Students who take Math 203 and Math 204 can choose to take an additional elective in place of Math 310/Math 310W.
  - Two additional upper-level mathematics electives that have not been used to fulfill any other requirement (6 units).
    - Upper-level mathematics courses have course numbers that begin with a "3" or higher. Lower-level courses do not count toward upper-level mathematics requirements, even if they are cross-listed as an upper-level course in another department or program.
  - All required courses (both lower- and upper-level) must be taken for a letter grade and completed with a grade of C- or better.

## Additional Information

### Course Substitutions

At most one approved substitution can be made using a course not home-based in the Department of Mathematics.

Any course from another department that is cross-listed as a mathematics L24 course can count as an upper-level elective. Examples include Math 493C Probability, Math 495C Stochastic Processes, Math 501C Theoretical Physics, Math 502C Methods of Theoretical Physics II, and Math 523C Information Theory. Such L24 courses always end with a "C."

In general the following courses can count as upper-level mathematics electives, but specifics may vary for the various majors in the department:

- Phil 403 Mathematical Logic 1 and Phil 404 Mathematical Logic II
- ESE 319 Engineering Mathematics B and ESE 403 Operations Research

## Additional Requirements

1. A student cannot declare more than one major or minor in the department. This restriction includes dual majors, such as Mathematics and Economics and Mathematics and Computer Science. These majors are considered "in the department" even if they are declared in another department.
2. No *upper-level* course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).

3. At most 3 units of independent study or research work can count toward the major requirements.
4. Students may count courses from the Department of Statistics and Data Science (SDS) as Mathematics courses if at least one of the following conditions holds:
  - a. The course is cross-listed in the Department of Mathematics (e.g., Math 493C and Math 495C are cross-listed versions of SDS 493 and SDS 495).
  - b. The student matriculated in 2023-24 or earlier, and the course was previously offered by the Department of Mathematics and Statistics, as reflected by the student's matriculation-year (p. 16) Bulletin (p. 16).
5. At most one of the following courses can be used to fulfill major requirements: Math 308 Mathematics for the Physical Sciences or Math 318 Introduction to Calculus of Several Variables.
6. Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
  - a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
  - b. At least half of the upper-level units required in a major must be earned at Washington University or in a Washington University-approved overseas study program.
  - c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill major requirements.

## Latin Honors

At the time of graduation, the Department of Mathematics will recommend that a candidate receive Latin Honors (cum laude, magna cum laude, or summa cum laude) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

## The Honors Thesis

Arts & Sciences mathematics majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

## Types of Projects

An honors thesis can take two forms:

1. A thesis that presents significant work by the student on one or more nontrivial mathematics problems.
2. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

## Process and Suggested Timeline

### Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to Blake Thornton.

### Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

## Departmental Prizes

Each year, the department considers graduating majors for three departmental prizes and also awards a prize to juniors. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

### Ross Middlemiss Prize

The Ross Middlemiss Prize is awarded to a graduating math major with an outstanding record. The award was established by former Professor Ross Middlemiss, who taught at Washington University for 40 years. Middlemiss authored several books, including a widely popular calculus text that was used in courses offered by the School of Continuing & Professional Studies until the late 1970s.

### Putnam Exam Prize

The Putnam Exam Prize is awarded to a graduating senior who has participated regularly in the Putnam Exam Competition and done exceptionally well throughout their time at Washington University.

### Martin Silverstein Award

The Martin Silverstein Award was established in memory of Professor Martin Silverstein, who, until his death in 2004, was a pioneer in work at the interface of probability theory and harmonic analysis. Graduating students completing any major we offer will be considered for this award, but preference is given to those who have done excellent work in applied mathematics or analysis.

### Brian Blank Award

The Brian Blank Award was established in memory of Professor Brian Blank, who passed away in 2018. Each year, the Department of Mathematics selects distinguished juniors majoring in mathematics for this prize.

## Distinctions in Mathematics

### Distinction

- Complete at least 33 units of upper-level mathematics courses.
- The GPA for these 33 upper-level units must be at least 3.7. If more than 33 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
- Complete at least five courses, each with a B or better, at level 400+.
- All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

### High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis.

### Highest Distinction

- Complete all requirements for High Distinction.
- Complete at least five courses, each with a grade of B+ or better, at the 400 level or higher. These courses can be the same five courses used for the Distinction requirement, but the grades must be B+ or better.
- Complete one of the two paths described below:
  - **Graduate Qualifier Path:** Graduate qualifier courses\* in mathematics are two-semester sequences that start in the fall. In mathematics, a two-semester graduate qualifier sequence has a qualifier exam at the end of each semester. Students must complete and pass two semesters of qualifier courses\* and their corresponding exams in mathematics. (These courses can involve a single year-long sequence or be the first semesters of two different sequences.)
  - **Course Work Path:**
    - Complete at least 42 units of upper-level mathematics courses. The GPA for these 42 upper-level units must be at least 3.7. If more than 42 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
    - Complete at least nine total courses at the 400 level or above, all with a B+ or better. These courses can include the five courses taken for distinction. All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

\* These qualifier courses can count toward the additional course requirements for Distinction.

Phone: 314-935-6301  
Email: mathadvising@wustl.edu  
Website: http://math.wustl.edu

## Mathematics Minor

### Program Requirements

- **Total units required:** 27

### Required Courses

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
or Math 429	Linear Algebra	
Math 310	Foundations for Higher Mathematics (or any 400-level course with Math 310 or Math 310W as a prerequisite)	3
or Math 310W	Foundations For Higher Mathematics With Writing	
Three additional upper-level electives (any 300- or 400-level course in the Department of Mathematics)		9
<b>Total Units</b>		<b>27</b>

<sup>1</sup> All required courses (both lower- and upper-level courses) must be completed with a letter grade of C- or better.

## Additional Information

### Course Substitutions

At most one approved substitution can be made using a course not home-based in the Department of Mathematics.

Any course from another department that is cross-listed as a mathematics L24 course can count as an upper-level elective. Examples include Math 493C Probability, Math 495C Stochastic Processes, Math 501C Theoretical Physics, Math 502C Methods of Theoretical Physics II, and Math 523C Information Theory. Such L24 courses always end with a "C."

In general, the following courses can count as upper-level mathematics electives:

- Phil 403 Mathematical Logic 1 and Phil 404 Mathematical Logic II
- ESE 319 Engineering Mathematics B and ESE 403 Operations Research

### Additional Requirements

1. A student cannot declare more than one major or minor in the department. This restriction includes dual majors, such as Mathematics and Economics and Mathematics and Computer Science. These majors are considered "in the department" even if they are declared in another department.

2. No *upper-level* course used to satisfy a minor requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
3. At most, 3 units of independent study or research work can count toward the minor requirements.
4. Students may count courses from the Department of Statistics and Data Science (SDS) as Mathematics courses if at least one of the following conditions holds:
  - a. The course is cross-listed in the Department of Mathematics (e.g., Math 493C and Math 495C are cross-listed versions of SDS 493 and SDS 495).
  - b. The student matriculated in 2023-24 or earlier and the course was previously offered by the Department of Mathematics and Statistics, as reflected by the student's matriculation-year (p. 16) Bulletin (p. 16).
5. At most one of the following courses can be used to fulfill minor requirements: Math 308 Mathematics for the Physical Sciences or Math 318 Introduction to Calculus of Several Variables.
6. Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
  - a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
  - b. At least half of the upper-level units required in a minor must be earned at Washington University or in a Washington University-approved overseas study program.
  - c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill minor requirements.

Phone: 314-935-6301  
Email: mathadvising@wustl.edu  
Website: <http://math.wustl.edu>

## Music

The Department of Music offers a music program of exceptional quality and diversity. In this varied course of study — where music is approached as a liberal and fine art rather than as an isolated, separate subject — students may pursue practical and creative music-making or study musical traditions and individual works. Music courses are open to all students at the university.

We offer students the opportunity to develop performance skills in voice or instruments through private instruction or through participation in small or large ensembles. Private music lessons with our prominent faculty, including members of the St. Louis Symphony Orchestra, are available in voice, piano, organ, guitar, and all orchestral and jazz instruments.

Music majors can explore critical issues of tradition, individual composers, compositional craft, aesthetic interpretation, and music's social and cultural significance through a wide range of courses, from introductory classes to highly specialized seminars. Instruction is available in jazz, popular music, world musics, the history and literature

of Western music, ethnomusicology, music theory and analysis, musical composition, and electronic music. All performance, creative, and academic endeavors in music are supported by a thorough grounding in musicianship and keyboard skills.

Music majors may take advantage of music-focused study abroad programs in Italy, England, and France. Summer research projects under faculty direction are also available.

Several options are available for students interested in music: the Bachelor of Arts degree with a major in music, the Bachelor of Music degree, a minor in music, and a minor in jazz studies. Students may take the AB degree in combination with a major in another field or as their primary major in a broad liberal arts education. Majoring in music can prepare students well for graduate work and for a variety of musical careers and other professions.

## Performance Opportunities

**Ensembles:** The department sponsors numerous performing ensembles that draw members from the university and the surrounding community. Students must audition for admission to the ensembles. All ensembles are available for graded credit, for credit/no credit, or off roster. Ensembles give one or more public performances each semester. Students who are enrolled for credit in one of the department's ensembles may be entitled to a scholarship that covers a portion of the fee for music lessons.

*Vocal Ensembles:* Concert Choir, Chamber Choir

*Instrumental Ensembles:* Jazz Band, Chamber String Ensembles, Symphony Orchestra, Wind Ensemble, Jazz Combos

**Lessons:** Students may take lessons in voice, piano, organ, guitar, and all orchestral and jazz instruments in the appropriate course sequences. A separate fee is charged for private instruction. Music majors and minors receive a scholarship to cover all or a portion of the fee, respectively. If students enroll for credit in one of the department's ensembles, they are entitled to a scholarship for a portion of the fee for each semester in which they are enrolled. In addition, the department has a limited number of partial scholarships that are based on need and merit.

Contact: Jessica Flannigan  
Phone: 314-935-5566  
Email: [flanniganj@wustl.edu](mailto:flanniganj@wustl.edu)  
Website: <http://music.wustl.edu/undergraduate>

## Faculty

### Chair

**Patrick Burke**  
Professor  
PhD, University of Wisconsin

## Director of Graduate Studies

### **Paul Steinbeck**

Associate Professor  
PhD, Columbia University

## Director of Undergraduate Studies

### **Todd Decker**

Paul Tietjens Professor of Music  
PhD, University of Michigan

## Department Faculty

### **Christopher Douthitt**

Lecturer  
MFA, Princeton University

### **Ben Duane**

Associate Professor  
PhD, Northwestern University

### **Lauren Eldridge Stewart**

Assistant Professor  
PhD, University of Chicago

### **Amy Greenhalgh**

Lecturer  
MA, Oxford University

### **Amanda Kirkpatrick**

Senior Lecturer  
MM, University of Missouri-Columbia

### **Esther Kurtz**

Assistant Professor  
PhD, Brown University

### **Jeffrey Kurtzman**

Professor  
PhD, University of Illinois

### **William Lenihan**

Professor of Practice  
BMus, University of Missouri-Columbia

### **Hugh McDonald**

Avis H. Blewett Professor Emeritus of Music  
PhD, Cambridge University

### **John McDonald**

Lecturer  
DMA, University of Missouri-Kansas City

### **Craig Monson**

Paul Tietjens Professor Emeritus of Music  
PhD, University of California, Berkeley

### **Dolores Pesce**

Avis Blewett Professor Emerita of Music  
PhD, University of Maryland

### **Robert Snarrenberg**

Associate Professor  
PhD, University of Michigan

### **Christopher Stark**

Associate Professor  
DMA, Cornell University

### **Alexander Stefaniak**

Associate Professor  
PhD, Eastman School of Music

### **Vince Varvel**

Lecturer  
BM, Southern Illinois University at Edwardsville

### **Parkorn Wangpaiboonkit**

Assistant Professor  
PhD, University of California, Berkeley

## Majors

- Music Major (AB) (p. 826)
- Music Major (BMus) (p. 827)
- Music Major, Composition Concentration (BMus) (p. 828)
- Music Major, General Concentration (BMus) (p. 829)
- Music Major, History and Culture Concentration (BMus) (p. 830)
- Music Major, Performance Concentration (BMus) (p. 831)
- Music Major, Theory Concentration (BMus) (p. 832)

## Minors

- Jazz Studies Minor (p. 833)
- Music – General Studies Minor (p. 833)

## Courses

Visit online course listings to view semester offerings for L27 Music.

---

### **L27 Music 100B Brass Lessons: Pre-registration**

All students—both new and returning—must enroll if in this course if you are planning to take lessons on a brass instrument this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (<https://music.wustl.edu/lesson-placement-days>) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (<https://music.wustl.edu/rebates-fees-refund-policy>), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline. Credit variable, maximum 2 units.

---

---

### **L27 Music 100D Percussion Lessons: Pre-registration**

All students-both new and returning-must enroll if in this course if you are planning to take percussion lessons this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (<https://music.wustl.edu/lesson-placement-days>) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (<https://music.wustl.edu/rebates-fees-refund-policy>), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline. Credit variable, maximum 2 units.

---

### **L27 Music 100P Piano Lessons: Pre-registration**

All students-both new and returning-must enroll if in this course if you are planning to take piano lessons this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (<https://music.wustl.edu/lesson-placement-days>) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (<https://music.wustl.edu/rebates-fees-refund-policy>), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline. Credit variable, maximum 2 units.

---

### **L27 Music 100S Strings Lessons: Pre-registration**

All students-both new and returning-must enroll if in this course if you are planning to take lessons on a string instrument this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (<https://music.wustl.edu/lesson-placement-days>) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (<https://music.wustl.edu/rebates-fees-refund-policy>), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline. Credit variable, maximum 2 units.

---

### **L27 Music 100V Voice Lessons: Pre-registration**

All students-both new and returning-must enroll if in this course if you are planning to take voice lessons this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (<https://music.wustl.edu/lesson-placement-days>) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students

will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (<https://music.wustl.edu/rebates-fees-refund-policy>), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline. Credit variable, maximum 2 units.

---

### **L27 Music 100W Woodwinds Lessons: Pre-registration**

All students-both new and returning-must enroll if in this course if you are planning to take lessons on a woodwind instrument this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (<https://music.wustl.edu/lesson-placement-days>) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (<https://music.wustl.edu/rebates-fees-refund-policy>), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline. Credit variable, maximum 2 units.

---

### **L27 Music 1010 Topics in Music**

Credit 3 units.

---

### **L27 Music 101E Introductory Survey of Western Music I**

A survey of "art" music in Western culture from the Middle Ages to the mid 18th-century. Emphasis will be on sacred and secular music of the church, court and middle-class society in its historical and cultural context. Regular listening and writing assignments are designed to develop the capacity to hear perceptively and write critically about the music studied. No prior knowledge of musical notation required. This course is not recommended for music minors or majors. For a one-semester course covering Western classical and popular music and music from other cultures, see 114E Exploring Music. Credit 3 units. A&S IQ: HUM BU: HUM

---

### **L27 Music 1021 Musics of the World**

This course provides an introduction to the field of ethnomusicology as well as a survey of selected musics from around the world. We will investigate not only musical sound itself but how music interacts with other cultural domains, such as religion/cosmology, politics, economics, and social structure. The course will use case studies from regions around world (such as Indonesia, India, the Middle East, Sub-Saharan Africa, and Latin America) to illustrate the conceptual problems and methodologies raised by the cross-cultural study of music, as well as acquaint you with the rich variety of music around the globe. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L27 Music 1022 Popular Music in American Culture**

American popular music from 1800s to the present, with emphasis on technology, social and political contexts, and popular music as a realm of interracial encounter. Musics covered include early jazz, classic blues, swing, classic pop, rock and roll, soul, disco, hip hop and the changing relationship between popular music, film, and television. Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

---

---

**L27 Music 1023 Beethoven in His Time and Ours**

Ludwig van Beethoven not only composed some of the most significant works of Western classical music -- he continues to make his mark as the prototypical "troubled genius," symbol for a wide range of political causes, subject of numerous films, and classical music's main representative in American pop culture. We will begin with an exploration of Beethoven's life, music, and historical context and continue by tracing how, after his death, Beethoven became a cultural hero whose image took on a life of its own. Throughout, we will unravel the interaction of music, culture, and mythmaking. No previous musical experience required.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 1024 Mozart: Comedy, Science, Politics, Music**

Wolfgang Amadeus Mozart is one of the most recognized composers of classical music and has come to symbolize beauty, "genius," and technical perfection. In this course, we'll peer behind this beauty and discover that Mozart speaks to some of our most complex present-day concerns. Mozart's music reflects the world of the Enlightenment, as well as challenges to its beliefs about reason and human nature. He also created musical comedies that make provocative, strikingly contemporary statements about power, gender, privilege, and sexuality. And, he delighted in musical engineering challenges and thought carefully about how we perceive music. Our focus works will range from symphonies and piano music to musical theatre. We'll also explore Mozart's afterlife: how his music has figured in film and popular culture. This course is open to all - no previous musical experience is required.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 1026 First-Year Seminar: You Never Heard Such Sounds in Your Life: American Avant-Garde Music**

This first-year seminar introduces students to the fascinating history of avant-garde music making in the United States. A series of case studies will address a number of important avant-garde musicians and schools of thought spanning the early twentieth century to the present. In exploring avant-garde music, students will encounter new ways of thinking about art's place in the world and broaden their notions of music itself. No previous training in music is required. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 102E Introductory Survey of Western Music II**

A survey of "art" music in Western culture from the middle of the 18th century to the present. Music of composers from Haydn and Mozart to George Crumb and John Cage will be studied in its historical and cultural context. Regular listening and writing assignments are designed to develop the capacity to hear perceptively and write critically about the music studied. No prior knowledge of musical notation required. This course is not recommended for music minors or majors.

Credit 3 units. A&S IQ: HUM BU: HUM

---

**L27 Music 103E Theory I: Introduction to Music Theory**

Vocabularies and skills basic to music theory introduced through concentrated work in notation, the development of specific compositional skills, and musical analysis. Concepts of musical structure and aesthetic experience will be explored through the study of music from three periods of the western tradition: medieval liturgical chant, music of the Classical period, and music of the early 20th century. Ability to read musical notation required. Keyboard skills desirable. Music 103E is the entry level course for all music minors and majors.

Credit 3 units. A&S IQ: HUM BU: HUM

---

**L27 Music 104E Music Theory II**

A systematic introduction to the basic principles of tonality as manifested in western European music of the 18th and early 19th centuries. Topics include: pitch, time, line and linear elaboration, counterpoint, harmony, phrase, form, and chromaticism. The principles are explored through both musical composition and interpretation of musical artworks. Prerequisite: Music 103E.

Credit 3 units. A&S IQ: HUM BU: HUM

---

**L27 Music 105 History of Jazz**

History of jazz to the present, including its African elements.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 1091 Jazz Theory I**

Jazz Theory I introduces the jazz music language as a preparation for the study of improvisation. The course study consists of basic music theory including music-reading skills and notation, scales, intervals and triads. An introduction to extended tertian chords as derived from the twenty-one modes of the major, melodic and harmonic minor scales forms the basis of the jazz harmonic language. The study of chord progression and chord substitution, song form and the blues prepares the student for a detailed study of the modern jazz language.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L27 Music 1092 Jazz Theory II**

Jazz Theory II outlines the harmonic, rhythmic and improvisational practices from the Bebop period of the late 1940's to the jazz music of the present-day. Discussions include intermediate to advanced chord substitution, quartal and bitonal harmony, modal improvisation, pentatonic scales and polyrhythmic drumming, concentrating on the work the major improvisors of the 1950's-1970's. Prerequisite: Music 1091.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L27 Music 109M Mathematics and Music**

An elementary introduction to the connections between mathematics and musical sound. Review of integers, ratios, prime numbers, functions, rationality, exponents, logarithms, trigonometry. Review of scales, clefs, key signatures, intervals, time signatures. Frequency and pitch. The connection between intervals and logarithms. Tuning and temperament, just intonation. Scales and modular arithmetic. The mathematics of harmony; the sound of the low prime numbers and their roles in harmony. Harmonics, partials and overtones. Numerical integration and basic Fourier analysis. The nature of complex tones. Analysis of instrument sounds. Human vowels and formants. Prerequisites: 2 years of high school algebra, and trigonometry. Same as L24 Math 109

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

**L27 Music 114E Exploring Music: Music & Disability: Performing Disability on Stage and Screen**

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 1150 FYS: Comparative Arts - Intermediality**

A variety of topics in comparative literature, designed for first-year students--no special background is required--and to be conducive to the investigation and discussion format of a seminar. Previous topics include: Story Telling Through Sound, Banned Books, Imigrants and Exiles, Literature and Democracy, Literature and the Art of Apology, Hell on Earth: Crime, Conscience, and the Arts, Magical thinking: Literature and Theory Engage the Occult

Same as L16 Comp Lit 115

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

---

**L27 Music 1165 First-Year Seminar: On Broadway - Musicals, Race, Place**

The Broadway theatres are closed, but pressure to make these stages more racially and ethnically diverse when they re-open is strong. This course looks at the history of the Broadway theatres and the ways this coveted theatrical real estate in midtown Manhattan has played host to white and non-white performers in the signature American theatrical genre: the musical. Using digital and archival research tools, including an abundance of maps, our study stretches from the creation of the Theatre District at the turn of the 20th century to the present. We will examine groundbreaking and all-too-typical shows -- from "Show Boat" to "Hamilton" -- and look closely for how systemic racism has played out on Broadway stages for Broadway's mostly white audience. We will produce original research and explore digital humanities methods related to questions of racial inequality in commercial popular culture. This course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, SC BU: BA, HUM EN: H

---

**L27 Music 1171 Beethoven and Van Gogh: Myths of Creativity, Genius and Madness**

This course draws into dialogue the creative ambitions, artistic production, critical reception and the historical construction of personae and oeuvres of two exceptionally productive and iconic artists who worked in different media: Ludwig von Beethoven (1770-1827) in music and Vincent van Gogh (1853-1890) in painting. We will introduce students to methods of musical and art historical analysis, and then build on those skills to examine the historical contexts within which these artists worked, as well as the ways in which their reputations were established. This course will also consider how Beethoven and Van Gogh became exemplars of creativity and genius for later audiences and artists, leading us to explore fundamental and provocative questions in the humanities. Course is for first-year, non-transfer students only.

Same as L01 Art-Arch 1171

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L27 Music 119 Guitar Class I**

Intended for students with little to no formal musical training. An introduction to guitar fundamentals through the study of note reading, scales/arpeggios, technique, chord playing, and repertoire from diverse music styles, while integrating basic music theory and listening to historical guitar recordings. Students may self-enroll or be placed by audition. Students will have access to rent an acoustic guitar for the semester or bring their own. Note: If a class does not have 3 students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee will be prorated accordingly. Credit 1 unit.

---

**L27 Music 120 Guitar Class II**

A continuation of the topics and techniques introduced in Guitar I: Guitar fundamentals through the study of note reading, scales/arpeggios, technique, chord playing, and repertoire from diverse music styles, while integrating basic music theory and listening to historical guitar recordings. Prerequisite: Guitar I or permission of the instructor. Students will have access to rent an acoustic guitar for the semester or bring their own. Note: If a class does not have 3 students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee will be prorated accordingly. Credit 1 unit.

---

**L27 Music 121C Classical Theory I**

This course is the first semester of a yearlong sequence about harmony and voice leading in tonal music. We will cover a number of topics, including scales, intervals, triads, seventh chords, harmonic function, and phrase structure. Ability to read musical notation is desirable. Students who register for Music 121C are required to register for one of the subsections.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 121J Jazz Theory I**

Introduction to the jazz music language as a preparation for the study of improvisation. The course of study consists of basic music theory including music-reading skills and notation, scales, intervals, and triads. An introduction to extended tertian chords as derived from the twenty-one modes of the major, melodic and harmonic minor scales forms the basis of the jazz harmonic language. The study of chord progression and chord substitution, song form, and the blues prepares the student for a detailed study of the modern jazz language. Students who register for Music 121J are required to register for one of the subsections.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 1225 Race, Realism, and Representation from Madama Butterfly to Hamilton**

In the Euro-American tradition, operas and musicals have long normalized the portrayal of (usually white) performers as characters of other races. Only in recent decades has the work of activists, performers, and scholars, pushed the cultural conversation to critique these practices as racist, exoticist, and culturally appropriative. On the live stage and on screen, music theater in recent years have paid careful attention to racially sensitive casting as a matter of restorative justice. We intuitively understand today that it is disrespectful for performers to portray themselves as characters of color outside their cultural background, but how has this relatively new idea come to be? How have performers of color engaged with this body of work over the past century? How have imagined narratives about the experiences of marginalized peoples affected the lives of the groups of people being depicted? Who has the cultural authority (or authenticity) to tell stories about others, and how has that authority been constructed and construed across different places and times? This course introduces students to the fraught and complex history of music theater in which performers portray racialized roles outside of their own identities. The syllabus pays particular attention to histories of music-theatrical yellowface as a racialized practice that - unlike brownface and blackface which have become taboo - continues to appear on performing arts stages today. Understanding the historical context in which these works arose and became popular, as well as analyzing the musical and dramatic techniques they utilized, can give us insight into their enduring legacy through to the present day. We will also complicate the easy rejection of this tradition by paying close attention to the history of people of color who, for the past hundred years, participated in, contributed to, and even loved, this body of work.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM, VC EN: H

---

**L27 Music 122C Classical Theory II**

This course is the second semester of a yearlong sequence about harmony and voice leading in tonal music. We will cover a number of topics, including sequences, tonicization, modulation, chromaticism, and the relationships between phrases and larger musical forms. Students who register for Music 122C are required to register for one of the subsections. PREREQ: Music 121C.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H



---

**L27 Music 122J Jazz Theory II**

A study of the harmonic, rhythmic, and improvisational practices from the Bebop period of the late 1940s to the jazz music of the present day. Discussions include intermediate to advanced chord substitution, quartal and bitonal harmony, modal improvisation, pentatonic scales, and polyrhythmic drumming, concentrating on the major improvisors of the 1950s-1970s. Students who register for Music 121C are required to register for one of the subsections. Prerequisite: Music 121J.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 1232 Keyboard Skills I**

An introduction to basic techniques of keyboard harmony using intervals, scales, and root position chords. Transposition and sight-reading skills developed. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week.  
Credit 1 unit.

---

**L27 Music 1242 Keyboard Skills II**

An introduction to basic techniques of keyboard harmony using intervals, scales, and root position chords. Transposition and sight-reading skills developed. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week.  
Credit 1 unit.

---

**L27 Music 128 Selected Area for Special Study**

In-depth study in areas of special interest.  
Credit 3 units. BU: HUM

---

**L27 Music 129 Composition Workshop**

An introductory course in contemporary music composition, with a 30-minute private lesson and weekly master class.  
Credit 2 units.

---

**L27 Music 130 Composition Workshop**

An introductory course in contemporary music composition, with a 30-minute private lesson and weekly master class.  
Credit 2 units.

---

**L27 Music 1313 Digital Audio and Multitracking: An Introduction to Electronic Music**

An exploration of the foundational techniques of electronic music through hands-on, project-based learning. Our primary goal will be to learn to be creative in the recording studio. To that end, we will build proficiency in audio manipulations, recording and production techniques, sampling, MIDI sequencing, and signal processing. We'll learn to use a variety of technical tools, chief among them the digital audio workstation (DAW), the microphone, and Wash U's unique collection of analog synthesizers. Along the way, we'll train our ears to recognize subtle qualities of recorded sound, and we'll learn to compose with audio as an expressive medium. All genres and musical backgrounds welcome.  
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L27 Music 151G Introductory Guitar**

Credit variable, maximum 2 units.

---

**L27 Music 151P Introductory Piano**

Credit variable, maximum 2 units.

---

**L27 Music 151S Introductory Strings**

Credit variable, maximum 2 units.

---

---

**L27 Music 151V Introductory Voice**

Credit variable, maximum 2 units.

---

**L27 Music 151W Introductory Winds and Percussion**

Credit variable, maximum 2 units.

---

**L27 Music 155 Class Guitar**

Credit 1 unit.

---

**L27 Music 159 Piano Class**

Intended for students with little to no formal musical training. An introduction to keyboard fundamentals through the study of note reading, intervals, technique, and repertoire. Students may self-enroll or be placed by audition. There is a \$150 lab fee for the course. Note: If a class does not have 3 students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee will be prorated accordingly.  
Credit 1 unit.

---

**L27 Music 160 Piano Class**

Continuation of L27 159. Note: If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee will be prorated accordingly. Prerequisite L27-159 or permission of instructor.  
Credit 1 unit.

---

**L27 Music 164 Harpsichord**

Credit variable, maximum 3 units.

---

**L27 Music 170G Jazz Guitar**

Credit variable, maximum 2 units.

---

**L27 Music 170J Jazz Brass**

Credit variable, maximum 3 units.

---

**L27 Music 170P Jazz Piano**

Credit variable, maximum 2 units.

---

**L27 Music 170S Jazz Strings**

Credit variable, maximum 2 units.

---

**L27 Music 170V Jazz Voice**

Credit variable, maximum 2 units.

---

**L27 Music 170W Jazz Winds and Percussion**

Credit variable, maximum 2 units.

---

**L27 Music 1723 Introduction to Tabla: The Exploration of Indian Rhythm, Oral Tradition, and Improvisation**

Tabla - Indian drums - are North India's prominent percussion instrument. Students will learn the foundations of playing tabla. Course goals include learning about the oral tradition associated with tabla, gaining knowledge about the historical and performance practices of the Benares Gharana, understanding Indian rhythmic time cycles,

building a foundational approach to improvisation, and delving into the vast musical genre of North Indian classical music. There are no prerequisites for taking the course, and all students are welcome regardless of school or major.  
Credit 1 unit.

---

**L27 Music 175G Guitar**

Credit variable, maximum 2 units.

---

**L27 Music 175O Organ**

Credit variable, maximum 2 units.

---

**L27 Music 175S Strings**

Credit variable, maximum 2 units.

---

**L27 Music 175V Voice**

Credit variable, maximum 2 units.

---

**L27 Music 175W Winds and Percussion**

Credit variable, maximum 2 units.

---

**L27 Music 221 Music Theory III**

Concentrated study of the principles of tonal counterpoint and their application to the interpretation of Bach keyboard suites. Class work includes both writing and analysis. Prerequisite: Music 104E.  
Credit 3 units. A&S IQ: HUM

---

**L27 Music 2213 Singers Performance Workshop: Broadway and Musical Theater**

Developing performance skills for young singers in musical theatre that will help students prepare music for rehearsal, performance, and audition. Semester's work includes musical, vocal, and diction coachings, research, and dramatic analysis. The class will culminate in the preparation and performance of both solo and ensemble pieces. Prerequisite: audition and permission of instructor.  
Credit 1 unit. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L27 Music 221C Classical Theory III**

A synthesis of the knowledge gained in Theory I-II as it applies to the detailed analysis of 18th-, 19th-, and selected 20th-century works (Bach through Bartok). Prerequisite: Music 122C or 122J.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 222 Music Theory IV**

Continuation of Mus 221 with study of 18th- and 19th-century harmonic, textural, and structural procedures (Bach through Brahms). Prerequisite: Mus 221.  
Credit 3 units. A&S IQ: HUM

---

**L27 Music 2231 Musicianship I**

Basic ear training, sight singing, and dictation skills. Three hours a week. Prerequisite: Music 104E.  
Credit 1 unit.

---

**L27 Music 2232 Keyboard Skills III**

Intermediate skills in score reading as well as the introduction of inversions, figured bass, and improvising melodies. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week.  
Credit 1 unit.

---

**L27 Music 2241 Musicianship II**

Continuation of Music 2231. Intermediate-level ear training, sight singing, and dictation skills. Prerequisite: Music 2231. Two and one-half class hours a week.  
Credit 1 unit.

---

**L27 Music 2242 Keyboard Skills IV**

Intermediate skills in score reading as well as the introduction of inversions, figured bass, and improvising melodies. Prerequisite: permission of instructor for nonmajors. Concurrent registration in Mus 2231 and 2241 required of all music majors. One and one-half class hours a week.  
Credit 1 unit.

---

**L27 Music 227 Selected Area for Special Study**

In-depth study in areas of special interest. Prerequisite: permission of instructor.  
Credit 3 units.

---

**L27 Music 228 Selected Area for Special Study**

In-depth study in areas of special interest. Prerequisite: permission of instructor.  
Credit 3 units. A&S IQ: HUM EN: H

---

**L27 Music 230 Composition**

An intermediate course in contemporary music composition, with a 30-minute private lesson and weekly master class. Prerequisite: Music 229 or permission of instructor.  
Credit 2 units.

---

**L27 Music 231C Small Chamber Ensembles**

Students interested in performance of chamber music are organized into various ensembles and assigned a coach. A public chamber music concert is given once each semester. May be repeated for credit. Prerequisite: permission of the instructor. Special fee, \$135, and special registration procedures. See heading at "Applied Music".  
Credit variable, maximum 1 units.

---

**L27 Music 232W Wind Ensemble**

A group of select woodwind and brass players who form brass and woodwind choirs and smaller ensembles such as quintets and quartets. The weekly rehearsals are coached. The ensembles perform on student recitals and at various campus functions.  
Credit variable, maximum 1 units.

---

**L27 Music 233 Jazz Band**

Study of the literature of big band jazz. Concerts presented each semester. May be repeated for credit. Prerequisite: admission by audition. Two and one-half rehearsal hours a week.  
Credit variable, maximum 1 units.

---

**L27 Music 234S Symphony Orchestra**

Performance and reading of works for orchestra. May be repeated for credit. Prerequisite: admission by audition. Two and one half class hours a week including sectionals.  
Credit variable, maximum 1 units.

---

**L27 Music 236J Jazz Combo**

Students are placed in small combos for regular, weekly coaching. May be repeated for credit. Prerequisite, permission of department.

Credit variable, maximum 1 units.

---

**L27 Music 237 Concert Choir**

Concert Choir takes an academic and artistic approach to the study and performance of choral literature from a variety of historic and modern sources. May be repeated for credit. Please see the department's website for audition dates.

Credit variable, maximum 1 units.

---

**L27 Music 238 Chamber Choir**

Study and performance of advanced repertoire for small vocal ensemble from Renaissance to the present. May be repeated for credit. Prereq: audition and consent of instructor.

Credit variable, maximum 1 units.

---

**L27 Music 270G Jazz Guitar**

Credit variable, maximum 2 units.

---

**L27 Music 270J Jazz Brass**

Credit variable, maximum 3 units.

---

**L27 Music 270P Jazz Piano**

Credit variable, maximum 2 units.

---

**L27 Music 270S Jazz Strings**

Credit variable, maximum 2 units.

---

**L27 Music 270V Jazz Voice**

Credit variable, maximum 2 units.

---

**L27 Music 270W Jazz Winds and Percussion**

Credit variable, maximum 2 units.

---

**L27 Music 275G Guitar**

Credit variable, maximum 2 units.

---

**L27 Music 275O Organ**

Credit variable, maximum 2 units.

---

**L27 Music 275P Piano**

Credit variable, maximum 2 units.

---

**L27 Music 275S Strings**

Credit variable, maximum 2 units.

---

**L27 Music 275V Voice**

Credit variable, maximum 2 units.

---

**L27 Music 275W Winds and Percussion**

Credit variable, maximum 2 units.

---

**L27 Music 295 Independent Study**

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit.

Credit variable, maximum 3 units.

---

**L27 Music 296 Independent Study**

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit.

Credit variable, maximum 3 units.

---

**L27 Music 298 Directed Internship**

Students receive credit for a faculty-directed and approved internship, usually with a music professional or musical organization. The primary objective of the internship is to obtain professional experience outside the classroom. Students obtain a Learning Agreement from the Career Center and have it signed by the Career Center, the faculty sponsor, and the site supervisor, if appropriate. A final written project is to be agreed upon before work begins and will be evaluated by the faculty sponsor at the end of the internship. Credit should correspond to actual time spent in work activities; e.g., 8-10 hours per week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Refer to \*\* section/faculty list at start of this departmental entry for faculty selections in this course.

Credit variable, maximum 3 units.

---

**L27 Music 299 Performance Project**

Students may contract with a faculty supervisor for credit for work on musical performance projects or research on musical performance. Contracts must be signed by the student, the faculty supervisor, and the department chair before the student's work on the project commences. Refer to \*\* section/faculty list at start of this departmental entry for faculty selections in this course.

Credit variable, maximum 3 units.

---

**L27 Music 3011 Music History I: Music in Europe from the Earliest Notation to 1700**

A study of music history and literature from the Middle Ages to 1700. Composers treated include Machaut, Dufay, Josquin, Palestrina, Monteverdi, Vivaldi, Handel, and Bach. Prereq: Music 121 or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 3012 Music History II: The Invention of Classical Music, 1700-1850**

This course is a historical, critical exploration of "classical music." During our focus period—the long eighteenth and nineteenth centuries—musicians and audiences invented what we now know as the culture of classical music, creating some of its canonic musical works and developing its core institutions and belief systems. In this course, we will work inside and beyond the score. We'll engage in intensive listening and analysis, from songs to symphonies. We'll also consider broader cultural issues, particularly: How did the culture of classical music reflect the social ambitions of privileged musicians and listeners? What and who got marginalized within this culture, and how can we discover more inclusive, diverse histories of classical music? Prereq Music 3011 or Music 104E.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 3014 Ethnomusicology**

This course provides an introduction to the field of ethnomusicology, defined broadly as "the study of music in-or-as-culture" or "the study of people making music." We will explore the varied ethnographic, anthropological, historical, and music-analytical approaches that ethnomusicologists have employed to explain the vital role of music-

making in diverse human societies. We will seek to understand the social significance of a variety of musical practices, drawing on ethnomusicological scholarship to address music's performance, circulation, and reception. Case studies from around the world will demonstrate the multiple ways that sound shapes-and is shaped by-issues of cultural practice and representation, ideologies of authenticity, intersectional identities, cultural memory, ideas and structures of tradition, colonialism and post-colonialism, transnationalism and globalization. Our case studies will introduce students to a number of important musical genres and traditions, including (in the order in which they appear in the class): Mbira (Zimbabwe), Andean Kena music (Peru), Jazz (U.S.), Samba (Brazil), Gamelan (Java), Funk (U.S.), Egyptian musics, Ottoman-Turkish classical music, Karnatic Music (South India), Gisaeng music (Korea), Ngoma (South Africa), Agbekor (Ghana), Hip Hop (U.S.), and Noise (Japan).

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

### L27 Music 3015 American Popular Music and Media

This course considers the history of American popular music as delivered by successive mass media platforms in the industrial and post-industrial eras: from mass-produced sheet music in the mid nineteenth century to digital music and video on the internet. Historical contextualization and in depth analysis of musical scores and various kinds of audio recordings and audiovisual texts will be at the center of the course. Topics to be considered include: the history of sound recording technologies and formats; the role of electronic mass media structures (radio, film, television, the internet); urbanization, national commercial music centers (New York, Hollywood, Nashville), and the importance of regional sounds in a national context; the formation and transformation of select genres (rock, country, various black musics); legal frameworks relating to music as a commodity (copyright, sampling); the impact of visual media on music dissemination, performance, and meanings; and how recorded media of all kinds have transformed the act of listening. Issues of race, gender, sexuality, personal, and national identity will be considered across the course.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L27 Music 3016 Topics in Music History and Culture: Race and Performers of Musical Theatre, 1700 to Now

This course looks at how race has shaped the careers of performers of musical theatre in Europe and the US from the eighteenth-century to today. European and American opera and Broadway musicals will be considered side by side, as will the performance of white, Black, Asian, and Latino identities. Of particular interest are the changing (and stubbornly unchanging) standards and stereotypes that shape individual performing careers in different times and places.

Credit 3 units. A&S IQ: HUM EN: H

---

### L27 Music 3017 Music History III: Classical Music in Flux, 1850 to the Present

A study of music history and literature from 1850 to the present. Composers treated include Mahler, Debussy, Stravinsky, Schoenberg, Bartok, Copland, Shostakovich, Cage, Reich, and Gubaidulina. Prerequisites: L27 3012 or L27 122C.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L27 Music 3018 The Invention of Classical Music

This course explores the historical roots of what we often call "Western classical music": not just the repertoire, but its culture and ideologies. Our chronological scope will extend from the beginning of the eighteenth century through the nineteenth, a time when musicians, intellectuals, entrepreneurs, and audiences developed classical music as we know it.

Credit 3 units. A&S IQ: HUM, LCD, WI EN: H

---

### L27 Music 3020 Music of the Caribbean

Wanna get away? This and other tourism slogans depend on a popular conception of regions such as the Caribbean as distant and desirable, simple places out of sync with the modern world. This course critiques constructions of the Caribbean through engaging ethnomusicological literature representing the diversity of the region. It is a topical appraisal of Caribbean music, emphasizing history and memory, tourism, and cultural influence. The chosen readings are not meant to represent the entire region; rather, they are intended to prompt ideas and questions about regional discourses.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L27 Music 3021 Music of the African Diaspora

This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L27 Music 3022 Native American Musical Traditions of the Western U.S.

Exploration of music and its historical and contemporary contexts among Native American cultures of the southwest and the northern plains, chiefly Navajo and Lakota, but with some considerations of Pueblo, Shoshone, and other nations. Examinations of inter-tribal pow-wow movements, crossover musics, European appropriation and refashioning of Native American culture in Hollywood and elsewhere.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

---

### L27 Music 3023 Jazz in American Culture

This course will address the role of jazz within the context of twentieth-century African American and American cultural history, with particular emphasis on the ways in which jazz has shaped, and has been shaped by, ideas about race, gender, economics, and politics. We will make use of recordings and primary sources from the 1910s to the present in order to address the relationship between jazz performances and critical and historical thinking about jazz. This course is not a survey, and students should already be familiar with basic jazz history.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

### L27 Music 3028 Music of the 1960's

The music of the 1960s played a significant and widely noted role in an era of global political and social upheaval. This course surveys a broad range of music produced during the decade, spanning the world but with emphasis on Anglo-American popular music. While a music course traditionally deals with a single genre such as "world music," classical, or jazz, this course will analyze several genres together to show how each influenced the others and how all were informed by broader social and cultural concerns. The course thus will both familiarize students with diverse musical traditions and introduce them to a new way of thinking about music and culture. Topics to be discussed include the transnational music industry; the contested concept of "folk" and "traditional" music; music and political protest; music and migration; and music's relation to ethnic and class identity.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L27 Music 3029 Game of Thrones, Game of Tones: Medieval Music in the Age of HBO

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

---

**L27 Music 3030 Love Songs and Laptops: Rediscovering Medieval Music in the Digital Age**

Using our laptops as portals into the past, students will gain first-hand experience as historical detectives. In this course, we will explore the world of medieval love—from the chivalrous and courtly to the bodily and obscene—as represented in books of songs from the fifteenth century. Scrumptiously decorated and preserved, five interrelated songbooks from central France, known as the "Loire Valley Chansonniers" contain the majority of love songs from this period. Working from digitized versions of the songbooks, online editions, and modern audio recordings, we will address the following questions: what do the songbooks tell us about the culture in which they were created? How do the graphic decorations that frame each song interact with its music and lyrics? Lastly, by contextualizing these digital sources with respect to the growing interest in the interface between the humanities and digital technology, we will discuss what we can gain from these developments and what—if anything—we stand to lose. (Ability to read music not required.)

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 3032 The Science of Singing**

Introductory look at the physiology and acoustics of singing. Topics we will study include how the voice works in general and the different ways individual singers use their voices; how understanding this science can improve one's singing; how to maintain vocal health; how the voice changes across the lifespan; and psychological aspects of performing. The ability to read music is not required for this course.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L27 Music 3033 Music, Sound, and the Body**

How do musicians use their bodies when creating music? How do audiences, listeners, and dancers feel music in their bodies and contribute to making sound? This course explores embodied perspectives on making, sensing, and moving to music and sound. Examining theories of the body and the senses as they relate to sound practices, the course draws on scholarship from ethnomusicology, anthropology, sound, dance and performance studies, music cognition and other fields. Case studies include EDM, reggae, and salsa dance; Afro-Brazilian and Buddhist religious practices; and music healing and therapy. Because centering the body means considering lived experience along intersecting axes of difference, course readings and discussions will focus on issues of race, ethnicity, gender, sexuality, and (dis)ability. Students will develop their own ethnographic project, and they will be asked to participate in music-movement workshops throughout the course. However, neither previous dance experience nor normative bodily ability are required.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 3034 Roots of Lofi Hip Hop: Amateur Music Making, Recording Technology, and Globalization**

Lofi hip hop is a style of music made by amateur beatmakers that mixes Japanese and African American aesthetics. It relies on anime visuals, scratchy jazz samples, and repetitive drum loops. It serves primarily as background music. This course is about the sounds and popularity of lofi hip hop in the twenty-first century. But to understand this genre, students will also focus on the genre's roots. We learn about French composers' early attempts to create background music at the turn of the twentieth century. We learn about American teenagers who took over their suburban garages to create an energetic style of rock and roll during the 1960s. We learn about how anthropologists during the 1930s thought that low fidelity recordings of blues and country musicians was evidence of their musical authenticity. And we will learn about how jazz harmonies and samples influenced the music of groups like A Tribe Called Quest and De La Soul. Lofi gives us a jumping off point for exploring a wide range of genres and histories. The final assignment will be a collaborative effort. As a class, students will make and publish

a podcast about lofi hip hop and its antecedents. This podcast will feature original lofi hip hop made by the class. The original music will also serve as background music to a study-session event organized by the class towards the end of the semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L27 Music 3035 Music and Queer Performance**

This course examines how music serves as a delightful site for performing, negotiating, and living queerness. Some questions we will ask include: How does queer musical performance inhabit the full gamut between conformity and subversion, irony and sincerity, or camp and authenticity? How do performers use or resist tropes of belonging, passing, and coming out to constitute queer performance? How do singers manipulate the sound of their voice, the gendered associations carried by that sound, and the assumptions about the body which produces it? Are queer musical acts a mode of performance or a way of being, and who decides? We will analyze a range of examples from the past and from contemporary popular culture: soft masculinities, cowboy and country personas, cross-dressing in music theater, lip-syncing drag queens and kings, high-femme divas, and performers of androgynous, cyborg, and post-human aesthetics. The parameters for what counts as queer performance are capacious, and students will have plenty of opportunities to contribute their own examples and case studies to the course.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L27 Music 305 Selected Area for Special Study**

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L27 Music 3050 Music and Masculinity in the Movies of Martin Scorsese**

This course considers the work of American filmmaker Martin Scorsese, with close attention to (1) how Scorsese uses music (and sound) to construct intense cinematic worlds and (2) how his film characters and plots represent various sorts of white American men. The consistent collision between Scorsese's interest in music as a driver of film style and content and his penchant for male-centered, frequently violent narratives makes him an ideal central figure for our study of white American masculinities at the movies over the last five decades. Films to be studied include "Mean Streets," "Taxi Driver," "Raging Bull," "Goodfellas," "Cape Fear," "The Departed," "Shutter Island," and "The Wolf of Wall Street." Required screenings.

Same as L53 Film 305

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 3091 Jazz Improvisation I**

An introduction to improvising music in the jazz tradition, including diatonic and chromatic harmony, extended chords, modes, and jazz scales. Exercises in basic aspects of the blues and in the styles of bebop and modern jazz. PREREQ: Music 121J or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 3132 Romantic Revolutions in European Music and Culture**

The early nineteenth century in Europe witnessed sweeping changes in social, political, and cultural life, but some of the most fascinating happened in music. This course considers intersections between Romantic thinking about music—which inspired an idealistic vision of the art form as a source of quasi-spiritual experience—and other contemporary "revolutions." To what extent was Romantic music a "holy art" that offered a refuge from the world? In what ways was it a worldly participant in larger currents in society and culture? By exploring these questions and more, students will develop the skills and framework needed to incorporate works of music into their investigation of enduring issues in history and the humanities. Although

this course will require listening and viewing of musical works, it is designed for students with intellectual curiosity but without prior musical background. We will also require weekly readings, occasional presentations, three short papers, and spirited class discussion.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### **L27 Music 313E Introduction to Comparative Arts**

Intro to Comparative Arts is an interdisciplinary, multimedia course that explores the relationship among the arts in a given period. In their written work, students will venture beyond the course material, alternately assuming the roles of artist, critic, and consumer. Students will attend (virtual and/or in-person) performances and exhibits. Ability to read music is not required.

Same as L16 Comp Lit 313E

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### **L27 Music 315 Selected Areas for Special Study I**

Credit 3 units. A&S IQ: HUM EN: H

---

### **L27 Music 317 Selected Area for Special Study**

In depth study in areas of special interest.

Credit 3 units.

---

### **L27 Music 320 The American Musical Film**

Film musicals were crucial to the success of the American film industry from the dawn of sound film in the late 1920s to the demise of the studio system in the late 1950s. This course examines the American film musical from a variety of aesthetic, critical, and historical perspectives, with particular attention to how the genre interacted with popular music and dance and the major political and social trends of the Thirties, Forties, and Fifties. REQUIRED SCREENING: [day, time].

Same as L53 Film 359

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### **L27 Music 321T Music Theory IV: Topics in Music Theory**

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### **L27 Music 3221 Music Cognition**

An introduction to modern research on music perception and cognition. The course covers four main topics: the perception of key, the psychoacoustics of dissonance, the relationship between attention and musical meter, and the process by which melodies establish, fulfill, and deny expectations. Students read and discuss research from both cognitive science and music theory, in addition to completing several projects.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: HUM

---

### **L27 Music 3223 Computational Models of Music Theory and Cognition**

We will study computational models that simulate the perception of several aspects of music: phase structure, meter, melody, key, harmony, counterpoint, and texture. In addition to reading about and discussing these models, students will work with them directly by running them on their own. We will also spend some class time on perceptual experiments related to the models we study. Although the course will focus on models of perception, emphasis will be placed on ones that are also pertinent to music theory, and these connections will be discussed.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L27 Music 3231 Advanced Musicianship**

Individualized instruction in advanced ear training, sight singing, and dictation skills. Prerequisite: Music 2241

Credit 3 units. BU: HUM

---

### **L27 Music 3232 Keyboard Skills V**

Advanced skills in score reading, figured bass, and improvisation, as well as drills, including seventh chords and modulation. Prerequisites: Mus 2242. One and one-half class hours a week.

Credit 1 unit.

---

### **L27 Music 3235 Compositional Craft in Film Scores and Musical Theatre**

This course examines compositional techniques and aesthetics in two forms of popular music: film/television scores and musical theatre.

Popular songs and other musical works associated with film, television, and musicals are analyzed from multiple perspectives, giving students insight into the sonic, visual, and dramatic techniques employed by major composers. Students engage with the material in rigorous yet practical ways, from analytical projects to deep-listening exercises. This approach emphasizes sonic experience and situated musicianship as the primary means of accessing complex concepts from music theory.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### **L27 Music 3236 Music Arranging for the Multi-Genre Artist**

This course examines the practice of music arranging for numerous applications including ensembles in jazz, rock, pop, a cappella, classical music, new music, and new media. Students analyze musical scores for small and large groups and compose arrangements in a variety of genres. Also learned are instrumentation, vocal ranges, basic orchestration, idiomatic instrumental techniques, chord voicings, and textures, all in the contexts of specific styles and genres. Overall, the course provides an introduction to industry-standard techniques of music arranging.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L27 Music 3237 The Art of Popular Song: From Folk and Musical Theatre to Rock and Contemporary A Capella**

This course explores the art of songwriting through the lens of American popular music. Students examine landmark songs from multiple eras and create their own original songs in a variety of styles from the precursors of American music to folk, rock, pop, rhythm and blues, Broadway, and a cappella. The course materials include applied popular music theory while examining the musical languages of each genre. Through composing and arranging, listening and analysis, students gain insight into the sonic structure and cultural significance of popular music. The course also responds to students' individual interests and performance backgrounds, offering opportunities to write music for vocal ensembles, singer-songwriter formats, bands and electronic media. Traditional composition and contemporary production practices are examined in detail as students learn to critically listen and find their personal musical styles.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L27 Music 3238 Towards a New Music**

Towards a New Music addresses the numerous possibilities for emerging music, including future musics in a reimagined world of the nature of music itself. In our study, music is situated as part of a web of metapatterns that explain the structure and nature of musical materials, the actions in composition and improvisation, and musical phenomena. Students are placed on a listener's journey of discovery to find the nature of music through philosophy, cognitive science, mathematics, biology, architecture and the structure of sound itself. Music theory topics both simple and advanced are discussed in ways appropriate for the novice as well as the advanced student. The course functions as a music theory and music literature study through the lens of the humanities. The course embraces both culture and nature, seeking out the grand-scale patterns that help explain the qualities of

our musical endeavor. The course begins with the archetypal patterns of space, both structural/formal and relational, and then turns to the concepts that infuse the workings of time: a virtual sonic reality of space and time and the mind of music, revealed in thought-provoking and new contexts.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L27 Music 325 Instrumentation and Orchestration

A study of the principles of instrumentation and orchestration. In-class assignments will aid in the understanding of the capabilities and limitations of the orchestral instruments. Analysis of orchestral scores will provide insight into efficient and creative use of the orchestra. Prerequisite: Music 121C or permission of the instructor.

Credit 3 units.

---

### L27 Music 326 Orchestration

A practicum in writing for orchestra and groups of orchestral instruments. Prerequisite: Mus 325.

Credit 3 units.

---

### L27 Music 3271 Analysis and Performance

This course develops music-analysis skills useful to performers, focusing on topics such as form, phrase structure, texture, orchestration, style identification as a stage, and ear training. Students will analyze pieces they are working on in lessons and ensembles and periodically perform these pieces in class. Prerequisite: Music 122C or 122J, as well as concurrent enrollment in lessons or an ensemble.

Credit 3 units. A&S IQ: HUM EN: H

---

### L27 Music 328 History of the Film Score

This course looks at the role of music in Hollywood films from the beginning of the sound era to the present. Larger themes include the importance of technology, industry structures shaping the nature of scores, notable film music composers, the relationship between music, gender and genre, music's role in the adaptation of literary texts to film, the power of directors to shape the content of film scores, and the importance of popular music as a driving economic and aesthetic force in film music history. Films to be screened include *From Here to Eternity*, *Stagecoach*, *High Noon*, *The Night of the Hunter*, *Butch Cassidy and the Sundance Kid*, *Born on the Fourth of July*, *Casino*, *Jarhead* and *The Social Network*. Required Screenings Same as L53 Film 360

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

### L27 Music 329 Advanced Composition Workshop I

A more advanced course in contemporary music composition, with a 50-minute private lesson and weekly master class. Prerequisite: Music 230 or permission of instructor.

Credit 3 units. A&S IQ: HUM

---

### L27 Music 330 Advanced Composition Workshop

A more advanced course in contemporary music composition, with a 50-minute private lesson and weekly master class.

Credit variable, maximum 3 units.

---

### L27 Music 3313 Interactivity and DSP: Laptop Music

This course is a project-based exploration of interactive "laptop music" using the Max/MSP programming environment. (Laptop not required; we have class desktops that will work too.) It will cover the composition of interactive computer music as well as the theory and application of MIDI, synthesis, and digital signal processing. We will learn through weekly programming exercises, readings and tutorials, and engagement with scores, recordings, and software. For

Midterm and Final Projects, students will design digital instruments and compose interactive pieces for the class to play as an ad hoc "laptop ensemble." Both pieces will be planned in advance and workshopped in class throughout the semester. By permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L27 Music 334 Symphony Orchestra

This is a course for a select ensemble of about 75 players that performs a repertoire from the baroque to the modern periods in four public concerts a year. Collegiate member, American Symphony Orchestra League. May be repeated for credit. Prerequisite: Admission by audition. Four rehearsal hours a week.

Credit 1 unit.

---

### L27 Music 339 Introduction to Conducting I

Fundamentals of conducting, including the study of transposing instruments and practice in score reading. Prerequisite: permission of instructor.

Credit 2 units.

---

### L27 Music 340 Introduction to Conducting II

Fundamentals of conducting, including the study of transposing instruments and practice in score reading. Prerequisite: permission of instructor.

Credit 2 units.

---

### L27 Music 3586 Combat Movie Music and Sound After Vietnam

This course considers the Hollywood combat movie genre after the Vietnam War (post 1975) by listening closely to how these always noisy films use music and sound effects to tell stories of American manhood and militarism. Centering on an elite group of prestige films--actions movies with a message for adult audiences--the course examines thirty-five years of Hollywood representations of World War II, the Vietnam War, the Gulf War, and post-9/11 wars against terrorism. Close analysis of how combat film directors and composers have used music and sound in conjunction with the cinematic image will be set within a larger context of ancillary texts (source materials, soundtrack recordings, published and unpublished scripts), media folios (press kits, reviews, editorials, newspaper and magazine stories and interviews), and scholarly writing from across the disciplines. Films to be screened include *Apocalypse Now*, *Platoon*, *Hamburger Hill*, *Courage Under Fire*, *Saving Private Ryan*, *The Thin Red Line*, *We Were Soldiers*, *Flags of our Fathers*, *The Hurt Locker*, and *Act of Valor*, as well as pre-1975 combat films starring John Wayne. The ability to read music is not required. Required Screenings. Prerequisites: None

Same as L53 Film 358

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L27 Music 370G Jazz Guitar

Credit variable, maximum 2 units.

---

### L27 Music 370J Jazz Brass

Credit variable, maximum 3 units.

---

### L27 Music 370P Jazz Piano

Credit variable, maximum 2 units.

---

### L27 Music 370S Jazz Strings

Credit variable, maximum 2 units.

---

### L27 Music 370V Jazz Voice

Credit variable, maximum 2 units.

---

**L27 Music 370W Jazz Winds and Percussion**

Credit variable, maximum 2 units.

---

**L27 Music 375G Guitar**

Credit variable, maximum 2 units.

---

**L27 Music 375O Organ**

Credit variable, maximum 2 units.

---

**L27 Music 375P Piano**

Credit variable, maximum 2 units.

---

**L27 Music 375S Strings**

Credit variable, maximum 2 units.

---

**L27 Music 375V Voice**

Credit variable, maximum 2 units.

---

**L27 Music 375W Winds and Percussion**

Credit variable, maximum 2 units.

---

**L27 Music 3951 Independent Study**

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit. Refer to \*\* section/faculty list at start of this departmental entry for faculty selection.

Credit variable, maximum 3 units.

---

**L27 Music 3961 Independent Study**

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit. Refer to \*\* section/faculty list at start of this departmental entry for faculty selection.

Credit variable, maximum 3 units.

---

**L27 Music 400 Independent Study**

Credit 3 units.

---

**L27 Music 401 Elementary Technique of Electronic Music: Synth Lab**

Individual and small group instruction in "classical" procedures and relevant electronic technology. Prerequisite: open to music majors; to others by permission of instructor. Credit contingent upon completion of Mus 402.

Credit 3 units. A&S IQ: HUM EN: H

---

**L27 Music 402 Advanced Techniques in Electronic Music: Studio Songwriting**

How does the act of recording and manipulating sound change the way we write songs? How can the tones and moods of a recording interact with notes and rhythms and words? We'll look for answers through experiments in composition, collaboration, and critical listening. Topics

will include beatmaking, sound collage, vocal manipulations, sampling, and virtual spaces. Formal training is not required, though we will engage (and learn) basic music theory concepts. PREREQ: permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

**L27 Music 4052 Music, Sound, and the Body**

This course examines theories of the body, embodiment, and the senses as they relate to music and sound practices. Readings draw on scholarship from ethnomusicology, anthropology and geography of the senses, sound studies, dance studies, performance studies, and music cognition. If ethnomusicology is "the study of people making music," this course explores how people make and experience music and sound with their bodies, through the full range of their senses. We will consider questions surrounding the ways in which musicians, audiences, listeners, and dancers perceive and experience music in their bodies and contribute to the making of sound. By centering the body, we will necessarily consider lived experience along intersecting axes of difference such as race, ethnicity, gender, sexuality, and (dis)ability. Course readings and discussions will therefore focus on the social and political affordances and limitations of body-based practices and their theorization. Case studies will include a broad range of sound-movement practices, from electronic dance music and black social dance to Sufi and Buddhist religious practices, queer taiko drumming, and deaf music-making. Over the course of the semester, students will develop their own project exploring course themes, and they will be asked to participate in music-movement workshops throughout the course. This is an upper-level/graduate-level course, so some knowledge of music and/or dance concepts is assumed, but neither previous music/dance experience nor normative bodily ability are required.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H

---

**L27 Music 411 Music of Medieval Period**

An intensive survey of Western monophonic and polyphonic music from the beginnings of Christian chant to circa 1450. Prerequisites: Mus 3011 or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

**L27 Music 413 Music in the Baroque Era**

An intensive survey of the primary musical forms and styles in seventeenth-century Italy, France, Germany, and England. Prerequisite: Music 3012 or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

**L27 Music 4131 Music in the Eighteenth Century**

Musical activity in Europe during the eighteenth century is the subject of this course, which brings the high baroque, galant, and classical eras into a single narrative. Patronage, publishing, star performers, and highly specific musical publics were central to the music-making across the century. How these forces shaped the professional and creative lives of major eighteenth-century composers is a principal theme of the course. A broad range of eighteenth-century instrumental and vocal music will be surveyed, including works by Corelli, F. Couperin, Vivaldi, Rameau, Telemann, Handel, Hasse, Haydn, Mozart, D. Scarlatti, and several members of the Bach family. Extensive listening assignments and score analysis will be supplemented by readings drawn from recent scholarship and examination of eighteenth-century music publishing and other period sources in facsimile.

Credit 3 units. A&S IQ: HUM EN: H



---

**L27 Music 4140 Topics in Embodied Communication**

This course is about listening. We will begin by mediated and unmediated listening with the human auditory system and continue into an exploration of multi-modal listening, focusing on vibration and on somatic attention. We will work in the "studio," which will include a music studio, a dance studio, and the environment. Our investigation will include the study of sensing in more-than-human organisms as well as theoretical perspectives from sound studies, critical improvisation and history of science. The course will encourage the perspective that the practice of listening is a political act of tending to the invisible, the non-normative, and the incomplete.

Same as L15 Drama 4140

Credit variable, maximum 3 units. A&S IQ: HUM EN: H

---

**L27 Music 415 Music in the Romantic Era: Aesthetics and Ideologies**

This course explores pivotal developments in 19th-century thinking about music's cultural and aesthetic significance -- developments that reverberate well beyond that historical period. Rather than surveying repertoire, we will emphasize in-depth exploration of selected issues and music, reading important contemporary writings and grappling with challenging musical works. Our topics will include discourses about musical interiority, the post-Beethovenian symphony, the Lied tradition, performance aesthetics and the creative agency of the performer, intersections of music and literature, and canon formation and its consequences. Our topics will include, to cite but a few examples, discourses about musical interiority, the post-Beethovenian symphony, the Lied tradition, performance aesthetics and the creative agency of the performer, intersections of music and literature, and canon formation and its consequences.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L27 Music 416 Contemporary Music**

Survey of musical styles from the end of the 19th century to the Postmodernism of the 1980's. Developments in music considered in context of intellectual history of the century with specific attention to parallels with literature and visual arts. Readings from a variety of sources and extensive listening assignments. Prerequisite: 3013 or permission of instructor.

Credit 3 units. A&S IQ: HUM

---

**L27 Music 4190 Selected Areas for Special Study I**

Credit 3 units. A&S IQ: HUM EN: H

---

**L27 Music 4221 Introduction to the Analysis of 20th Century Music**

An introduction to theory and analysis of music from the 20th-century repertoire. In-class analysis and individual assignments emphasize aural understanding and tools for modeling pitch structures in post-tonal and twelve-tone works. In the latter portion of the course focus turns toward works in which pitch structures play a smaller role. Prerequisite: Music 222 (for undergraduates) or Music 423 (for graduates).

Credit 3 units. A&S IQ: HUM

---

**L27 Music 423 Analysis I**

A study of structural principles underlying music of all periods: motivic usage, melodic shape, varieties of texture and structure with an emphasis on fugue, variation forms and proportional forms such as rondo and sonata-allegro. Prerequisite: graduate standing or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

**L27 Music 4232 Graduate Keyboard Skills**

Graduate Keyboard Skills prepares students to take the Keyboard Skills exam.

---

**L27 Music 424 Analysis II**

Continuation of Mus 423, concentrating on approaches to larger and more complex works of classically tonal music, including 18th-century symphonies and string quartets, late works by Beethoven, chamber music and symphonies of Brahms and symphonies of Mahler. Prerequisite: Mus 423 or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L27 Music 425 Counterpoint I**

Concentrated independent study in 16th-century contrapuntal composition. Prerequisite: Mus 222.

Credit 3 units.

---

**L27 Music 426 Counterpoint II**

Concentrated independent study in 18th-century contrapuntal composition. Prerequisite: Mus 222.

Credit 3 units.

---

**L27 Music 427 Selected Areas for Special Study**

In-depth study in areas of special interest. Prerequisite: senior standing, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

**L27 Music 428 The Solo Song of Brahms**

In-depth study in areas of special interest. Prerequisite: senior standing, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

**L27 Music 4282 The "Crossover" Tradition in Anglo-American Music Theater**

The musical stage in the United States and Britain has remained a vital artistic and commercial arena over the last hundred years despite the emergence of mass media formats like film and television. Audiences continue to clamor for stage stories where actors sing or singers act and composers, writers, producers and directors have created a stunning variety of musical theater styles to meet the demand. This course surveys important English-language operas, operettas and singer-centered musicals from the turn of the twentieth century to the start of the twenty-first with an emphasis on "crossover" works that blur the lines between opera and the commercial musical stage. All the works included in the course continue to be performed today, forming a core repertory of music theater works in English that emphasize singers and singing. The overlapping, ever changing spheres of the opera house and Broadway and West End theaters provide the geography of the course, which is peopled by performers, creators, and audiences. In class analysis of fourteen works will focus on how the singing voice has been used as an expressive vehicle and how theater singers have adapted to an age of amplification and recording. Works to be studied include Carousell, Sweeney Todd, The Phantom of the Opera, Show Boat, Candide, Street Scene, The Pirates of Penzance, The Light in the Piazza, My Fair Lady, Albert Herring, Porgy and Bess, The Most Happy Fella, Margaret Garner and The Student Prince. In class singing will be encouraged as a means to get inside the musical and dramatic values of these works. Prereq: ability to read music; graduate or upper-division standing.

Credit 3 units. A&S IQ: HUM EN: H

---

---

**L27 Music 429 Composition**

Concentrated independent work in composition and a weekly master class for experienced composers. Prerequisite: Music 330 or permission of instructor.

Credit variable, maximum 3 units.

---

**L27 Music 430 Composition**

Concentrated independent work in composition and a weekly master class for experienced composers. Prerequisite: Music 429 or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

**L27 Music 4311 Black Experimental Music**

Founded on the South Side of Chicago in 1965, the Association for the Advancement of Creative Musicians (AACM) united dozens of African American artists who were interested in experimental approaches to composition and improvisation. Their creative work, often described as black experimental music, would transform black-identified musical styles like jazz as well as white-identified styles of experimental concert music from which African Americans were often excluded-until the AACM intervened. In this course, we will investigate the Association's history by reading and discussing a wide range of texts about the organization, including books and articles written by AACM members themselves. We will also examine a number of important recordings and musical scores created by AACM artists, including Muhal Richard Abrams, Fred Anderson, Anthony Braxton, Joseph Jarman, George Lewis, Nicole Mitchell, Roscoe Mitchell, and Wadada Leo Smith.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 439 Diction I**

Principles of Italian, French, and German pronunciation covered in an interrelated approach; application of these principles to songs. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: HUM

---

**L27 Music 4530 Presence in Performance: Alexander Technique and Mindful Movement for Performing Artists**

This course provides group and individual instruction in principles and methods from Alexander Technique and other somatic arts for training mindful, embodied presence in performance. Mindful movement techniques are widely used by professional dancers, actors, and musicians to enhance performance skill and to address/prevent injury and chronic pain. Through a workshop process of guided learning, students gain awareness of subtle inefficiencies in coordination and balance that cause pain and limit ability. Students gain ability to self-assess and adjust problematic movement patterns to improve freedom and expression. Alexander Technique works at fundamental levels of movement coordination, and its methods are applicable to all performing art genres. Training is tailored to each individual student's needs, skills and goals. This course involves experiential learning supported with related readings, discussion, personal research projects and presentations. Prerequisites: Graduate standing; also open to undergraduate students studying at the 400 level in their discipline with permission of instructor.

Same as L29 Dance 453

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L27 Music 4539 Advanced Conducting I**

Advanced training in conducting skills, including opportunities to conduct ensembles on campus. Prerequisite: graduate standing or permission of instructor.

Credit 2 units. A&S IQ: HUM

---

**L27 Music 4540 Advanced Conducting II**

Advanced training in conducting skills, including opportunities to conduct ensembles on campus. Prerequisite: graduate standing or permission of instructor.

Credit 3 units.

---

**L27 Music 4550 Senior Colloquium: From Page to Stage: Opera as Omniverse**

Team taught course designed for IPH Senior interests and thesis topics. Same as L93 IPH 455

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L27 Music 4571 From Vitaphone to YouTube: Popular Music and the Moving Image**

This course considers American popular music as represented in audiovisual media from 1926 to the present. The relationship between the popular music industry (a commercial sphere oriented primarily towards the selling of sheet music and audio recordings) and audiovisual technologies (various screens and formats encountered in changing social and commercial contexts) will be explored along two complementary tracks: popular music performers as presented in performance-centered media and popular music as a narrative topic or resource in feature films. Three related analytical frames will shape our discussions: industrial and technological history (the material conditions for the making and distribution of popular music and moving images) the question of "liveness" in recorded audiovisual media aesthetics of various popular music styles as translated into audiovisual forms and contexts The course is in seminar format. The ability to read music is not required but students with music reading or transcription skills will be encouraged to draw upon these tools. Prerequisites: graduate status or completion of a 300-level FMS or Music course and permission of the instructor

Same as L53 Film 457

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L27 Music 461 Piano**

Credit variable, maximum 3 units.

---

**L27 Music 4613 Fortepiano**

Credit variable, maximum 3 units.

---

**L27 Music 462 Piano**

Credit variable, maximum 3 units.

---

**L27 Music 4621 Ancient Greek and Roman Music**

Music played a vital role in Ancient Greece and Rome. New resources and perspectives now allow us to appreciate the ancients' music better than ever before. This course addresses the nature of ancient music (instruments, melody and rhythm, modes), ancient attitudes towards music, and its contribution to public and private life. The focus throughout will be on our ancient sources, both literary and archaeological.

Same as L08 Classics 462

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L27 Music 4623 Fortepiano**

Credit variable, maximum 3 units.

---

**L27 Music 463 Harpsichord**

Credit variable, maximum 3 units.

---

**L27 Music 464 Harpsichord**

Credit variable, maximum 3 units.

**L27 Music 470G Jazz Guitar**

Credit variable, maximum 2 units.

**L27 Music 470J Jazz Brass**

Credit variable, maximum 3 units.

**L27 Music 470P Jazz Piano**

Credit variable, maximum 2 units.

**L27 Music 470S Jazz Strings**

Credit variable, maximum 2 units.

**L27 Music 470V Jazz Voice**

Credit variable, maximum 2 units.

**L27 Music 470W Jazz Winds and Percussion**

Credit variable, maximum 2 units.

**L27 Music 475G Guitar**

Credit variable, maximum 2 units.

**L27 Music 475O Organ**

Credit variable, maximum 2 units.

**L27 Music 475P Piano**

Credit variable, maximum 3 units.

**L27 Music 475S Strings**

Credit variable, maximum 2 units.

**L27 Music 475V Voice**

Credit variable, maximum 3 units.

**L27 Music 475W Winds and Percussion**

Credit variable, maximum 2 units.

**L27 Music 477 Voice**

Credit variable, maximum 3 units.

**L27 Music 478 Voice**

Credit variable, maximum 3 units.

**L27 Music 4991 Senior Project: Musicology or Analysis**

Supervised research in music history or analysis culminating in a major paper. Required of Bachelor of Music students whose program focuses on music history or analysis. Prerequisite: senior standing. Credit 3 units.

**L27 Music 4992 Senior Capstone: Performance, Composition, or Theory**

Supervised work in performance, composition or theory culminating in some combination of a paper, composition, and/or performance. Required of Bachelor of Music students whose program focuses on performance, composition or theory. Prerequisite: senior standing. Credit 3 units.

**L27 Music 4993 Senior Honors Capstone: Musicology or Analysis**

Prerequisite: senior standing, a grade point average of 3.0 or higher and permission of the faculty supervisor, director of undergraduate studies, and the chair of the department. Credit 3 units. EN: H

**L27 Music 4994 Honors Project: Performance, Composition, or Theory**

Prerequisite: senior standing, a grade point average of 3.0 or higher and permission of the faculty supervisor, the director of undergraduate studies, and the chair of the department. Credit 3 units. EN: H

## Music Major (AB) Program Requirements

- Total units required: 45

### Required Courses

Code	Title	Units
Music 121C & Music 122C	Classical Theory I and Classical Theory II	6
or Music 121J & Music 122J	Jazz Theory I and Jazz Theory II	
Music 221C	Classical Theory III	3
Music 2231	Musicianship I (should be taken concurrently with Music 221C)	1
Music 2241	Musicianship II (should be taken concurrently with Music 321T)	1
Music 3014	Ethnomusicology	3
Music 3015	American Popular Music and Media	3
Music 3016	Topics in Music History and Culture: Race and Performers of Musical Theatre, 1700 to Now	3
Music 3018	The Invention of Classical Music	3
Music 321T	Music Theory IV: Topics in Music Theory	3
	Two semesters of keyboard skills; course placement determined by piano faculty	2
	Performance courses: private lessons, small ensembles, and/or large ensembles	4
	Also required:	
Music 4992	Senior Capstone: Performance, Composition, or Theory (or Music 4993 or Music 4994)	3

or an approved 400-level Music course	
Lower-level elective units (courses, lessons, and/or ensembles)	7
Upper-level elective units (courses, lessons, and/or ensembles)	3
<b>Total Units</b>	<b>45</b>

## Additional Information

A grade of C- or better is required for courses to count toward the Music major.

A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.

## Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 400-level course.

## Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have an outstanding academic record and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

Contact: Jessica Flannigan  
Phone: 314-935-5566  
Email: flanniganj@wustl.edu  
Website: <http://music.wustl.edu/undergraduate>

## Music Major (BMus)

### Program Requirements

- **Total units required:** 51-79

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration, or composition portfolio. All majors must also pass a keyboard proficiency examination.

## Required Courses

Code	Title	Units
Music 121C & Music 122C	Classical Theory I and Classical Theory II	6
or Music 121J & Music 122J	Jazz Theory I and Jazz Theory II	
Music 221C	Classical Theory III	3
Music 2231	Musicianship I (should be taken concurrently with Music 221C)	1
Music 2241	Musicianship II (should be taken concurrently with Music 321T)	1
Music 3014	Ethnomusicology	3
Music 3015	American Popular Music and Media	3
Music 3016	Topics in Music History and Culture: Race and Performers of Musical Theatre, 1700 to Now	3
Music 3018	The Invention of Classical Music	3
Music 321T	Music Theory IV: Topics in Music Theory	3
Music 3231	Advanced Musicianship	3
1 unit of keyboard skills per semester as necessary to complete Music 2242		1-4
Music 4991	Senior Project: Musicology or Analysis	3
or Music 4992	Senior Capstone: Performance, Composition, or Theory	
or Music 4993	Senior Honors Capstone: Musicology or Analysis	
or Music 4994	Honors Project: Performance, Composition, or Theory	

## Lesson and Ensemble Requirements

In addition to the courses listed above, BMus students must also register for music lessons (1-2 units) and at least one ensemble (1 unit) every semester once the major has been declared (no later than the second semester of their sophomore year). **Note:** Students with a performance emphasis must take at least 2 units of music lessons per semester; all other students must take at least 1 unit per semester.

## Elective Courses

Each of the five BMus concentrations includes additional requirements, as follows:

### Performance Emphasis

Code	Title	Units
Music 424	Analysis II	3
Music 439	Diction I (Vocal performance majors only)	3
400- or 500-level music theory elective		3
Junior half-recital		0
<b>Total Units</b>		<b>6-9</b>

## Theory Emphasis

Code	Title	Units
Music 401 & Music 402	Elementary Technique of Electronic Music: Synth Lab and Advanced Techniques in Electronic Music: Studio Songwriting	6
or Music 429 & Music 430	Composition and Composition	
Music 424	Analysis II	3
400- or 500-level electives		12
<b>Total Units</b>		<b>21</b>

## Composition Emphasis

Code	Title	Units
Music 401 & Music 402	Elementary Technique of Electronic Music: Synth Lab and Advanced Techniques in Electronic Music: Studio Songwriting	6
Music 424	Analysis II	3
Upper-level music composition (Music 429, Music 430; repeatable)		12
400- or 500-level music theory electives		6
<b>Total Units</b>		<b>27</b>

## History and Culture Emphasis

Code	Title	Units
Music 424	Analysis II	3
Upper-level music history electives (other than Music 3014, Music 3015, Music 3016, and Music 3018)		12
400- or 500-level music theory electives		6
<b>Total Units</b>		<b>21</b>

## General Emphasis

Code	Title	Units
Music 424	Analysis II	3
Upper-level music history electives (other than Music 3014, Music 3015, Music 3016, and Music 3018)		3
400- or 500-level music theory electives		6
Elective units		9
<b>Total Units</b>		<b>21</b>

## Additional Information

A grade of C- or better is required for courses to count toward the Music major.

A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.

## Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 400-level course.

## Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have an outstanding academic record and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

Contact: Jessica Flannigan  
Phone: 314-935-5566  
Email: flanniganj@wustl.edu  
Website: <http://music.wustl.edu/undergraduate>

## Music Major, Composition Concentration (BMus)

### Program Requirements

- **Total units required:** 68-79

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration, or composition portfolio. All majors must also pass a keyboard proficiency examination.

## Required Courses

Code	Title	Units
Music 121C & Music 122C	Classical Theory I and Classical Theory II	6
or Music 121J & Music 122J	Jazz Theory I and Jazz Theory II	
Music 221C	Classical Theory III	3
Music 2231	Musicianship I (should be taken concurrently with Music 221C)	1

Music 2241	Musicianship II (should be taken concurrently with Music 321T)	1
Music 3014	Ethnomusicology	3
Music 3015	American Popular Music and Media	3
Music 3016	Topics in Music History and Culture: Race and Performers of Musical Theatre, 1700 to Now	3
Music 3018	The Invention of Classical Music	3
Music 321T	Music Theory IV: Topics in Music Theory	3
Music 3231	Advanced Musicianship	3
1 unit of keyboard skills per semester as necessary to complete Music 2242		1-4
Music 4991	Senior Project: Musicology or Analysis	3
or Music 4992	Senior Capstone: Performance, Composition, or Theory	
or Music 4993	Senior Honors Capstone: Musicology or Analysis	
or Music 4994	Honors Project: Performance, Composition, or Theory	

## Lesson and Ensemble Requirements

In addition to the courses listed above, BMus students must also register for music lessons (1-2 units) and at least one ensemble (1 unit) every semester once the major has been declared (no later than the second semester of their sophomore year). **Note:** Students with a performance emphasis must take at least 2 units of music lessons per semester; all other students must take at least 1 unit per semester.

## Elective Courses

Code	Title	Units
Music 401 & Music 402	Elementary Technique of Electronic Music: Synth Lab and Advanced Techniques in Electronic Music: Studio Songwriting	6
Music 424	Analysis II	3
Upper-level music composition (Music 429, Music 430; repeatable)		12
400- or 500-level music theory elective		6
<b>Total Units</b>		<b>27</b>

## Additional Information

A grade of C- or better is required for courses to count toward the Music major.

A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.

## Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 400-level course.

## Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have an outstanding academic record and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

Contact: Jessica Flannigan  
Phone: 314-935-5566  
Email: flanniganj@wustl.edu  
Website: <http://music.wustl.edu/undergraduate>

## Music Major, General Concentration (BMus)

### Program Requirements

- **Total units required:** 62-73

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration, or composition portfolio. All majors must also pass a keyboard proficiency examination.

### Required Courses

Code	Title	Units
Music 121C & Music 122C	Classical Theory I and Classical Theory II	6
or Music 121J & Music 122J	Jazz Theory I and Jazz Theory II	
Music 221C	Classical Theory III	3
Music 2231	Musicianship I (should be taken concurrently with Music 221C)	1
Music 2241	Musicianship II (should be taken concurrently with Music 321T)	1
Music 3014	Ethnomusicology	3

Music 3015	American Popular Music and Media	3
Music 3016	Topics in Music History and Culture: Race and Performers of Musical Theatre, 1700 to Now	3
Music 3018	The Invention of Classical Music	3
Music 321T	Music Theory IV: Topics in Music Theory	3
Music 3231	Advanced Musicianship	3
1 unit of keyboard skills per semester as necessary to complete Music 2242		1-4
Music 4991 or Music 4992 or Music 4993 or Music 4994	Senior Project: Musicology or Analysis Senior Capstone: Performance, Composition, or Theory Senior Honors Capstone: Musicology or Analysis Honors Project: Performance, Composition, or Theory	3

## Lesson and Ensemble Requirements

In addition to the courses listed above, BMus students must also register for music lessons (1-2 units) and at least one ensemble (1 unit) every semester once the major has been declared (no later than the second semester of their sophomore year). **Note:** Students with a performance emphasis must take at least 2 units of music lessons per semester; all other students must take at least 1 unit per semester.

## Elective Courses

Code	Title	Units
Music 424	Analysis II	3
Upper-level music history electives (other than Music 3014, Music 3015, Music 3016, and Music 3018)		3
400- or 500-level music theory electives		6
Elective units		9
<b>Total Units</b>		<b>21</b>

## Additional Information

A grade of C- or better is required for courses to count toward the Music major.

A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.

## Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 400-level course.

## Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have an outstanding academic record and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

Contact: Jessica Flannigan  
Phone: 314-935-5566  
Email: flanniganj@wustl.edu  
Website: <http://music.wustl.edu/undergraduate>

## Music Major, History and Culture Concentration (BMus)

### Program Requirements

- **Total units required:** 62-73

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration, or composition portfolio. All majors must also pass a keyboard proficiency examination.

### Required Courses

Code	Title	Units
Music 121C & Music 122C or Music 121J & Music 122J	Classical Theory I and Classical Theory II Jazz Theory I and Jazz Theory II	6
Music 221C	Classical Theory III	3
Music 2231	Musicianship I (should be taken concurrently with Music 221C)	1
Music 2241	Musicianship II (should be taken concurrently with Music 321T)	1
Music 3014	Ethnomusicology	3
Music 3015	American Popular Music and Media	3
Music 3016	Topics in Music History and Culture: Race and Performers of Musical Theatre, 1700 to Now	3
Music 3018	The Invention of Classical Music	3
Music 321T	Music Theory IV: Topics in Music Theory	3
Music 3231	Advanced Musicianship	3

1 unit of keyboard skills per semester as necessary to complete Music 2242	1-4
Music 4991 Senior Project: Musicology or Analysis	3
or Music 4992 Senior Capstone: Performance, Composition, or Theory	
or Music 4993 Senior Honors Capstone: Musicology or Analysis	
or Music 4994 Honors Project: Performance, Composition, or Theory	

## Lesson and Ensemble Requirements

In addition to the courses listed above, BMus students must also register for music lessons (1-2 units) and at least one ensemble (1 unit) every semester once the major has been declared (no later than the second semester of their sophomore year). **Note:** Students with a performance emphasis must take at least 2 units of music lessons per semester; all other students must take at least 1 unit per semester.

## Elective Courses

Code	Title	Units
Music 424	Analysis II	3
Upper-level music history electives (other than Music 3014, Music 3015, Music 3016, and Music 3018)		12
400- or 500-level music theory electives		6
<b>Total Units</b>		<b>21</b>

## Additional Information

A grade of C- or better is required for courses to count toward the Music major.

A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.

## Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 400-level course.

## Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have an outstanding academic record and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

Contact: Jessica Flannigan  
Phone: 314-935-5566  
Email: flanniganj@wustl.edu  
Website: <http://music.wustl.edu/undergraduate>

# Music Major, Performance Concentration (BMus)

## Program Requirements

- **Total units required:** 51-69

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration, or composition portfolio. All majors must also pass a keyboard proficiency examination.

## Required Courses

Code	Title	Units
Music 121C & Music 122C	Classical Theory I and Classical Theory II	6
or Music 121J & Music 122J	Jazz Theory I and Jazz Theory II	
Music 221C	Classical Theory III	3
Music 2231	Musicianship I (should be taken concurrently with Music 221C)	1
Music 2241	Musicianship II (should be taken concurrently with Music 321T)	1
Music 3014	Ethnomusicology	3
Music 3015	American Popular Music and Media	3
Music 3016	Topics in Music History and Culture: Race and Performers of Musical Theatre, 1700 to Now	3
Music 3018	The Invention of Classical Music	3
Music 321T	Music Theory IV: Topics in Music Theory	3
Music 3231	Advanced Musicianship	3
1 unit of keyboard skills per semester as necessary to complete Music 2242		1-4
Music 4991	Senior Project: Musicology or Analysis	3



or Music 4992	Senior Capstone: Performance, Composition, or Theory
or Music 4993	Senior Honors Capstone: Musicology or Analysis
or Music 4994	Honors Project: Performance, Composition, or Theory

## Lesson and Ensemble Requirements

In addition to the courses listed above, BMus students must also register for music lessons (1-2 units) and at least one ensemble (1 unit) every semester once the major has been declared (no later than the second semester of their sophomore year). **Note:** Students with a performance emphasis must take at least 2 units of music lessons per semester; all other students must take at least 1 unit per semester.

## Elective Courses

Code	Title	Units
Music 424	Analysis II	3
Music 439	Diction I (Vocal performance majors only)	3
400- or 500-level music theory elective		3
Junior half-recital		0
<b>Total Units</b>		<b>6-9</b>

## Additional Information

A grade of C- or better is required for courses to count toward the Music major.

A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.

## Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 400-level course.

## Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have an outstanding academic record and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

Contact: Jessica Flannigan  
Phone: 314-935-5566  
Email: flanniganj@wustl.edu  
Website: <http://music.wustl.edu/undergraduate>

# Music Major, Theory Concentration (BMus)

## Program Requirements

- **Total units required:** 62-73

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration, or composition portfolio. All majors must also pass a keyboard proficiency examination.

## Required Courses

Code	Title	Units
Music 121C & Music 122C	Classical Theory I and Classical Theory II	6
or Music 121J & Music 122J	Jazz Theory I and Jazz Theory II	
Music 221C	Classical Theory III	3
Music 2231	Musicianship I (should be taken concurrently with Music 221C)	1
Music 2241	Musicianship II (should be taken concurrently with Music 321T)	1
Music 3014	Ethnomusicology	3
Music 3015	American Popular Music and Media	3
Music 3016	Topics in Music History and Culture: Race and Performers of Musical Theatre, 1700 to Now	3
Music 3018	The Invention of Classical Music	3
Music 321T	Music Theory IV: Topics in Music Theory	3
Music 3231	Advanced Musicianship	3
1 unit of keyboard skills per semester as necessary to complete Music 2242		1-4
Music 4991	Senior Project: Musicology or Analysis	3
or Music 4992	Senior Capstone: Performance, Composition, or Theory	
or Music 4993	Senior Honors Capstone: Musicology or Analysis	
or Music 4994	Honors Project: Performance, Composition, or Theory	

## Lesson and Ensemble Requirements

In addition to the courses listed above, BMus students must also register for music lessons (1-2 units) and at least one ensemble (1 unit) every semester once the major has been declared (no later than the second semester of their sophomore year). **Note:** Students with a performance emphasis must take at least 2 units of music lessons per semester; all other students must take at least 1 unit per semester.

## Elective Courses

Code	Title	Units
Music 401 & Music 402	Elementary Technique of Electronic Music: Synth Lab and Advanced Techniques in Electronic Music: Studio Songwriting	6
or Music 429 & Music 430	Composition and Composition	
Music 424	Analysis II	3
400- or 500-level electives		12
<b>Total Units</b>		<b>21</b>

## Additional Information

A grade of C- or better is required for courses to count toward the Music major.

A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.

## Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 400-level course.

## Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have an outstanding academic record and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

Contact: Jessica Flannigan  
Phone: 314-935-5566  
Email: flanniganj@wustl.edu  
Website: <http://music.wustl.edu/undergraduate>

## Jazz Studies Minor Program Requirements

- **Total units required: 18**

### Required Courses

Code	Title	Units
Music 105	History of Jazz	3
Music 121J & Music 122J	Jazz Theory I and Jazz Theory II	6
Music 3023	Jazz in American Culture	3
Music 3091	Jazz Improvisation I	3
One of the following courses:		
Music 3015	American Popular Music and Media	3
or Music 3017	Music History III: Classical Music in Flux, 1850 to the Present	
or Music 3021	Music of the African Diaspora	
or Music 3235	Compositional Craft in Film Scores and Musical Theatre	
or Music 3236	Music Arranging for the Multi-Genre Artist	
or Music 3237	The Art of Popular Song: From Folk and Musical Theatre to Rock and Contemporary A Capella	
or upper-level applied music in jazz		
<b>Total Units</b>		<b>18</b>

## Additional Information

Other upper-level credits in music or kindred studies (e.g., African and African-American Studies) may be approved at the discretion of the department chair.

Contact: Jessica Flannigan  
Phone: 314-935-5566  
Email: flanniganj@wustl.edu  
Website: <http://music.wustl.edu/undergraduate>

## Music – General Studies Minor

### Program Requirements

- **Total units required: 18**

### Required Courses

Code	Title	Units
Music 121C & Music 122C	Classical Theory I and Classical Theory II	6
or Music 121J & Music 122J	Jazz Theory I and Jazz Theory II	

One of the following courses:		
Music 3014	Ethnomusicology	3
or Music 3015	American Popular Music and Media	
or Music 3016	Topics in Music History and Culture: Race and Performers of Musical Theatre, 1700 to Now	
or Music 3018	The Invention of Classical Music	
Lower-level electives		3
Upper-level electives		6
<b>Total Units</b>		<b>18</b>

## Additional Information

- A grade of C- or better is required for courses to count toward the Music minor.
- Up to 6 credits earned via study abroad and/or transfer are allowed upon department approval.
- Special scholarships are available for lessons and ensembles.
- Students whose interests are not served by these requirements may apply to the department chair with an alternative proposal.

Contact: Jessica Flannigan  
Phone: 314-935-5566  
Email: flanniganj@wustl.edu  
Website: <http://music.wustl.edu/undergraduate>

## Performing Arts

Performing Arts at Washington University is comprised of dance (p. 834) and drama (p. 834).

### Dance

Students may select dance as a major through the Performing Arts Department. This course of study combines intensive studio work in the technique and theory of modern dance, ballet, and composition with seminars that examine dance as a global phenomenon containing forms that reflect culturally specific historical, aesthetic, and ethnological features. The program also includes a broad range of courses, such as stagecraft, music resources, improvisation, anatomy for dancers, pedagogy, dance therapy, musical theater dance, world dance forms, jazz, and tap. In addition, students may choose to minor in dance or in world music, dance and theater. The interdisciplinary minor in world music, dance and theater encourages students already interested in the performing arts to explore those performing arts outside of Euro-American traditions.

The senior capstone experience is framed in consultation with Performing Arts faculty. In April, prior to registration for the fall semester, dance majors discuss the capstone requirement with their advisors. The dance capstone requirement can be satisfied by a senior honors thesis or a senior dance project. The format may range from a research paper or a written analysis of the student's dance development to a project emphasizing movement expression (e.g., the creation of a video résumé, a performance, or a choreographic project). In all cases, dance capstones have a written component.

Those who study dance at Washington University learn from faculty members who have both professional experience and academic degrees. Students also have the opportunity to study with guest artists-in-residence who teach master classes and set choreography.

Students may audition for the Washington University Dance Theatre, which holds annual auditions for students. Selected students will appear in faculty- and guest artist-choreographed concerts in Edison Theatre. Dance students particularly interested in performance may audition for the student repertory company, Washington University Dance Collective (WUDC). WUDC rehearses and performs throughout the year at area venues and on campus. Students may also participate in departmental drama productions as well as student-directed work in choreography and theater. Further, each year, students have the opportunity to attend the regional American College Dance Conference to adjudicate work, perform, and take master classes.

Dance students may pursue study abroad at the University of Auckland, New Zealand; University of Ghana, Legon; and Roehampton University, London. With approval from the Dance program, courses at these institutions may fulfill dance major and minor requirements. Courses in other disciplines taught at these institutions may also be accepted by Washington University.

### Drama

The drama major combines rigorous training in theater and performance studies (world theater history, performance theory, and dramatic criticism) with theater production, including courses in playwriting, acting, directing, devising, design (i.e., set, costume, lighting, and sound), and experimental digital performance.

In this program, students can take a wide variety of courses covering the history of world theater in comparative relation. Ranging from the ritual practices that emerged into the dramas of Ancient Greece to the post-dramatic explorations of habituated movements we make in everyday life, performance is studied as a corporeal practice and material expression of cultural meanings. By understanding performance as both an artistic practice and a sociological phenomenon, students learn to think critically about the complex ways that cultures make meanings in the forms and practices of embodied movement.

In small, individualized classes, professionally and academically trained faculty lead students in practice and discussion, helping them make connections between the study of theater as a liberal art and the application of skills in production. In acting, the department offers four courses that cover scene and character study, acting styles, and solo performance work. Additional courses in movement, voice/speech, and musical theater augment the performance course curriculum. A two-course directing sequence issues into a public showing of student-directed work, and some students have chosen to direct a fully designed production as their capstone or senior honors thesis. Recent graduates of the acting and directing sequence have been placed in prestigious MFA programs, in internships and jobs in regional American theaters, and in various professional schools and graduate programs. Our nationally recognized program in design and technical theater offers students a varied selection of costume, scene, lighting, and sound design courses. Our design faculty regularly facilitates opportunities for design and technical theater students to shadow

them in professional design jobs and/or to intern within companies. A highly successful playwriting program, enriched by the annual A.E. Hotchner Playwriting Competition and workshops run by leading American dramaturgs, has produced playwrights whose work is now being performed in nationally recognized venues as well as in film and television.

The culture of performance is abundantly rich at Washington University. A wide array of student theater ensembles and improvisation groups provides many opportunities for student-generated performance on campus.

Since 1991, the Performing Arts Department and the Globe Education Program have collaborated in the teaching of Shakespeare's plays. In either a two-semester first-year seminar or a four-week intensive summer program, students can explore the textual meanings, historical contexts, and cultural significance of Shakespeare's plays both as literature and in performance. Working with Performing Arts faculty as well as Globe personnel, students learn to bring Shakespeare's plays to life in master classes that teach them how to voice Shakespeare's poetry, realize his characters, and perform stage combat. Both course options offer students a summer study abroad opportunity to visit Shakespeare's birthplace in Stratford-upon-Avon and the reconstructed Globe Theater in London, culminating in their own performance on the Globe stage.

Phone: 314-935-5858  
Email: pad@wustl.edu  
Website: <http://pad.wustl.edu>

## Faculty

### Chair

#### **Julia Walker**

PhD, Duke University  
(Drama)

### Directors of Graduate Studies

#### **Joanna Dee Das**

Director of Graduate Studies in Dance (MFA)  
PhD, Columbia University

#### **Robert K. Henke**

Director of Graduate Studies, M.A. in Performance Studies  
PhD, University of California, Berkeley

### Directors of Undergraduate Studies

#### **Cecil Slaughter**

Director of Undergraduate Studies of Dance  
MFA, University of Iowa

#### **Andrea Urice**

Director of Undergraduate Studies of Drama  
MFA, University of Virginia

## Department Faculty

#### **Pannill Camp**

Associate Professor of Drama  
PhD, Brown University

#### **Antonio Douthit-Boyd**

Professor of Practice in Dance  
Distinguished Performing Artist

#### **Dominique Green**

Lecturer in Costume Design  
MFA, University of Cincinnati, College Conservatory of Music

#### **Elinor Harrison**

Lecturer in Dance  
PhD, Washington University in St. Louis

#### **Ron Himes**

Henry E. Hampton Jr. Artist-in-Residence  
BSBA, Washington University

#### **Elizabeth Hunter**

Assistant Professor of Drama  
PhD, Northwestern University

#### **David W. Marchant**

Professor of Practice in Dance  
MFA, University of Iowa

#### **Jeffery S. Matthews**

Professor of Practice in Drama  
MFA, Virginia Commonwealth University

#### **Paige McGinley**

Associate Professor of Performing Arts  
PhD, Brown University

#### **Robert Mark Morgan**

Teaching Professor of Drama  
MFA, San Diego State University

#### **Elaine A. Peña**

Professor of Performing Arts, American Culture Studies, and  
Anthropology  
PhD, Northwestern University

#### **Annamaria Pileggi**

Professor of Practice in Drama  
MFA, Brandeis University

#### **Sean Savoie**

Teaching Professor of Design-Technical Theater  
MFA, University of Cincinnati - College Conservatory of Music

#### **Claire Sommers**

Lecturer in Drama  
PhD, City University of New York

#### **William Whitaker**

Professor of Practice in Drama  
MFA, Florida Atlantic University

## Retired Faculty

### Mary-Jean Cowell

PhD, Columbia University

### Christine Knoblauch-O'Neal

PhD, Texas Woman's University

### Henry I. Schvey

PhD, Indiana University

## Majors

- Dance Major (p. 860)
- Drama Major (p. 862)

## Minors

- Dance Minor (p. 863)
- Drama Minor (p. 864)
- World Music, Dance, and Theater Minor (p. 864)

## Courses

Courses include the following:

- Dance (p. 836)
- Drama (p. 843)

## Dance

Visit online course listings to view semester offerings for L29 Dance.

### L29 Dance 106E Introduction to Dance as a Contemporary Art Form

Introduction to dance as a creative art form. Through practical work in the studio, students gain an understanding of the human body as an instrument of expression and of motion as the medium of dance. Technique, analysis and creative work. Not open to majors. May be repeated once for credit.

Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

### L29 Dance 107 Ampersand: A Performative Perspective on Chinese Culture and Identity

This course examines the diversified and rich history of Chinese visual and performance cultures from the Chinese mainland, Taiwan, Hong Kong, and throughout the Chinese diaspora. A collaboration between the East Asian Languages and Cultures and Performing Arts departments, this course explores Chinese cultural narratives in relation to how they have been performed -- on stage in traditional forms of dance-drama, on screen in film, and as lived in the practice of everyday life -- from the late Imperial period to the present. It includes a practice component that introduces the students to movement disciplines such as Tai' Chi and opera, and it allows students to pursue creative assignments such as interview, stage plays, and filmmaking that demonstrate their developing knowledge of historical and contemporary Chinese culture. Building bridges of

understanding between the United States and the Republic of China in Taiwan, the course will culminate in a spring break trip to Taiwan. This course is only for first-year, non-transfer students in the Ampersand: Encountering China program.

Same as L61 FYP 107

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD, SC BU: HUM, IS EN: H

### L29 Dance 1080 Encountering Chinese Culture: Performing Tradition, Engendering Transformations

This course examines the development of modern Chinese culture and its dynamic relationship with traditions and renovations. During the past century, China has gone through a series of political, cultural, economic, and technological transformations that constantly reshaped the form and content of Chinese culture. Tracing the drastic changes in Chinese language, performance and media forms from the late 19th century to contemporary time, this course guides the student through the pivotal moments in modern Chinese history and analyzes their impacts on literature, drama, dance, film and internet culture. What transformative promise did new media and art forms deliver? How do we make sense of the intricate connection between tradition and renovation? The purpose of this course is to foster an understanding of Chinese culture as a dynamic process of formation rather than a static, homogeneous entity. However, instead of seeing this formation as a linear progression with one form or style replacing the other, we will study how past traditions -- both ancient and recently constructed ones -- are reconfigured in new cultural representations and practices.

Same as L61 FYP 1080

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU:

HUM, IS EN: H

### L29 Dance 1500 Ampersand: The Mind: What Makes Us and Other Perspectives on Consciousness

This course explores how consciousness is created in the brain and body. This course will integrate biological, psychological, and philosophical perspectives to investigate the nature of the mind. Utilizing an experiential approach, we will study how perception-action links give rise to consciousness and shape our subjective understanding of the world. Concepts will include sensory-motor integration, spatial and temporal awareness, sense of self and sense of agency. Students will gain a broad understanding of both historical milestones in the development of "enactivism" and current experimental techniques enabling research into perception, embodiment, presence, virtual and augmented reality, and the neural correlates of consciousness. This course is for first-year, non-transfer students only.

Same as L64 PNP 1500

Credit 3 units. A&S IQ: SSC EN: S

### L29 Dance 200 Tutorial

Supplementary work at the low intermediate level in ballet and modern dance at times to be determined. Prerequisites: sophomore standing and permission of the Director of Undergraduate Dance Studies. Credit to be determined in each case.

Credit variable, maximum 6 units. A&S IQ: HUM EN: H

### L29 Dance 201E Theory and Technique of Modern Dance I

Fundamental theory and techniques of American modern dance. Studio work investigating the expressive potential of human movement and developing individual rhythmic and kinesthetic awareness, coordination, and breadth of movement vocabulary. Related reading and video expand on theory embodied in the class work and give an historical overview of modern dance in the U.S. Attendance at two to three performances required. Prerequisite: some previous dance training or permission of instructor.

Credit 2 units. A&S IQ: HUM EN: H

---

**L29 Dance 202 Theory and Technique of Modern Dance II**

A course for students familiar with the basic concepts and technique of modern dance. Emphasis on expanding individual movement versatility with increasing difficulty of choreographic phrase materials. Related readings and videos, some focused on American postmodern dance. Attendance at 2-3 performances required. Prerequisites: Dance 201 or permission of the instructor.

Credit 2 units. A&S IQ: HUM Art: HUM EN: H

---

**L29 Dance 203 Composition I**

Finding personal movement and transforming it into dance. Through a series of class projects the formal elements of composition are introduced. Prerequisites: Dance 201 or permission of the instructor. Concurrent registration in a technique class required.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L29 Dance 2040 Beginning-Intermediate Hip Hop: Culture and Movement**

What is Hip Hop? Is it simply dance and music? Is it something more? This course will be an introduction to Hip Hop dance and its impact on society. Students will explore various foundations of Hip Hop movement through warmup, footwork, body isolations, groove patterns and textures, across-the-floor exercises, choreographic studies, and classroom discussions. Students will then demonstrate their understanding of these foundations through supplemental readings, viewings, and written response papers, students will also gain greater depth and breadth of knowledge about the history and culture of the form.

Credit 2 units.

---

**L29 Dance 212E Introduction to Theatre Production**

An introductory study of the major elements involved with mounting a theatrical production. Utilizing guest speakers in both theater arts and theater studies, the course addresses such topics as scenic, costume, lighting and sound design; production management and procedures; and the history and culture of theatrical space and design. Students are required to serve as a crew member on one departmental production and attend productions of the Edison Theatre Ovations series and the Performing Arts Department.

Same as L15 Drama 212E

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L29 Dance 213 Improvisation I**

This course will explore the process and art form of creative, expressive, spontaneous dancemaking. Students learn to simultaneously move and respond in the moment, developing skills of communication, observation, performance, and composition in the language of movement. Open to dancers of all levels. Light reading; in class and out of class projects.

Credit 1 unit. Art: HUM

---

**L29 Dance 221 Fundamentals of Classical Ballet**

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology, and introductory readings on American Ballet Theatre as a repository for classical and modern ballet repertoire of both American and European choreographers. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary. Prerequisite: none.

Credit 2 units. A&S IQ: HUM EN: H

---

**L29 Dance 222 Fundamentals of Classical Ballet**

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology, and introductory readings on New York City Ballet as a repository for the choreography of George Balanchine. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary.

Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L29 Dance 240 Afro-Modern Dance (Dunham Technique)**

This course introduces students to Katherine Dunham's dance technique, which combines ballet, modern, and Afro-Caribbean dance. Dunham Technique is one of the most important foundations for jazz dance and also shares characteristics with West African Dance and several modern dance techniques. Some lectures and occasional short readings will supplement this studio-based course so that students can learn more about Katherine Dunham (1909-2006), one of the great pioneers of dance in America. The class is open to all levels, although at least one semester of previous dance experience is required. Repeatable one time for credit in subsequent semester.

Credit 2 units.

---

**L29 Dance 257 Dance Theater Production**

Experience in technical production. Required stage work includes 2 studio dance productions supervised by faculty. Prerequisite: Dance 212E.

Credit 1 unit. A&S IQ: HUM EN: H

---

**L29 Dance 296 Internship**

Students may receive up to 3 units of credit for an approved internship with an organization where the primary objective is to obtain professional experience outside the classroom. Students must file a Learning Agreement with the Career Center, a faculty sponsor and the site supervisor. This must be approved by all three constituencies before proceeding. A final written project is to be agreed upon between the student and faculty sponsor before work begins, and will be evaluated by the faculty sponsor at the end of the internship.

Credit variable, maximum 3 units. A&S IQ: HUM EN: H

---

**L29 Dance 297 Fundamentals of Jazz Dance**

This course introduces the basic principles and vocabulary of traditional jazz dance as influenced by American social dances and its relationship to the rise in popularity of jazz music. Both are unique to America and are rooted in African-American and European-American culture.

Credit 2 units. A&S IQ: HUM EN: H

---

**L29 Dance 300 Jazz Dance II**

Intermediate to high intermediate work in jazz dance technique, including choreographic phrases emphasizing stylistic clarity and more complex rhythmic structure. Variable content; may be repeated once for credit in a subsequent semester. Preference given to students registering for the first time. Prerequisite: Dance 297 or permission of instructor.

Credit 2 units. A&S IQ: HUM EN: H

---

**L29 Dance 301 Theory and Technique of Modern Dance III**

Technique and related concepts for the intermediate-level student. Greater emphasis on the ability to accurately replicate or individually interpret choreographic material. Related reading and video assignments on contemporary dance developments and attendance

at two to three performances required. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 202 or recommendation of the student's previous WU instructor or permission of the course instructor.  
Credit 2 units. A&S IQ: HUM EN: H

---

**L29 Dance 302 Theory and Technique of Modern Dance III**

Prerequisite: permission of the instructor.  
Credit 3 units. BU: HUM

---

**L29 Dance 3021 Theory and Technique of Modern Dance IV**

Continuation of Dance 301. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 301 or recommendation of the student's previous WU instructor or permission of the course instructor.  
Credit 2 units. A&S IQ: HUM Art: HUM EN: H

---

**L29 Dance 303 Composition II**

A workshop for students with experience in choreography. Study of approaches to dance composition with related improvisation problems. Work outside of studio hours expected. Prerequisites: Dance 203 and permission of the instructor; concurrent registration in a technique course required.  
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

**L29 Dance 3033 Music, Sound, and the Body**

How do musicians use their bodies when creating music? How do audiences, listeners, and dancers feel music in their bodies and contribute to making sound? This course explores embodied perspectives on making, sensing, and moving to music and sound. Examining theories of the body and the senses as they relate to sound practices, the course draws on scholarship from ethnomusicology, anthropology, sound, dance and performance studies, music cognition and other fields. Case studies include EDM, reggae, and salsa dance; Afro-Brazilian and Buddhist religious practices; and music healing and therapy. Because centering the body means considering lived experience along intersecting axes of difference, course readings and discussions will focus on issues of race, ethnicity, gender, sexuality, and (dis)ability. Students will develop their own ethnographic project, and they will be asked to participate in music-movement workshops throughout the course. However, neither previous dance experience nor normative bodily ability are required.  
Same as L27 Music 3033  
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H

---

**L29 Dance 305Z Music Resources for Dance**

Analysis of western (Europe, America) world (Africa, India, Indonesia) and global popular musics. Emphasis on rhythm/form, style/genre, instrumentation, and function/context. Basic music theory: notation, time signatures, subdivisions and polyrhythms. Major composers for dance (Lully, Tchaikovsky, Debussy, Ravel, Stravinsky, Cage, etc.) Introduction to percussion techniques for dance accompaniment using hand drums, drumset and hand-held instruments. Introduction to basic studio techniques including microphones, recording and editing equipment, and the use of synthesizer and drum machines. Prerequisites: For dance students at the intermediate or advanced level.  
Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L29 Dance 308 Dance Composition Projects**

Choreography juried by dance faculty or supervised choreography on themes assigned by the instructor or formulated by the student and approved by the instructor. Prerequisite: minimum of 1 semester course work in composition or permission of the instructor.  
Credit variable, maximum 3 units. A&S IQ: HUM EN: H

---

**L29 Dance 309 Composition and Technique II**

Continuing work in dance composition supported by two technique classes each week at the level appropriate to the individual student. Work on composition assignments outside of class is expected. Prereq: Dance 201, Dance 203, or permission of instructor.  
Credit 4 units. A&S IQ: HUM BU: HUM EN: H

---

**L29 Dance 310 Dance Improvisation II**

Continuation of Dance 213. Prerequisite: Dance 213 or permission of instructor. Concurrent registration in a dance technique course at the 300 level or higher is required. May be repeated once for credit.  
Credit 1 unit. A&S IQ: HUM

---

**L29 Dance 3101 Dance Improvisation: Spontaneous Composition & Performance Techniques**

Dance improvisation is a cumulative, integrative practice, applying every skill the performer can bring to the spontaneous present in which creative process and performance is simultaneously one and the same. In this course, students learn and create processes for improvising dance/performance art, with an aim toward developing integrated skill in: dance technique, intuitive movement invention, partnered dancing, collaborative process, performance presence/expressivity, and compositional form. Applications include improvising compositions for theatrical stage, site-specific venues and for camera-based artistic mediums. Meets requirement for dance major. Prerequisite: students must be qualified at 300 level in any genre of dance technique, or obtain special permission of instructor. This course is optimal for students who have previously taken Dance Composition (L29 203/208/303/309), and/or Contact Improvisation (U31 212), though they are not prerequisites. May be repeated once for credit.  
Credit 2 units. A&S IQ: HUM EN: H

---

**L29 Dance 311 Modern Dance and the African-American Legacy**

This course examines the works of several African-American choreographers and their contributions to the field of modern dance in America. These works are considered modern dance classics and some depict important historical events. Through the medium of dance aided by discussions, video and class reading assignments, the choreographers' works are analyzed for form, content and social relevance. Studio work includes technique to support learning the repertory. Prerequisite: one to two years training in modern, jazz or ballet  
Credit 2 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM EN: H

---

**L29 Dance 312 Accompaniment Techniques for Dance**

A wide variety of percussion instruments and techniques are studied to determine what makes effective dance accompaniment. The course includes: examples and discussion of dance musics from western and non-western cultures; basic notation of rhythm and form; demonstrations of musical styles and discussion of social contexts. Students will have opportunities to assist in accompanying modern dance classes. Minimum of 2-3 hours a week of individual practice and/or listening to recordings expected.  
Credit 2 units. A&S IQ: HUM Art: HUM EN: H

---

**L29 Dance 316 Histories of Theatrical and Concert Dance**

This course is a survey of dance on the stage. It examines the interrelated histories of ballet, modern, jazz, hip hop, and musical theatre dance, and it discusses how these forms have converged in today's contemporary dance scene. It offers an overview of key artistic movements, both mainstream and avant-garde, while examining selected dances through a combination of formal analysis and a consideration of the social and political contexts that contributed to

their meaning. Students will learn how to analyze dance using a variety of sources, such as visual art, photographs, film, and written texts. The classroom format will emphasize discussion. Throughout the course, we will interrogate the categories of "theatrical dance" and "concert dance," seeing how the definitions have changed over time to include or exclude certain types of dancing.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L29 Dance 316E From Romantic to Postmodern Dance

An overview of European and American theatre dance from the early nineteenth century to the present. Topics include: Isadora Duncan's work as transition and revolution, Orientalism in early modern dance and the Diaghilev Ballets Russes, the "reconstruction" of the dancer's body, gender issues in movement vocabulary, choreographic content and professional working conditions, the emergence of modernism and postmodernism in dance. Seminar format emphasizing discussion of reading and dance videos.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L29 Dance 319 Stage Lighting

This course will place an emphasis in the aesthetic practice of lighting design through the understanding of technology as it relates to time and space. Early on the student will learn how to properly use and apply designer's tools and then through reading, research and experimentation explore the limitless boundaries of color and texture. This will culminate in a stage design in collaboration with directing or dance class. Upon completion of the course, the student will be able to speak eloquently on design theory and be able to move on to further design study in Advanced Lighting Design: L15 410.

Same as L15 Drama 310

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L29 Dance 321 Classical Ballet: Intermediate I

A course designed for those with a solid foundation in the fundamentals of ballet technique. Related reading and video assignments; attendance at 1-2 ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisite: Permission of the instructor and B+ or better in Dance 221 and 222.

Credit 2 units. A&S IQ: HUM EN: H

---

### L29 Dance 3221 Classical Ballet: Intermediate II

Special emphasis on the development of adagio, allegro, and turn sequences. Variable content; may be repeated in a subsequent semester. Prerequisite: Permission of instructor and B+ or better in Dance 221 and 222.

Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L29 Dance 3222 Rethinking Ballet in the 21st Century: Decolonizing Narratives and Embracing Diversity

This course embarks on a transformative exploration into the heart of ballet, reimagining its narratives for the 21st century. This course challenges the traditional fabric of ballet, examining and dismantling elements steeped in the racial and gendered logics of 17th-19th century Western Europe. Grounded in the principles of inclusivity, the course encourages students to be architects of change, reshaping ballet stories to reflect the rich tapestry of voices that define our global and contemporary world. In a dance landscape evolving towards equality, we delve into the significance of new voices in ballet and the crucial role representation plays. The course serves as a call to action, inspiring students to rethink, redefine, and reconstruct ballet narratives. Through theoretical discourse, practical application, and dynamic discussions, participants engage in a powerful journey to decolonize ballet and champion diversity, equality, and the vital importance of

representation. This course is centered on seminar-style discussions based upon assigned readings and viewings. Movement workshops will be held every two to three weeks to test ideas through embodied investigation.

Credit 3 units. A&S IQ: HUM EN: H

---

### L29 Dance 3224 Intermediate Pointe Technique

This course is designed for dancers with a basic foundation and understanding of pointe technique. The focus of the course is the strengthening of the overall presentation of the pointe technique while additionally developing the performance quality of the dancer. Variable content: may be repeated for credit in a subsequent semester. Co-requisite registration in Dance 3221, 416 or 4291, and permission of the instructor.

Credit 1 unit. A&S IQ: HUM EN: H

---

### L29 Dance 323 Topics in Theater

Explores a variety of special interest topics in theater. Consult the Course Listings.

Same as L15 Drama 321

Credit 3 units. A&S IQ: HUM EN: H

---

### L29 Dance 3270 Experiential Anatomy and Kinesiology

This combined lecture and movement laboratory course explores anatomical, physiological, and kinesiological aspects of human movement. We will cover skeletal and muscular anatomy, muscle physiology, skeletal alignment, and biomechanical force production. Principles of postural control, body conditioning, and injury prevention will be learned through interactive exercises and will be applied to dance and other forms of exercise. Students will leave with an enhanced understanding of movement efficiency and the ability to adjust movement patterns for better health and performance throughout their lives.

Credit 3 units. A&S IQ: NSM

---

### L29 Dance 331 Movement and Meaning: Dance in a Global Context

This course introduces students to various approaches to studying dance in a humanities context. We will explore how people create meaning through dance and how dance, in turn, influences social norms, political institutions, aesthetic ideals and cultural practices. As we compare dance forms across the globe, we will also examine issues of race, gender, sexuality, and ethnicity, analyzing how dance literally embodies identity. At the same time, we will discover how contemporary unequal power hierarchies bear on our designation of some dance forms as "Western" and others as "world" or "ethnic." Tensions around assessment of authenticity/creativity, adaptation/appropriation, agency/resistance, and cultural hierarchies shift with social and political hegemony and with the individual's position as insider or outsider (a position that can shift depending on context). Throughout the semester, the usual process of the course will be discussion of assigned reading and viewing and analyzing together dance videos shown in class. A few dance workshops will be included (for which no previous dance training is necessary). Required work includes short papers and a final project.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: CPSC, HUM BU: HUM, IS EN: H

---

### L29 Dance 332 Mind-Body: Integral Practices

The mind and the body are not only connected, they are a fundamental unity, always functioning in a coordinated state. Whether or not we coordinate them well or badly is a choice we make, whether we are conscious of choosing or not. Many so-called "physical" exercises, activities and arts suffer from a lack of adequate skills of sensation, attention, perception and conscious control. Conversely, many so-called "mental" activities lack adequate awareness of the bodily



underpinnings of thought. Like a person learning to play a musical instrument, one's ability to coordinate the mental and physical aspects of Self toward one's best personal potential is a skill requiring study of strategies and techniques for good practice in "being well." Such ideas and methods are not "new age," but can be traced back through more than a century in the work of investigators such as F.M. Alexander, progressive educator John Dewey, anthropologist Raymond Dart, and many others. Through direct experience and related readings, this class will introduce students to "somatic," or "integral" practices -- activities that are inherently more effective at developing the aspects of Self in a coordinated and authentically holistic manner. We then learn to apply our understanding to all kinds of activities, both mental and physical, from chores to exercise, from arts to sports, from hobbies to vocations. Some kind of prior movement training (e.g., athletics, martial arts, dance, etc.) is preferable, but not required.

Credit 2 units. A&S IQ: HUM EN: H

---

### **L29 Dance 340 Ballet as Ethnic Dance and Classical Art**

This course examines the origins and major developments in ballet theory, technique, and production practice, emphasizing their relationship to concepts of ethnicity and classicism. Issues to be considered include: the influence of classic Greco-Roman theatre on the themes, aesthetic ideals, and theorization of ballet; analysis of ethnic content not only in thematic material but in ballet movement vocabulary and training process; the conscious reformulation in the U.S. of European ballet as an equally American art form; the expansion of Euroamerican "classical ballet" in the work of Balanchine and Tudor; the appropriation of ballet by non-Western countries (such as China and Japan) and its impact on native dance genres; typical construction of the ballet dancer's body and movement, including gender definition, in relationship to a specific ethnic community context. Seminar format with lectures, discussion, and video materials. Three 5-7 page papers and final. No prerequisites.

Credit 3 units. A&S IQ: HUM, SD, WI BU: HUM

---

### **L29 Dance 342 Critical Thinking in Western Theatrical Dance: Questioning Meets Creative Thinking and Collaboration**

This is a course designed to introduce the student to the intersections of creative collaboration and critical thinking in Western Theatrical Dance. This course begins with a review of the literature on creativity, creative collaboration, the process of creating Western Theatrical Dance, and critical thinking. The course continues as an overview of these issues while presenting the intersection and interaction of these elements which form the creative collaboration of Western Theatrical Dance. The students read from both texts and articles on creativity, creative collaboration, the process of creating Western Theatrical Dance in the twentieth and twenty-first century, and critical thinking.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### **L29 Dance 343 West African Music and Dance in Context**

A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete Dan, Lobi, Makinke, and Senoufo peoples. The course addresses the relationship between music and dance as well as their social and cultural significance. Study of myths, art, costumes and masks as they relate to various dances and music is also included. A studio course with related reading material.

Credit 2 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM EN: H

---

### **L29 Dance 363 The Neuroscience of Movement: You Think, So You Can Dance?**

Although humans have expressed themselves through movement throughout time, only recently have neurophysiological investigative techniques allowed us to glimpse the complex neural processes that allow the coordination and integration of thought, action, and perception. This course introduces students to the nascent yet growing field of dance neuroscience. In part one of this course, we explore

fundamental concepts of motor control, including how our central nervous system integrates information to allow us to maintain posture and balance, to coordinate our limbs to external rhythms, and to move our bodies gracefully and expressively through space and time. In part two, we explore theoretical frameworks of motor learning as they pertain to movement. We delve into the neuromechanisms underlying common tools that dancers and athletes use to improve motor performance and how dance training induces neuroplasticity in brain structure and function. In part three, we explore the neural underpinnings of aesthetic appreciation while watching dance, including the action observation network and affective responses to art. Required work includes short assignments, a final project and presentation on a topic of your choice related to the course focus, and a few movement workshops (for which dance training is not required). Prerequisite: introductory course in dance, biology, or neuroscience, or permission from the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### **L29 Dance 372 Advanced American Musical Theatre**

This course will focus on developing the acting, singing and dancing techniques required for performing in musical theatre. The student will develop group pieces and will participate in scenes that explore character within a musical theater context. The class will culminate in a workshop performance. Prerequisite: Drama 221 and permission of instructor, by audition. Repeatable 1 time for credit. Same as L15 Drama 372

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L29 Dance 384 Digital Media for the Stage**

Entertainment technology continues to evolve and push boundaries by taking our imagination and turning it into a version of reality. Digital Media will attempt to explore some of the tools used to bridge the two worlds of thought and sight. We will learn how to think creatively about imagery and how to paint that onto a stage through a different type of light: digital. Using QLab and Green Hippo -- two of the most widely used media control systems in the world -- we will learn how to deliver thought-provoking illusions of light and texture on the stage.

Same as L15 Drama 384

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

### **L29 Dance 394W Writing For and About the Theater**

In this course, students will learn to write for and about the theater, exploring different forms of dramaturgical and scholarly research as well as journalistic and academic writing. To build skills in both critical analysis and synthesis, students will learn how the key elements of the playwright's text (e.g., language, character, plot, setting) work to create meaning within the work of dramatic literature and how theatre-makers use the various "languages" of the stage (e.g., costume/scenic/lighting design, music, acting) to give expression to an overarching interpretation of the play. Because research is essential to this course, students will learn how to access a variety of library resources by working closely with our subject librarians. By the end of the semester, students will have assembled a portfolio consisting of both journalistic and academic performance reviews, a dossier of dramaturgical research, and a research-based scholarly paper.

Same as L15 Drama 394W

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### **L29 Dance 400 Dance Production Projects**

Students may receive credit for work on special dance related production projects conceived by students and supervised by faculty. Contracts must be signed by the student, faculty supervisor, and the coordinator of Dance 400 before work on the project commences. Students should register for this course after work is completed. Prerequisite: permission of the dance faculty. Credit to be determined in each case.

Credit variable, maximum 3 units. A&S IQ: HUM EN: H

---

#### **L29 Dance 401 Theory and Technique of Modern Dance V**

The course emphasis is on versatility in movement vocabulary and on more complex and intensive technical work with discussion of theory inherent in the studio work, related readings, and projects. Variable content: may be repeated for credit in a subsequent semester. Prerequisite: Dance 302 with recommendation of the student's previous 302 instructor or permission of the 401 instructors. Credit 2 units. A&S IQ: HUM EN: H

---

#### **L29 Dance 402 Theory and Techniques of Modern Dance IV**

Emphasis on more complex and intensive technical work. Prerequisite: permission of the instructor. Credit 3 units.

---

#### **L29 Dance 4021 Theory and Technique of Modern Dance VI**

This course is a continuation of Dance 401 with emphasis on more complex and intensive technical work. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: Dance 401 with recommendation of the student's previous 401 instructor or permission of the 4021 instructors. Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L29 Dance 403 Jazz III**

Jazz III is primarily a studio course based on traditional jazz with strong elements of ballet technique, hip hop, Broadway, and street jazz. The main focus of the class will be on increased technical proficiency and development as an expressive performer. The studio work will introduce exercises and movement phrases that challenge the dancer's skill level, and encourage a personal exploration that further enhances the dancer's individual expression and style. Studio work will be supported by individual research on the field of jazz dance. Variable content: may be repeated once for credit. Prereq: High-Intermediate training in jazz dance technique and permission of the instructor. Credit 2 units. A&S IQ: HUM EN: H

---

#### **L29 Dance 4032 Introduction to Screendance Composition and Performance**

Introductory studio workshop in screendance composition and digital performance. For students with experience in choreography or improvisation, Screendance Composition explores the intersection of dance and digital media. Students will learn basic camera and videography skills to create screendance projects and learn about this emerging dance genre that combines the artistry of dance with the visual art capabilities that cameras offer. Methods for improvisation and site-specific performance will also be explored. Group critiques by faculty and students contribute analysis and facilitate dialogue regarding both process and artwork. Prerequisites L29 203, or L29 3110 or permission of instructor. Credit 3 units. A&S IQ: HUM EN: H

---

#### **L29 Dance 404 Composition IV**

The exploration of choreographic problems in small and large ensembles. Prerequisite: completion of Dance 303, senior standing or permission of instructor. Previous or concurrent registration in Dance 401 or 4021 recommended. Credit variable, maximum 3 units.

---

#### **L29 Dance 4040 Intermediate/Advanced Hip Hop**

Over the past fifty years, Hip Hop has transformed not only the professional dance landscape, but also global popular culture. This movement-based studio course expands upon the fundamentals of Hip Hop dance to develop more intermediate and advanced-level technique. Students will develop an understanding of hip hop movement aesthetics and approaches through warmup, across-the-floor exercises, phrase work, choreographic studies, and class discussions. Through supplemental readings, viewings, and written response papers, students will also gain greater depth and breadth of knowledge about the history and culture of the form. Prerequisites: Beginner-Intermediate Hip Hop or equivalent prior experience, with permission from the instructor. Credit 2 units. A&S IQ: HUM EN: H

---

#### **L29 Dance 4041 Composition III**

The exploration of choreographic problems for small and large ensembles. Prerequisite: senior standing or permission of instructor. Previous or concurrent registration in Dance 401 or 4021 recommended. Credit variable, maximum 3 units. A&S IQ: HUM

---

#### **L29 Dance 4052 Music, Sound, and the Body**

This course examines theories of the body, embodiment, and the senses as they relate to music and sound practices. Readings draw on scholarship from ethnomusicology, anthropology and geography of the senses, sound studies, dance studies, performance studies, and music cognition. If ethnomusicology is "the study of people making music," this course explores how people make and experience music and sound with their bodies, through the full range of their senses. We will consider questions surrounding the ways in which musicians, audiences, listeners, and dancers perceive and experience music in their bodies and contribute to the making of sound. By centering the body, we will necessarily consider lived experience along intersecting axes of difference such as race, ethnicity, gender, sexuality, and (dis)ability. Course readings and discussions will therefore focus on the social and political affordances and limitations of body-based practices and their theorization. Case studies will include a broad range of sound-movement practices, from electronic dance music and black social dance to Sufi and Buddhist religious practices, queer taiko drumming, and deaf music-making. Over the course of the semester, students will develop their own project exploring course themes, and they will be asked to participate in music-movement workshops throughout the course. This is an upper-level/graduate-level course, so some knowledge of music and/or dance concepts is assumed, but neither previous music/dance experience nor normative bodily ability are required. Same as L27 Music 4052

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H

---

#### **L29 Dance 407 Topics in Dance Techniques**

Explores a variety of special interest topics in dance techniques. Consult the course listings for the semester topic. Credit variable, maximum 3 units. A&S IQ: HUM EN: H

---

#### **L29 Dance 413 Modern Dance and the African American Legacy II**

This course will focus on works by 2-3 renowned African-American choreographers. The selected choreographers are chosen for their contributions to the field of American modern dance based primarily on their explorations regarding the process and dynamics of building community--the sense of community as experienced through the lens of African-American cultural values and aesthetics and as it pertains to the creative process. Therefore, the course focuses on viewing the

body as a site for the exchange of ideas concerning humanity. Students will investigate these choreographers through learning excerpts of their choreography and choreographing personal responses, as well as through related readings, videos, and independent research.

Credit 2 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM EN: H

---

### L29 Dance 414 Advanced Stage Lighting

This course is an advanced, continuation of Drama 310 Stage Lighting. Emphasis is placed on cultivating design aesthetics and a further exploration of controlling light in a laboratory and live setting. Students will dive deeper into color theory, light plot development, and ultimately into advanced lighting console programming. The course objectives will cover a wide range of production styles and performance venues within a series of challenging design projects. Prerequisite: L15 310 or permission of instructor.

Same as L15 Drama 410

Credit 3 units. A&S IQ: HUM EN: H

---

### L29 Dance 415 High Intermediate Ballet I

A course designed as preparation for the advanced level. Emphasis on vocabulary review and individual technique assessment, including placement, movement quality and musicality. Related readings and video assignments; attendance at and critical analysis of 1-2 ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisite: B+ or better in 221, 222, 321, 322 and/or permission of instructor.

Credit 2 units. A&S IQ: HUM EN: H

---

### L29 Dance 416 High Intermediate Ballet II

A course designed for the high intermediate dancer in preparation for 4281/429. Emphasis on placement, movement quality and musicality. Related readings and projects supplement the classical vocabulary. Prereq: B+ or better in 221, 222, 321, 322 and/or permission of instructor.

Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L29 Dance 418 Variations in the Ballet

Introduces classical choreography within various ballets. Prerequisites: Dance 321 or 4281 with some pointe training, and permission of instructor.

Credit 1 unit. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L29 Dance 423 Pointe Technique

Designed for dancers with a basic foundation in pointe work. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: concurrent registration in Dance 321 or 4281 and B+ or better in 221, 222, 321, 322 and/or permission of instructor.

Credit 1 unit. A&S IQ: HUM

---

### L29 Dance 424 Pointe Technique

Designed for dancers with a basic foundation in pointe work. Concurrent registration in Dance 322 or 4291 and permission of instructor. Repeatable one time for credit in subsequent semester.

Credit 1 unit. A&S IQ: HUM EN: H

---

### L29 Dance 426 Performing the Political in American Dance

This course is an exploration of the politics of performance and the performance of politics through the lens of American dance in the 20th and 21st centuries. Through readings, screenings, and discussions, we will examine the ways in which American dance developed against and alongside political movements in the United States, particularly ones concerning nationalism, race, gender, and human rights. We will also investigate how the lens of dance and choreography offers an expansive means to conceptualize political questions of citizenship

and social protest, broadening our understanding of embodied performance. Guided by several key philosophical texts, this course will focus on the concepts necessary for examining the convergence of performance and politics (e.g., representation, ritual, spectacle, body, mimesis, propaganda) while also paying special attention to the politics of funding and censorship that has governed the creation and presentation of dance in the United States. No dance experience is necessary.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Arch: HUM Art: CPSC, HUM BU: BA EN: H

---

### L29 Dance 4281 Classical Ballet III

Designed for dancers with a solid foundation in beginning and intermediate ballet technique. Related reading, research paper/discussion, video assignments; attendance at 1-2 ballet performances. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: permission of instructor and B+ or better in Dance 3221 and 415 or 416.

Credit 2 units. A&S IQ: HUM Arch: HUM EN: H

---

### L29 Dance 4291 Classical Ballet IV

A course designed for dancers with a solid foundation in beginning and intermediate ballet technique. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: permission of instructor, and B+ or better in 3221 and 415 or 416.

Credit 2 units. A&S IQ: HUM EN: H

---

### L29 Dance 430 Dance Pedagogy

In this course students will learn methods of instruction, assessment and how to develop dance curriculum for K-12. Students will design classes based on national standards, grade level expectations and sound dance principles. In the studio they will teach each other sample lessons that they have developed. This class will cover dance competencies required by DESE for beginning teachers of dance. We will pay attention to current trends in arts education. Our discussion will include the diversity of student populations and how to prepare and respond. We will discuss the role of the arts in education and the dance teacher's role as classroom instructor, arts integration instructor, diplomat and arts advocate. Credit may be applied toward the education major and potentially toward state certification. Prerequisite: minimum of two semesters of upper level coursework in dance technique. Prerequisite: minimum of two semesters of upper level coursework in dance technique.

Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L29 Dance 4300 Contemporary Ballet

For intermediate and advanced dancers, this course presents a dynamic fusion of classical ballet technique and the expressive, innovative elements of contemporary dance. We will build upon the foundational ballet principles rooted in an art form dating back to the seventeenth century, during the reign of Louis XIV in France. While ballet traditionally prides itself on classicism, the past forty years have seen the emergence of the genre known as contemporary ballet. This genre pushes the classical ballet vocabulary into new thematic and aesthetic territories, placing emphasis on abstraction, complex rhythms, and movement invention. Many of today's leading dance companies focus is on contemporary ballet, making this course a valuable preparation for entering the evolving world of dance. The course places a strong emphasis on practical, embodied work in the studio to foster the development of technical skills, musicality, and artistry. Prerequisites: Successful completion of L29 Dance 321 or permission of the instructor.

Credit 2 units.

---

**L29 Dance 433 Performing Gender and Sexuality in America**

This course examines how the performance of gender and sexuality has shaped the social, cultural, and political history of the United States from the early nineteenth century to the present. While performance happens in everyday life, we will primarily focus on how the stage has been a potent space to debate issues about gender and sexuality. This course will put forth the argument that the stage has historically not only reflected broader social concerns, but also actively helped to shape those social dynamics. After an introduction to foundational ideas, we will start the semester with minstrelsy, signaling that the performance of gender and sexuality in America is deeply intertwined with race, class, and national belonging. Reading and viewing assignments bring together feminist theory, queer theory, American social history, and performance texts to build robust seminar discussions.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

---

**L29 Dance 453 Presence in Performance: Alexander Technique and Mindful Movement for Performing Artists**

This course provides group and individual instruction in principles and methods from Alexander Technique and other somatic arts for training mindful, embodied presence in performance. Mindful movement techniques are widely used by professional dancers, actors, and musicians to enhance performance skill and to address/prevent injury and chronic pain. Through a workshop process of guided learning, students gain awareness of subtle inefficiencies in coordination and balance that cause pain and limit ability. Students gain ability to self-assess and adjust problematic movement patterns to improve freedom and expression. Alexander Technique works at fundamental levels of movement coordination, and its methods are applicable to all performing art genres. Training is tailored to each individual student's needs, skills and goals. This course involves experiential learning supported with related readings, discussion, personal research projects and presentations. Prerequisites: Graduate standing; also open to undergraduate students studying at the 400 level in their discipline with permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L29 Dance 457 Dance Repertory**

Concert dance performance practicum. Under the direction of faculty, guest or graduate student choreographers, students rehearse and prepare for performance in a repertory dance concert or the MFA thesis production. Enrollment by audition. Prerequisite: Permission of the faculty director of an appropriate production. Concurrent registration in a technique class is required. May be repeated once for credit.

Credit variable, maximum 3 units. A&S IQ: HUM EN: H

---

**L29 Dance 458 Dance Repertory**

Concert dance performance practicum. Under the direction of faculty, guest or graduate student choreographers, students rehearse and prepare for performance in a repertory dance concert or the MFA thesis production. Enrollment by audition. Prerequisite: Permission of the faculty director of an appropriate production. Concurrent registration in a technique class is required. May be repeated once for credit.

Credit variable, maximum 3 units. A&S IQ: HUM EN: H

---

**L29 Dance 479 Fundamentals of Sound Design**

Encompassing both creative and technical aspects of sound in the performing arts, the course will give theoretical knowledge of, and practical experience in the following areas: fundamental rules of physics and electronics related to sound, use of standard digital recording studio equipment, "training" of the ear, and basic techniques of sound montage. Students will be expected to participate in a

variety of conceptual and research oriented exercises as well as complete several lab projects. Sound related work on Performing Arts Department productions may be required. Prerequisite: Drama 212 and permission of instructor.

Same as L15 Drama 479

Credit 3 units. A&S IQ: HUM EN: H

---

**L29 Dance 493 Senior Project**

Specialized project in a selected area in dance. The student will work individually under the supervision of a faculty member. Submission of student proposal prior to registration. Final self-evaluation essay required. Prerequisite: permission of the Coordinator of the Dance Division.

Credit variable, maximum 3 units.

---

**L29 Dance 499 Study for Honors**

An honors thesis or performance and thesis project designed by the student, and supervised and assessed by a faculty committee. Prerequisites: senior standing, grade point of 3.65, and 3.65 in dance classes, and permission of the coordinator of the dance division.

Credit variable, maximum 6 units.

---

**L29 Dance 4990 Independent Work**

Prerequisite: senior standing and permission of the director of undergraduate dance studies.

Credit variable, maximum 10 units.

---

## Drama

Visit online course listings to view semester offerings for L15 Drama.

---

**L15 Drama 107 Ampersand: A Performative Perspective on Chinese Culture and Identity**

This course examines the diversified and rich history of Chinese visual and performance cultures from the Chinese mainland, Taiwan, Hong Kong, and throughout the Chinese diaspora. A collaboration between the East Asian Languages and Cultures and Performing Arts departments, this course explores Chinese cultural narratives in relation to how they have been performed -- on stage in traditional forms of dance-drama, on screen in film, and as lived in the practice of everyday life -- from the late Imperial period to the present. It includes a practice component that introduces the students to movement disciplines such as Tai' Chi and opera, and it allows students to pursue creative assignments such as interview, stage plays, and filmmaking that demonstrate their developing knowledge of historical and contemporary Chinese culture. Building bridges of understanding between the United States and the Republic of China in Taiwan, the course will culminate in a spring break trip to Taiwan. This course is only for first-year, non-transfer students in the Ampersand: Encountering China program.

Same as L61 FYP 107

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD, SC BU: HUM, IS EN: H

---

**L15 Drama 1080 Ampersand: A Performative Perspective on Chinese Culture and Identity**

This course examines the development of modern Chinese culture and its dynamic relationship with traditions and renovations. During the past century, China has gone through a series of political, cultural, economic, and technological transformations that constantly reshaped the form and content of Chinese culture. Tracing the drastic changes in Chinese language, performance and media forms from the late 19th century to contemporary time, this course guides the student through

the pivotal moments in modern Chinese history and analyzes their impacts on literature, drama, dance, film and internet culture. What transformative promise did new media and art forms deliver? How do we make sense of the intricate connection between tradition and renovation? The purpose of this course is to foster an understanding of Chinese culture as a dynamic process of formation rather than a static, homogeneous entity. However, instead of seeing this formation as a linear progression with one form or style replacing the other, we will study how past traditions -- both ancient and recently constructed ones -- are reconfigured in new cultural representations and practices.

Same as L61 FYP 1080

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L15 Drama 1104 Topics in Drama: FYS: Shakespeare: The Godly and the Grotesque**

While Shakespeare is celebrated for his realistic depictions of characters, events, and emotions, his work is filled with other-worldly elements, including sorcery, oracles, myths, and grotesque creatures. This course will explore Shakespeare's use of the fantastic, the unnatural, and the monstrous. Reading a wide selection of comedy, tragedy, and history, we will consider Shakespeare's often contradictory attitude to the supernatural: on one hand, a source of evil, villainy, and perversion, and, on the other, a symbol of the divine and a means of surpassing the humanly possible. We will look at how Shakespeare used monstrous imagery to reflect upon his own work and the nature of theatre itself, paying special attention to how the performance practices of his time impacted his portrayal of the fantastic. At the same time, we will supplement our readings by watching more contemporary performances of Shakespeare's works in order to consider the impact that innovations in theatrical technologies and practices has had on the depiction of the supernatural in these plays. Finally, we will consider how Shakespeare used the unnatural to probe the gender, politics, race, disability, and globalization of his own time and in so doing, we will discover how work continues to impact our own engagement with these issues--and indeed, our conception of monstrosity itself. Plays and productions studied will include Macbeth, A Midsummer Night's Dream, Julius Caesar, The Tempest, Richard III, The Winter's Tale, and Othello. Students with no prior knowledge of Shakespeare are welcome to enroll.

Credit 3 units. A&S: FYS

---

### **L15 Drama 115 First-Year Seminar: What is Art?**

Great works of literature, theatre, film, painting, music and dance provide us with new, intriguing--and often surprising!--ways of understanding reality. In this Freshman Seminar, we examine a variety of works in various media, paying close attention to works which have significantly altered or challenged the way we view and interpret reality. In an intimate, seminar setting, we analyze and discuss individual works of art from the Greeks to the present day. The course incorporates attendance at live performances (both on-campus and off), along with Master Classes by artists from the Performing Arts Department. Examining works both classical and the avant-garde, What is Art? forces us to understand and question how art complicates, enriches, disturbs and asks questions--both about ourselves and our world.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

---

### **L15 Drama 1151 First-Year Seminar**

A variety of topics in comparative literature, designed for first-year students--no special background is required--and to be conducive to the investigation and discussion format of a seminar. Previous topics include: Story Telling Through Sound, Banned Books, Imigrants and Exiles, Literature and Democracy, Literature and the Art of Apology, Hell on Earth: Crime, Conscience, and the Arts, Magical thinknig: Literature and Theory Engage the Occult

Same as L16 Comp Lit 115

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L15 Drama 1165 First-Year Seminar: On Broadway - Musicals, Race, Place**

The Broadway theatres are closed, but pressure to make these stages more racially and ethnically diverse when they re-open is strong. This course looks at the history of the Broadway theatres and the ways this coveted theatrical real estate in midtown Manhattan has played host to white and non-white performers in the signature American theatrical genre: the musical. Using digital and archival research tools, including an abundance of maps, our study stretches from the creation of the Theatre District at the turn of the 20th century to the present. We will examine groundbreaking and all-too-typical shows -- from "Show Boat" to "Hamilton" -- and look closely for how systemic racism has played out on Broadway stages for Broadway's mostly white audience. We will produce original research and explore digital humanities methods related to questions of racial inequality in commercial popular culture. This course is for first-year, non-transfer students only.

Same as L27 Music 1165

Credit 3 units. A&S: FYS A&S IQ: HUM, SC BU: BA, HUM EN: H

---

### **L15 Drama 119 Ampersand: Shakespeare's Globe: All the World's a Stage**

Why--more than 400 years later--do we continue to read the works of William Shakespeare? Why do we continue to stage his plays, identify with his characters, and communicate our thoughts in his language? Why do his poems and plays retain their vibrancy and immediacy, even today? This course invites students to answer these questions by inhabiting Shakespeare's language from the inside and out--breathing in the words of his characters with creative and careful study, while moving out to fully engage the text in performance. Reading plays, watching films, listening to monologues, voicing dialogue, physically enacting fight scenes, and even navigating plots with joysticks, students will develop deep appreciation for the writer who is the original GOAT--the greatest of all time. In this two-semester course, we will read and study Shakespeare's plays in their historical context, learning about the original practices used in performance at both the Elizabethan and Jacobean court theatres as well as the public theatres on the South Bank of the Thames. We will also consider them as adaptable playscripts that have been rewritten over the past 400 years, reinterpreted at different times by different actors in different cultures the world over. Students will contribute to this performance repertoire with their own 21st-century interpretations, striding the stage of the reconstructed Globe Theatre in a capstone experience that concludes the course with a summer trip to London. If all the world's a stage, come be a player in it!

Same as L61 FYP 119

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### **L15 Drama 1192 Ampersand: Shakespeare's Globe: All the World's a Stage II**

Why--more than 400 years later--do we continue to read the works of William Shakespeare? Why do we continue to stage his plays, identify with his characters, and communicate our thoughts in his language? Why do his poems and plays retain their vibrancy and immediacy, even today? This course invites students to answer these questions by inhabiting Shakespeare's language from the inside and out--breathing in the words of his characters with creative and careful study, while moving out to fully engage the text in performance. Reading plays, watching films, listening to monologues, voicing dialogue, physically enacting fight scenes, and even navigating plots with joysticks, students will develop deep appreciation for the writer who is the original GOAT--the greatest of all time. In this two-semester course, we will read and study Shakespeare's plays in their historical context,

learning about the original practices used in performance at both the Elizabethan and Jacobean court theatres as well as the public theatres on the South Bank of the Thames. We will also consider them as adaptable playscripts that have been rewritten over the past 400 years, reinterpreted at different times by different actors in different cultures the world over. Students will contribute to this performance repertoire with their own 21st-century interpretations, striding the stage of the reconstructed Globe Theatre in a capstone experience that concludes the course with a summer trip to London. If all the world's a stage, come be a player in it!

Same as L61 FYP 1192

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L15 Drama 120 First-Year Seminar: Race and Performance**

What does it mean to "act Black"? What about "acting Jewish"? This course looks at performances of racial and ethnic identity, mostly in the United States and mostly in the 20th century. We will examine novels (e.g., Nella Larsen's "Passing"), plays (e.g., Anna Deavere Smith's "Fires in the Mirror"), and performances of everyday life (e.g., "Cowboys and Indians") to investigate the performance of race in public. Once we begin to explore the social and cultural performance of race, will it all turn out to be "only" an act?

Credit 3 units. A&S: FYS A&S IQ: HUM, SD BU: BA EN: H

---

#### **L15 Drama 135 First Year Seminar Ideation: Idea Generation**

Ideation exists at all phases of a creative process: brainstorming, idea generation, innovation, prototyping, development, and actualization. But Ideation is less like a line and more like a loop from observing to reflecting to making - and back again. It is a rarely-understood, but essential part of any creative or design process. Through collaboration and conversations with classmates, readings on the topic, and group exercises, Ideation is a course that will strive to define and de-mystify what we mean by 'creativity', help students identify their creative strengths and weaknesses, encourage artistic experimentation of new ideas, establish methods of design thinking and make it clear that collaboration amongst varied backgrounds and disciplines is the key to coming up with creative solutions for complex problems. Successful companies like IDEO led by visionaries in the form of Tim Brown and David Kelley have pioneered the notion of Design Thinking: 'Design thinking' is defined as "the ability to combine empathy for the context of a problem, creativity in the generation of insights and solutions, and rationality to analyze and fit solutions to the context." This course will encourage students to explore their collaborative talents in new ways that they will find apply to virtually any discipline and career path: from A to Z.

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L15 Drama 175 Designing Creativity: Innovation Across Disciplines**

From "a-ha!" epiphanies to slow-developing discoveries, the creative process has been employed by innovators and artists in virtually every corner of the globe for centuries. This course will explore the study and practice of the creative process across many disciplines, with input from prominent thinkers and practitioners in the areas of medicine, neuroscience, law, engineering, architecture, human-centered design, business, stage design, and the performing arts. The course will also incorporate the practice of design thinking and creativity techniques via a lab component that will allow students to explore the development of innovative ideas in collaborative teams followed by project presentations to core faculty and classmates. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 175

Credit 3 units. A&S: FYBB A&S IQ: HUM Arch: HUM Art: FADM, HUM BU: HUM EN: H

---

#### **L15 Drama 200 Theater Projects**

Independent study. Students may contract with a faculty supervisor for credit for their work on theatrical productions or research. Contracts must be signed by the student, the faculty supervisor, and the coordinator of Drama 200 before the student's work on the project commences. Credit and grade option to be determined in each case. Credit variable, maximum 3 units.

---

#### **L15 Drama 2001 Acting**

Independent study.

Credit variable, maximum 3 units.

---

#### **L15 Drama 2002 Directing**

Independent study.

Credit variable, maximum 3 units.

---

#### **L15 Drama 2003 Technical Theater**

Independent study.

Credit variable, maximum 3 units.

---

#### **L15 Drama 2004 Voice, Speech**

Independent study.

Credit variable, maximum 3 units.

---

#### **L15 Drama 2005 Literature, Theory, Criticism**

Independent study.

Credit variable, maximum 3 units.

---

#### **L15 Drama 201 Black Theater Workshop**

Credit 3 units. A&S IQ: HUM, SC, SD BU: HUM EN: H

---

#### **L15 Drama 209 Introduction to Costume Construction**

This course is a hands-on introduction to the sewing and costume-related skills most useful for creating costumes for theatre productions. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L15 Drama 212E Introduction to Theater Production**

An introductory study of the major elements involved with mounting a theatrical production. Utilizing guest speakers in both theater arts and theater studies, the course addresses such topics as scenic, costume, lighting and sound design; production management and procedures; and the history and culture of theatrical space and design. Students are required to serve as a crew member on one departmental production and attend productions of the Edison Theatre Ovations series and the Performing Arts Department.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L15 Drama 214 Public Speaking: Embodied Communication**

The ability to speak well and to communicate effectively in the public forum is an essential skill for all students. This course aims to offer a comprehensive and wide ranging approach to developing the skills of the contemporary speaker. While acknowledging and utilizing traditional approaches to public speaking, this course will expand its reach to include applicable techniques from the world of the Performing Arts -- especially theatre and dance. The course does not intend to train the student as a dancer or actor, but it maintains that the successful speaker would do well to harness some of the transferable skill sets from these disciplines. The speaker, like the performer, must stand before an audience with an objective to communicate something

well. Both should be dedicated advocates for the message. They share the common ground of requiring a strong voice for a sure delivery of the material, and an expressive physicality willing to fully embody and serve the message.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L15 Drama 2150 First-Year Seminar: The Theatre as a Living Art**

Moving in and out of practice and theory, this FOCUS plan interweaves a traditional introductory acting course with discussions of dramatic theory and visits to rehearsals where directors and actors work to shape the play. Must be taken concurrently with Drama 228C. Course is for first-year, non-transfer students only.

Same as L61 FYP 215

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN:

H

---

**L15 Drama 223 Cross-Cultural Women Playwrights**

This course will provide an introductory survey of the work of African-American, Caribbean-American, Asian-American, and Native American women playwrights. We will explore the playwrights' strategies for creating work that is by turns beautiful, fascinating, humorous, moving, and occasionally terrifying, as they chart for contemporary theatre the intersection of race and gender in performative terms. Playwrights to be addressed include Adrienne Kennedy, Ntozake Shange, Suzan-Lori Parks, Anna Deavere Smith, Diana Son, Jessica Hagedorn, Cherie Moraga, Wakako Yamauchi, Migdalia Cruz, Spiderwoman Theatre, Marga Gomez, and Velina Hasu Houston.

Credit 3 units. A&S IQ: HUM, SD Art: HUM BU: BA

---

**L15 Drama 227 Playwriting**

An introductory course in playwriting. Limited to 8 students.

Prerequisite: Writing 1 and permission of the instructor.

Same as L13 Writing 224

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L15 Drama 228C Theater Culture Studies I: Antiquity to Renaissance**

This course is a survey of ancient, medieval and Renaissance theater and performance: in both the West and in the East, as it both reflects and shapes culture. Coverage will include the following areas: ancient Greece, ancient Rome, classical Sanskrit theater, Yuan China, medieval Japan, medieval Europe, Renaissance Italy, and Renaissance England. Both scripted theater and performance practices will be examined through the lenses of dramatic literature, theater history, performance studies, and dramatic theory. A continual emphasis will be on marginal and underrepresented figures, as we will attempt to excavate forgotten histories from the theatrical past.

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS

EN: H

---

**L15 Drama 229C Theater Culture Studies II: From Renaissance to Romanticism**

This course provides a survey of theater history from the early seventeenth through mid-nineteenth centuries, covering plays, theories of drama and acting, and the material conditions of theatre production. We will explore events in Asia, the Americas and Europe with particular attention to the Baroque era, Sentimentalism, and Romanticism. The central objectives of the course are 1) to teach students to analyze plays in complex and creative ways, and 2) to cultivate understanding of the ways theater and performance practices reflect the philosophical ideas, aesthetic values, and socio-political realities of their historical context--even as these practices sustained and challenged such ideas, values, and realities.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

**L15 Drama 230 Topics in Theater**

Explores a variety of special interest topics in theater not included in the Theater Culture Studies sequence. Consult the Course Listings.

Credit 3 units.

---

**L15 Drama 233 Improvisation**

This course introduces students to the fundamentals of improvisation. Students are provided with the tools and techniques to develop their artistic voice, both individually and within an ensemble, through various theater games, exercises, and techniques. Students will build self confidence, develop creativity, hone presentation skills, and learn collaborative practices for working with others. Students will understand the applied benefits of improvisation toward their professional and personal lives.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L15 Drama 239 Performance and Culture**

What are Lady Gaga & Beyonce doing? How do young men and women in poverty use performance for survival? Why do we create performance and for whom? In this class we apply the vocabulary and concepts of Performance Studies to social and theatrical worlds, understanding performance broadly: from popular culture to everyday life to theatre. To understand performance, we will look closely at ethnographies, plays, and literature. Subjects span a range of topics: racial impersonation, drag/house balls, celebrity culture, reality television, black-latino theatre, and slam poetry. Key course questions: How does performance inform every day culture? How does culture inform popular culture and theatrical performance? This course takes seriously the "doing" and the "undoing" of things---as culture shifts, transforms, and adjusts as bodies engage in the art of performance.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

**L15 Drama 240I Fundamentals of Acting**

This course offers an opportunity to investigate the nature of the theater by way of performance. Students study a variety of theatrical texts in the most direct and experiential way: by acting in them. The course is designed for those who want to understand the interpretive work of the actor. Students are introduced to the practical work of building a character for the stage, and they also gain an understanding of how dramatic texts work both on the page and on the stage. Textual analysis, movement work and vocal production skills are developed using monologues, scene work and exercises. These skills should also provide significant benefits outside of the confines of the class itself, in the professional and personal lives of the students taking this course. No previous training or experience necessary.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L15 Drama 240E Acting I: Fundamentals of Acting**

This course offers an opportunity to investigate the nature of the theater by way of performance. Students study a variety of theatrical texts in the most direct and experiential way, by acting in them. The course is designed for those who want to understand the interpretive work of the actor. Students are introduced to the practical work of building a character for the stage, and they also gain an understanding of how dramatic texts work both on the page and on the stage. Textual analysis, movement work, and vocal production skills are developed using monologues, scene work and exercises. These skills should also provide significant benefits outside the confines of the class itself, in the professional and personal lives of the students taking this class.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L15 Drama 250 Topics in Stage Movement**

This is a rotating topics course on movement for actors.

Credit 3 units. A&S IQ: HUM

---

### L15 Drama 2503 Introduction to Performance Art

The focus of this course will be on the history, theory, and practice of performance art and performance theater. The class will engage in exercises that generate text, movement, sound, and performance scores. Students will create original performances that incorporate contemporary critical concepts. Performance production will be supplemented by readings and videos that introduce the history and theory of experimental performance and work by specific performance artists.

Credit 3 units. A&S IQ: HUM BU: HUM

---

### L15 Drama 251 The Art of Storytelling

As one of the oldest forms of human communication, storytelling is part of both mundane interactions and carefully crafted events. Many of us tell stories regularly in informal settings (e.g., when we tell a friend about an encounter we had in the cafeteria) as well as in professional settings (e.g., class or work presentations). But what, exactly, are the elements of a well-told story? How do we identify powerful storytellers? These questions ground this course, where we will explore stories as forms through which to present oneself and explain an event to others. We will study storytelling from two perspectives. First, we will look at stories through rhetorical analysis: we will focus on various examples of storytelling across different genres (ranging from cultural myths, fables, spoken word, speeches, hip-hop, R&B, and rock lyrics) to understand stories as an artistic practice, a teaching method, an identity shaper, and a conductor of history. Second, we will consider stories through embodied practice: we will perform and present stories in chosen genres to gain firsthand experience in the conventions and forms of the embodiments that complete the act of telling well-crafted stories. At the end of this course, students will have gained theoretical knowledge about storytelling as an art form as well as the practical skills needed to become confident storytellers.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

### L15 Drama 256 Contemporary Comedy: Stand-up, Sketch and Improv

The U.S. is in the midst of a second comedy boom. The first boom, during the 1980s, turned stand-up comedy into a major force in American entertainment, creating stars like Jerry Seinfeld, Eddie Murphy, and Ellen DeGeneres. The second, defined in part by new social media, podcasting, and on-line video, is remaking the way comedians find their voices and their audiences. But even as young comedians chart new paths through a dynamic media landscape, live performance is still the heart of the modern comedy universe. This class is a detailed survey of the contemporary American comedy scene. Pioneering artists from Vaudeville through the 1970s are introduced, the stand-up boom of the 1980s is presented as a formative force in the comedy business, alt-comedy is discussed as a stylistic watershed. Select modern theories of comedy are read and discussed (though we studiously avoid explaining jokes). Short units on Improv and Sketch comedy round out the syllabus. Assignments include practical exercises in performing comedy onstage, and students can choose to perform a short original stand-up set for their final assignment.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L15 Drama 257 Dance Theater Production

Experience in technical production. Required stage work includes 2 studio dance productions supervised by faculty. Prerequisite: Dance 212E.

Same as L29 Dance 257

Credit 1 unit. A&S IQ: HUM EN: H

---

### L15 Drama 271 The American Musical Theater Songbook

From its birth in vaudeville and musical reviews to current future classics such as "Hamilton," American musical theater has produced a voluminous catalogue of material referred to herein as the "American Musical Theater Songbook." Part survey and part performance, this course will focus on the composers, lyricists, performers and subject matter that have been instrumental in defining musical theater and its role in describing a continually evolving human psychology and sociology. The performance aspect of the course will develop students' existing vocal skills and knowledge of style. As both singing and non-singing students are welcome to participate in the course, adjustments for non-singing students will be accommodated so that they may participate fully in the class. The format of the course will be a seminar of student-generated presentations, discussions, and workshop performances. A sampling of shows from which repertoire will be sourced includes the following: early song-and-dance shows ("Girl Crazy," "Anything Goes," "Kiss Me Kate"); Rodgers and Hammerstein ("Oklahoma!," "Carousel," "South Pacific"); Stephen Sondheim ("Gypsy," "Sweeney Todd," "Sunday in the Park With George"); modern era ("West Side Story," "A Chorus Line," "Cabaret," "Hair," "Pippin"); and contemporary ("In the Heights," "Caroline, or Change," "Kinky Boots," "Dear Evan Hansen," "Hamilton"). This course serves as a prerequisite for L15 372.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L15 Drama 295 Portfolio Review

This course is intended to be a one hour credit to meet every Friday for two contact hours. While the main focus of this course will be to dedicate time to learning and preparing a solid professional portfolio, resume and web page, this class will also train the students how to interact and conduct themselves through the interview process. We will review numerous resumes from industry professionals, develop our own, develop both physical and digital portfolios consisting of students' academic and professional work, and culminate in building a strong and evocative web page. Upon completion, the student will have a solid understanding of the theater job market and be ready to face the world.

Credit 1 unit. A&S IQ: HUM EN: H

---

### L15 Drama 296 Internship

Students may receive up to 3 units of credit for an approved internship with an organization where the primary objective is to obtain professional experience outside the classroom. Students must file a Learning Agreement with the Career Center, a faculty sponsor and the site supervisor. This must be approved by all three constituencies before proceeding. A final written project is to be agreed upon between the student and faculty sponsor before work begins, and will be evaluated by the faculty sponsor at the end of the internship.

Credit variable, maximum 3 units.

---

### L15 Drama 300 Production Practicum

Practicum experience in technical theater. Positions such as stage manager, publicist, assistant designer for costumes, scenery or lighting, or crew head of props, sound and makeup design are available.

Credit variable, maximum 2 units.

---

### L15 Drama 3011 A History of African-American Theater

A survey of African American theatre from post-Civil War "coon" shows and reviews to movements for a national black theatre, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early black theatre and minstrels; black theatre movement and other ethnic theatre movements in America. Critical readings of such plays as Amiri Baraka's "Dutchman," Lorraine Hansberry's "A Raisin in the Sun," Langston Hughes and Zora Neale Hurston's "Mulebone." Also works by August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson. Same as L90 AFAS 301



Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H  
UColl: CD

---

#### L15 Drama 3012 Theater Space in Historical Practice

This course examines select theatre spaces from across the globe and from a long span of human history, from caves used in the upper paleolithic era to contemporary digitally-supported sensory experiences. We will treat theatre space as a socially generated phenomenon produced in many cultures that dynamically links performers and audiences. Theatre space will be used as a gathering concept through which many facets of performance culture can be examined, including architecture, scenography, script, and the physical features of embodied communication. Beyond this, theatre space also illuminates myriad aspects of the cultural practice of theatre, including social difference (especially gender and class), economic activity, and political representation. Distinct theories of historical space will be introduced and examples of historical theatre space will include Ancient Greece, Edo Japan, Neo-Classical France, Golden Age Spain, Classical India, and twentieth-century Environmental Scenography. The core of the reading for this course will be representative or exemplary playscripts that help open up interpretive approaches to historical theatre and performance space. This course fulfills the "Studies in Historical Practice" requirement for Drama majors and minors.

Credit 3 units. A&S IQ: HUM Art: VC

---

#### L15 Drama 3013 Politics and Performance in Historical Practice

What is "political theater"? Is it a media stunt, designed to score points with supporters? Is it a form of protest of the status quo? Approached from another direction, we might ask: what theater is not political? This course offers students to think about the role that performance (both on stage and in the streets) has played in the assertion of state power, the constitution of a body politic, the shoring up of consent, the expression of dissent, and as an embodied imagining of another world that might be possible. This course fulfills the "Studies in Historical Practice" requirement for Drama majors and minors.

Credit 3 units. A&S IQ: HUM EN: H

---

#### L15 Drama 3014 Body Language: Acting, Rhetorical Gesture, and Dance in Historical Perspective

Why do actors in silent films seem to gesticulate so wildly? Who could have ever thought that was "realistic"? Would time-travelers from the future think actors in our day appear just as ridiculous? If you've ever thought that thought, then you've stumbled onto the fact that despite its claims to represent the reality of its audience's experiences with the verisimilitude of the actor's body in the here and now-acting is a historical practice. Moreover, it is a culturally-variable practice, with claims to represent the "real" that are both symbolic and mimetic, and usually both at once. In this course, we will trace the history of acting in five thematic units: "rhetorical gestures;" "representing the collective;" "festive formations;" "signs, codes, and animated hieroglyphs;" and "approaching the real." From the ancient Greeks to digital avatars, we will study how bodies in motion create meanings for their audiences in different cultures and across time. Through kinesthetic, emotional, psychological, and visceral appeals, actors not only represent their audiences as they think they are, but also offer to transform them into whom they think they could be. This course fulfills the "historical practice" requirement in the Drama major/minor.

Credit 3 units. A&S IQ: HUM

---

#### L15 Drama 3015 Social Identity and Dramatic Character in Historical Practice

This course examines the roles that dramatic characters play within the "worlds" of the play and performance culture they inhabit. In some cases, we can speak of metaphorical "masks" presented to the world; in others, the theater may use actual masks. We begin with

classical antiquity, examining the differentiation of physical masks and characters in both tragedy and comedy (we will note that the word "person" comes from the Latin word "persona," the word for mask in ancient Roman comedy). We then consider the complex system of types in classical Indian and later Kathakali dance-drama: types that each had specific emotions associated with them. Chinese musical theater of the fourteenth century, with strong ties to a rapidly growing urban environment, had its own distinct types. Following this unit we consider the masked characters of Italian Renaissance comedy (the *commedia dell'arte*) and its uncanny parallels to the nearby Karagöz, Turkish shadow puppet theater. We next move to the theater of Shakespeare, considering the boy actor and gender fluidity in *Twelfth Night*. Then we consider the "realist" playwright Ibsen, in view of the social roles performed by the play's characters. In *Cloud Nine*, Carol Churchill gives us insights into the performance of gender in modern life. A unit on modern and contemporary African drama examines the erasure (or erasure) of political identity in crisis, as we read Athol Fugard's *Sizwe Bansi is Dead* and also the play *Woza Albert!* (Mtwa, Ngema, Simon). The course concludes with two African-American plays, August Wilson's *Fences* and Lynn Nottage's *Sweat*. This course fulfills the "Studies in Historical Practice" requirement for Drama majors and minors.

Credit 3 units. A&S IQ: HUM EN: H

---

#### L15 Drama 3016 Blood and Magic: Special Effects in Historical Practice

Should Sarah Kane's *Cleansed* have realistic or symbolic blood? Does *The Tempest*'s Ariel have to fly? This course integrates textual analysis with production to consider depictions of violence and magic in performance across centuries. By examining contemporary and historical staging conventions as well as creating their own scenework, students will consider how violence and magic are cultural constructions and explore how on-stage depictions of these cultural constructions can impact interpretations of the source text. Students will read key plays from antiquity to today and write dramaturgical analyses across multiple assignments. Additionally, in a structure based on director Anne Bogart's legendary "Collaboration" course at Columbia University's School of the Arts, students will experiment with practice as a way of knowing, as they work in small companies to create, stage, and review short, critically engaged adaptations of each play, every two weeks. Students will also join a Special Interest Group (SIG) based on rotating course themes, which may include Adaptation, Immersivity, Interactivity/Participation, Stage Technology, and Historical Context. This course fulfills the "Studies in Historical Practice" requirement for Drama majors and minors.

Credit 3 units. A&S IQ: HUM

---

#### L15 Drama 304 Makeup for the Stage

A hands-on introduction to the makeup techniques most commonly used for theater productions, including basic corrective, age, changing the shape of the face, and special effects, as well as the designing process. Students will apply makeup to their own faces and are required to purchase the makeup kit specified by the instructor.

Credit 2 units. A&S IQ: HUM EN: H

---

#### L15 Drama 3081 Costume Rendering and Design

Costume Rendering and Design is an introduction to the skills required for designing costumes for theater productions. Class topics will include duties and responsibilities of costume designers for theatre, elements and principles of design, research methods, drawing the human figure and clothing, various color media, text analysis and creating costume-related paperwork for plays, communicating character with costume renderings, and the time management required to complete designs in a deadline-based industry.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L15 Drama 309 Stage Technology

Practical study of technical theater procedures and scene shop; production techniques. Course outline includes lectures, demonstrations of equipment, production assignments, and research-oriented project work. Prerequisite: Drama 212E, or permission of instructor.

Credit 3 units.

---

### L15 Drama 310 Stage Lighting

This course will place an emphasis in the aesthetic practice of lighting design through the understanding of technology as it relates to time and space. Early on the student will learn how to properly use and apply designer's tools and then through reading, research and experimentation explore the limitless boundaries of color and texture. This will culminate in a stage design in collaboration with directing or dance class. Upon completion of the course, the student will be able to speak eloquently on design theory and be able to move on to further design study in Advanced Lighting Design: L15 410.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L15 Drama 311M Scenic Design

An introduction to the process of scenic design, as it relates to aesthetics, dramatic literature, collaboration and production. Projects involve design conceptualization, documentation, graphics and realization.

Credit 3 units. A&S IQ: HUM Arch: ETH, NS BU: HUM EN: H

---

### L15 Drama 314 Voice-Speech Laboratory

Fundamentals of speech for the stage focusing on breath support, resonance, articulation, and speech as an expression of an individual's needs. The course includes an introduction to stage dialects. Preference given to majors.

Credit 3 units. A&S IQ: HUM EN: H

---

### L15 Drama 3153 The Women of Greek Tragedy

This course examines the role of women in Athenian drama. Students will read English translations of the works of the three major tragedians -- Aeschylus, Sophocles, and Euripides -- and their near contemporary, the comedian Aristophanes. Direct engagement with ancient texts will encourage students to develop their own interpretations of and written responses to the political, social, and ethical manipulation that these mythological women were compelled to endure and the subtle ways in which they appear to exercise power themselves. Selected scholarly articles and book chapters will help students to contextualize these ancient dramas in their culture of origin. Because such issues continue to preoccupy both sexes today, students will see how Greek tragedy addresses perennial historical and cultural concerns through the examination of adaptations of Greek tragedies ranging from Seneca in ancient Rome to Spike Lee's "Chi-Raq" and Luis Alfaro's "Mojada: A Medea in Los Angeles." The final research paper will encourage students to consider how a specific female character from antiquity is transformed for a "modern" dramatic audience.

Same as L08 Classics 3153

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### L15 Drama 3201 Concepts in Theater Architecture and Performance Space

Can a cloakroom or a stairwell become a theater? How do site and placement affect the meaning potential of performance? How does contemporary environmental staging conjure a world different from that of the modern box set, the baroque perspective stage, or Shakespeare's Globe? We engage such questions by drawing on theory, history and hands-on creation to examine historical, actual and potential performance spaces. Readings in architectural and dramatic theory, theater history, performance studies and philosophy provide

both a critical descriptive vocabulary and a conceptual repertoire for use in creative class assignments--both informing students' investigations of actual theaters or other performance-ready spaces and provoking their creation of experimental performance spaces. Readings will cover semiotic, materialist and situationist approaches to space, as well as concepts including site specificity, space vs. place, framing, perspective, miniature, the door, the curtain, the cloakroom and the monument.

Credit 3 units. A&S IQ: HUM EN: H

---

### L15 Drama 3205 Acting for the Camera

This course offers an introduction to the world of on-camera acting, performance skills for media-based work, and industry-related career opportunities. Students will learn the techniques, skills and vocabulary required for actors when performing for the camera and pursuing a profession in front of the camera. The course is designed for students to practice and examine the craft of on-camera performance and, will examine the business of being a film, television, commercial or video actor. Exercises will be designed to gain relaxation and comfortability in front of the camera and will then extend to performance opportunities using commercial, industrial/corporate, television and feature film scripts. Students will also be given insight into the casting process and current industry standards for performers. Actors with live stage experience and training will focus on adapting their craft to the lens, building on the textual analysis, movement, voice and character work education provided by the Performing Arts Department's acting curriculum. Those students with no acting experience will be introduced to the fundamentals of acting in tandem with the pursuit of disciplined, truthful, believable work while in front of a live audience or a camera. All classes will take place in the Harvey Media Center to utilize a professional setting and equipment.

Credit 3 units. A&S IQ: HUM EN: H

---

### L15 Drama 321 Topics in Theater

Explores a variety of special interest topics in theater. Consult the Course Listings.

Credit 3 units. A&S IQ: HUM EN: H

---

### L15 Drama 3212 Topics in Theater

Rotating topics course.

Credit 3 units. A&S IQ: HUM EN: H

---

### L15 Drama 3227 Devising, Adaptation, Docudrama

This course explores three ways of theatre-making that have revolutionized the contemporary stage: devising (a collaborative process emphasizing physical techniques to realize ideas), adaptation (the transposition of a narrative from one mode to another), and docudrama (the self-conscious staging of history through the assemblage of documentary records). Beginning with a focus on the current "postdramatic theatre" and the pre-histories of these contemporary practices, we will engage current scholarship on each form, learning the "how" and "why" from contemporary practitioners, while considering the rhetorical structure of each form in relation to the social meanings they generate for their audiences. Divided into 3 units, the course will combine the study of each method with hands-on practice, and will conclude with a showcase featuring an original performance created by the student collective. A theme (variable by semester) will unite the three sections of the course, helping students see how a single topic can be illuminated in different ways through these three methods of creating performance.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

---

### L15 Drama 323 Topics in American Drama

A rotating topics course on various subjects relating to the history and theatrical practice of modern American drama.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L15 Drama 3301 Performing Gender

This course investigates an array of contemporary performances to explore manifestations of and challenges to gender norms in American culture. An initial reading of crucial performance theories by Judith Butler, Jill Dolan, and others will help set the stage for our examination of a diverse collection of contemporary texts, including plays, solo performances, stand-up, and pop culture phenomenon. We'll raise questions about feminist performance strategies, butch/femme performance, camp, cross-dressing, feminist spectatorship, multi-media performances, and the representation of lesbian desire. Prereq: Any 100 level Women, Gender, and Sexuality Studies course  
Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

---

### L15 Drama 3309 Performance and Culture

The field of Performance Studies looks carefully at the production and transmission of knowledge from a range of vantage points. This includes the written word, but it also pays special attention to embodied practice, to the built environment, and to digital spaces. In this course we will focus on performance as a form of cultural expression and as a site of cultural exchange across a variety of contexts—from staged productions to acts of everyday life. We will use performance theory to analyze sports events as ritual performances and as platforms for social change. We will think about how monuments perform, how they not only construct often contentious stories about the past but also create opportunities for dialogue. We will privilege the body as a site and method of performance to think in intersectional ways about race, gender, sexuality, citizenship, and religion. As an interdisciplinary and practice-oriented course, we will reflect critically and imaginatively on the work of anthropologists, scholars of race and ethnicity, visual artists, and performance theorists.  
Credit 3 units. A&S IQ: HUM EN: H

---

### L15 Drama 332 Comedy, Ancient and Modern

In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy. Same as L08 Classics 385W  
Credit 3 units. A&S IQ: HUM, LCD, WI Art: CPSC BU: HUM EN: H

---

### L15 Drama 336 Modern Drama

---

#### L15 Drama 3361 Modern Drama, 1945 to the Present

Course concentrates on the development of modern drama from 1945 to the present. Focus is on both literary and theatrical techniques as well as the examination of trends in the contemporary theatre from Samuel Beckett through Sam Shepard. Perspective is comparative and international in scope, with particular attention given to women and minority playwrights. Same as L14 E Lit 3361  
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

### L15 Drama 338 Physical Theater: An Exploration of Viewpoints and Suzuki Training

In this course students will study two very different but complementary styles of movement training. Developed by the Saratoga International Theatre Institute, this method of actor training combines the improvisational exploration of time and space through "Viewpoints" with the rigid structure and physical demands of the Suzuki method. This combined approach is designed to develop heightened awareness and acute focus in the performer. In addition, it fosters greater impulsiveness and freedom in the moment while maintaining discipline and control. Students will gain flexibility and strength and will enhance their creative potential by balancing these seemingly opposing methods. Prerequisites: Acting II, Fundamentals of Movement or Intro to Dance as a Contemporary Art Form.  
Credit 3 units.

---

### L15 Drama 340 Topics in Stage Movement

Exploration of a variety of theatrical and movement concepts with emphasis on process rather than product. Concentrates on developing the expressive flexibility of the body and linking the imaginative impulse with physical movement. Preliminary work in relaxation and efficient self-use. Prerequisite: Drama 240E, or permission of instructor.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L15 Drama 341 Acting II

Fundamental scene study using texts with emphasis on integration of voice and body and the playing of actions. Students are encouraged to precede this course with Drama 207C. Prerequisite: Drama 240E. Preference given to majors.  
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L15 Drama 3411 Intermediate Acting: Scene and Character Study

This course expands and develops the work begun in Fundamentals of Acting. The focus is on developing systematic strategies for challenging theatrical texts. Emphasis will be placed on integrating the use of the voice and body as well as the development of character via actions in scene study projects. We will focus on investing fully in the imaginary/given circumstances of the plays we encounter. In addition, students will augment their study of character through audition preparation and monologue techniques. Research and analysis are featured, and students are asked to demonstrate their proficiency in written assignments. Prerequisite: Drama 240E/2401.  
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L15 Drama 3412 Acting II - Acting Styles in Theory and Practice: Modern

This five-unit class fulfills both one theater studies and one theater arts requirement for the major. It combines fundamental actor training with dynamic, performance-oriented study of the stylistic foundations of modern acting. Text-based scene study that emphasizes the integration of voice and body and playing of actions is paired with units on contemporary and historical acting styles that give context to modern acting practice. Class units cover practical aesthetics and tactical choices for actors interpreting texts, as well as theories of the body in performance ranging from early modern notions of electric and vital passions, to oratorical gesture, Stanislavski, biomechanics, Brechtian alienation, and post-modern practices including documentary theater and cross-media mimesis. Since it fulfills both the Acting II requirement and a Theatre Studies requirement for the major, the class incorporates research, writing and critical thinking assignments. However, in keeping with the notion that performance constitutes a type of research outcome, student research projects will involve kinetic elements. Acting styles will be researched in archival sources and embodied in studio exercises and creative student projects.  
Credit 5 units. A&S IQ: HUM BU: HUM EN: H

---

**L15 Drama 342 Acting III**

Emphasis on characterization while working with a diversity of playwriting styles. Prerequisites: Drama 341, either Drama 207C or 208C, and permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L15 Drama 3422 Acting Styles: Realism to Nonrealism**

Credit 3 units.

---

**L15 Drama 343 Fundamentals of Directing**

Directing is the most liberal arts of the creative theatre-making areas, drawing analytical, critical thinking, communication, design and actor coaching skills. This course will explore fundamental lessons in some of those areas, including text analysis from a directorial perspective, stage composition, auditions/casting, actor communication, time management and team leadership skills. Major course components will include one extensive script analysis paper and the direction of a scene from a contemporary play. The latter will require outside-of-class rehearsal time. Prerequisites: Drama 212E, Drama 240E/2401, junior or senior standing. Preference given to drama majors. For junior/senior status or grad students only.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L15 Drama 347 Shakespeare Globe Program: Acting**

This Acting Shakespeare course is paired with Drama 3472 as part of a four-week summer intensive program held at the Shakespeare's Globe Education Centre in London. This course, as well as the companion Text and History course (Drama 3472), is taught by a Washington University faculty member, and the program also heavily draws on British theater professionals and educators from Globe Education, who teach a set of short courses on movement, voice, textual analysis, historical context, monologue performance, and stage combat. Frequent access to the Globe stage allows actors to work in a spatial configuration very similar to that once used by Shakespeare's company itself. The course culminates with performances of scenes and monologues on the Globe stage. Application process must initiate through the Performing Arts Department office.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L15 Drama 3473 Shakespeare and Early Modern Performance**

Paired with Drama 347, "Shakespeare Globe Program: Acting," this course uses the resources of London and the Globe Theatre as departure points for an examination of Shakespearean performance in its historical and cultural context. We pay close attention to the dramatic text: meter, style, metaphorical language, dramatic composition, rhetoric, genre, etc. We consider such topics as Shakespeare's playing spaces, the actor-audience relationship in the Globe Theatre, acting, movement, original rehearsal practices, the boy actor, costumes, sound, music, props, and the culture of the Bankside (bear-baiting, taverns, violence, prostitution, etc.)

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L15 Drama 3491 Media Cultures**

This course is an introduction to methods in media and cultural studies. We will analyze intersections of media with race, gender, and sexuality by focusing on television and digital media examples. The course begins by exploring questions of representation in media then continues by interrogating how media are implicated in existing structures of inequality and differences of social and cultural power. We will end by discussing some ways that scholars have theorized media consumers as actively engaging with media texts, including scholarship on fan cultures and social media. Required screenings.

Same as L53 Film 349

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: BA EN: H

---

**L15 Drama 351 Intro to Playwriting**

Same as L13 Writing 351

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L15 Drama 3524 Topics in Literature: Drama Queens: Cleopatra in Elizabethan England**

Same as L14 E Lit 3524

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L15 Drama 361 Stage Management**

A practical approach to the study of theater stage management focusing on organizational and communication skills. Workshops, lectures and discussion, guest speakers and field trips covering the pre-production, rehearsal and performance periods, labor relations/performing arts unions, career opportunities and supporting the vision of the artistic team. Prerequisites: Drama 212E and Drama 240E.

Credit 3 units.

---

**L15 Drama 365C Theater Culture Studies III: Melodrama to Modernism**

The third in the department's three-course history sequence, TCS III surveys the dramatic literature and cultural history of the modern theater. Beginning with Romanticism's self-conscious break with the past, we'll study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular effects. We'll consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented verisimilitude, and how playwrights responded to those technologies by calling for the theatre to become either a "total work of art"--plunging its spectators into a mythical realm--or a petri dish--analyzing the struggles of the modern individual within his or her modern milieu. Exploring a range of aesthetic modes--including Realism, Naturalism, Symbolism, Expressionism, the Epic Theatre, and the Theatre of the Absurd--we will read classic plays by modern playwrights to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of the modern world.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L15 Drama 367 Intro to Drafting for the Theater**

This course will provide the student with a basic understanding of all of the various types of technical drawings needed to successfully execute a scenic design. Throughout the course the student will master all the technical and aesthetic skills needed to produce clean and effective draftings for the theater. In order to successfully complete this class, the student will be required to purchase a drafting board and related drafting materials.

Credit variable, maximum 3 units.

---

**L15 Drama 368 Black Theater Workshop III**

A performance-oriented course that explores the black experience through acting, directing, and playwriting. Students will develop through classroom improvisation short performance pieces during the semester. They will also be required to attend three to five plays. Each student must participate in a final performance which is in lieu of a written final examination.

Credit 3 units. A&S IQ: HUM, SD Art: HUM EN: H

---

**L15 Drama 372 Advanced American Musical Theater**

This course will focus on developing the acting, singing and dancing techniques required for performing in musical theater. The student will develop group pieces and will participate in scenes that explore character within a musical theater context. The class will culminate in a workshop performance. Prerequisite: Drama 221 and permission of instructor, by audition. Repeatable 1 time for credit.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L15 Drama 374 Theories of Modern Drama**

What makes modern drama "modern?" How does it differ from the drama of other cultural movements? When does the modern period begin? This course takes up such fundamental questions in order to examine not only the influential plays that have come to define the "canon" of modern drama, but the various theories that have been proposed as a way of understanding them in relation to the history of western culture. From Friedrich Nietzsche's *The Birth of Tragedy* to Walter Benjamin's thesis on the *Trauerspiel* to Emile Zola's *Manifesto on Naturalism in the theater*, we will start by considering when modern drama begins and what constitutes its defining features. With such provisional definitions in place, we will then engage the responses of fellow modernists such as Richard Wagner, William Archer, T.S. Eliot, Bertolt Brecht, Georg Lukacs, and Theodor Adorno. We will also consider whether so-called post-modern drama has broken with the modern period to introduce something altogether new, and how recent debates concerning interculturalism, the ideology of form, and performance invite new ways of understanding the cultural function of modern drama and its legacy in our own historical moment.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L15 Drama 3751 American Culture: Methods & Visions: Home, Bittersweet, Home: Histories of Home and Homeownership**

Required course for AMCS Majors. See semester listing for current topics. As a Writing Intensive course, 375A serves as an occasion for AMCS students to think about matters of argument and presentation, and to develop ideas and models for future research. This course is intended for students at the Junior Level or Higher; it fulfills the "multidisciplinary" (MD) requirement for AMCS Minors and the "Methods Seminar" requirements for AMCS Majors.

Same as L98 AMCS 375A

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: CPSC, HUM EN: H

---

**L15 Drama 378 Contemporary American Theater**

This course is a focused investigation of the aesthetic, political, and urban landscapes of the contemporary American theatre. We will read published and unpublished plays, familiarize ourselves with the country's most important companies, festivals, and institutions, and discuss issues facing the American theatre now. We will explore the role of the arts in urban planning and development, and address the relationship between higher education and arts institutions, paying particular attention to ideas of community engagement and social justice work undertaken by both. Artists to be studied may include Tony Kushner, Suzan-Lori Parks, Caryl Churchill, Branden Jacobs-Jenkins, Lynn Nottage, Young Jean Lee, and Lin-Manuel Miranda. This course will include a mandatory class trip at the end of March to the Humana Festival of New American Plays in Louisville, Kentucky. Students will prepare for this trip by reading the works of featured playwrights and establishing a research project that will be carried out on-site. Findings from the research project will be presented upon the return to St. Louis. Admission to the course is by instructor permission only; an application form will be sent to all registered students at the conclusion of the registration period. In consultation with and with the permission of the instructor, this course may fulfill the Fieldwork requirement for American Culture Studies majors.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

**L15 Drama 379 Expressionism in Theater and Film**

This course is designed as an advanced introduction to the aesthetic movement of Expressionism as it appeared in Germany and the United States in the media of theater and film. Characterized by stylized settings that "ex-press" the internal spiritual/emotional/psychological state of its central character, Expressionism is usually discussed as a reaction to Realism, given its overt symbolism, telegraphic diction, and episodic action. Beginning with a brief general introduction to the movement (including its manifestation in the visual arts), we will consider its cultural, political, and critical history, while exploring more recent scholarly investigations into the significance of its performance dimensions.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

**L15 Drama 384 Digital Media for the Stage**

Entertainment technology continues to evolve and push boundaries by taking our imagination and turning it into a version of reality. Digital Media will attempt to explore some of the tools used to bridge the two worlds of thought and sight. We will learn how to think creatively about imagery and how to paint that onto a stage through a different type of light: digital. Using QLab and Green Hippo -- two of the most widely used media control systems in the world -- we will learn how to deliver thought-provoking illusions of light and texture on the stage.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

---

**L15 Drama 387 In Living Color: Performing the Black '90s**

From Cross Colours overalls to oversized sweatshirts and boom boxes, the 1990s was loud, colorful, and in your face. But along with the fun of house parties and the growing prominence of hip-hop, Black people in the United States also contended with heightened criminalization and poverty codified through the War on Drugs, welfare reform, police brutality, and divestment from public education. In the midst of insurgency, creativity, and the quiet that undergirded both, we will study the various cultural productions of Black performers and consumers as they navigated the social and political landscapes of the 1990s. Focusing primarily on urban centers, we will study major works growing out of hip-hop, R&B, comedy, television shows, films, and popular literature that attends to the regional differences throughout the nation. In this course, we will use theories from performance and cultural studies to understand the specificities of Blackness, gender, sexuality, religion, and geography in the 1990s.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

---

**L15 Drama 388 Asian and Asian Diaspora Theatre**

It is often falsely assumed that Asian and Asian American theatre is a theatre for specific ethnic communities. However, its significance in the US and in broader world theatre scenes has reverberated with audiences of diverse backgrounds, leading to a production of vibrant artistic and scholarly discussions on its power in shaping cultures and politics in America and in other global regions. This course engages with these very discussions, centering on understanding the complexity of contemporary Asian and Asian American theatre by situating them in the context of Asian diasporas. Key inquiries include the following questions: What causes the circulation of peoples from Asia and people of Asian descents from their "home" countries to another country?; how do experiences of war, international marriage, adoption, political oppression, refugee, and marginalization in "new" countries impact the psyche of diasporic subjects?; the notion of "Asia" as Other has been integral to the formation of the US national identity from the country's inception, but what exactly is "Asia," and what is the role of theatre in challenging the relentless othering of Asians?; and finally, how might the framework of Asian diasporic theatre and performance help us move beyond the bifurcation between Asian Studies and Asian American Studies? In exploring these questions, we will engage in analyzing plays, production videos, interviews with

artists, and scholarly writing, learning from artists who examine lives and histories of Asian descents (Chinese, Filipino, Hmong, Japanese, Korean, Vietnamese, and Taiwanese among others), as well as from thinkers that have been foundational to the development of Asian and Asian American theatre and performance studies. By the end of the semester, students will have read plays, documentaries, musicals, and interdisciplinary arts from the contemporary Asian and Asian diaspora theatre and be able to engage in an informed debate on the role of Asian and Asian American theatre in shaping contemporary cultures in the US and in other parts of the world. All readings are in English or in English translation and are available on Canvas.

Credit 3 units. A&S IQ: HUM, LCD, SC EN: H

---

### L15 Drama 390 Immersive Story Studio

What possibilities and pitfalls do immersive practices create for live storytelling? How do the affordances of a digital tool amplify or suppress aspects of a source story? What new insights into familiar stories can we generate with radical adaptation? To engage these questions, this studio seminar blends humanistic scholarship with critical making, theatrical practice, and interdisciplinary, team-based agile development processes. Each two-week "sprint" engages a different immersive, theatricalized context, asking students to envision how the tools utilized therein might illuminate latent aspects of familiar stories. Topics include spatial computing/AR/VR/ XR, immersive theatre, theme parks, and cultural institutions/ museums. Additionally, this course utilizes "critical making" as an epistemology, wherein the site of knowledge creation is the process of devising an object, tool, performance, or installation in conversation with a discipline's critical apparatus. Accordingly, course-long projects will find students selecting and using immersive tools-digital, analog, or both-to radically adapt a familiar story, broadly construed. Importantly, while technological skills are welcome, they are not required. Students are encouraged to envision gloriously and scope effectively as they design a hypothetical or prototyped research project and complementary critical engagement. This course may be repeated for credit for students who wish to design and execute a more robust project.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L15 Drama 394W Writing For and About the Theater

In this course, students will learn to write for and about the theater, exploring different forms of dramaturgical and scholarly research as well as journalistic and academic writing. To build skills in both critical analysis and synthesis, students will learn how the key elements of the playwright's text (e.g., language, character, plot, setting) work to create meaning within the work of dramatic literature and how theatre-makers use the various "languages" of the stage (e.g., costume/scenic/lighting design, music, acting) to give expression to an overarching interpretation of the play. Because research is essential to this course, students will learn how to access a variety of library resources by working closely with our subject librarians. By the end of the semester, students will have assembled a portfolio consisting of both journalistic and academic performance reviews, a dossier of dramaturgical research, and a research-based scholarly paper.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### L15 Drama 3950 American Musical Film

Film musicals were crucial to the success of the American film industry from the dawn of sound film in the late 1920s to the demise of the studio system in the late 1950s. This course examines the American film musical from a variety of aesthetic, critical, and historical perspectives, with particular attention to how the genre interacted with popular music and dance and the major political and social trends of the Thirties, Forties, and Fifties. REQUIRED SCREENING: [day, time].

Same as L53 Film 359

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L15 Drama 3952 Shakespeare in Performance

Same as L14 E Lit 3952

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L15 Drama 396 History of Western Costume

Of particular interest to fashion, history, anthropology, and performing arts majors, this course is an exploration into the clothing worn by predominantly Western cultures from Ancient Greece through the 1890s. Lectures incorporating images of extant garments, sculpture, art, and photographs will inspire discussion regarding the influences on fashion evolution and the cyclical nature of fashion. Assessment is by exam, the first of which is on the fourth class meeting, so this is not a recommended course to "shop." Please note that this class is a prerequisite for History of Western Costume in the 20th Century, which is offered in spring semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H

---

### L15 Drama 3961 History of Western Costume in the 20th Century

History of Western Costume in the 20th Century is a continuation of the themes explored in Drama 396 (History of Western Costume from Ancient Greece Through the 19th Century). Ideally, students will have already taken Drama 396 before enrolling in this course. This is a fast-moving, lecture-style course that examines objects of human apparel from 1900 through the present and analyzes the causes of fashion evolution throughout the 20th century. Students will explore the influence and aesthetics of major designers, and they will observe and discuss the ways in which contemporary interpretations of the past are modified to comply with contemporary modes and expectations. Assessment is through exams and evaluation of a presentation to the class.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H

---

### L15 Drama 3975 Wolves of Wall Street: American Business and Popular Culture

America's perceptions about Big Business and the Free Enterprise system have evolved and changed over time from the 1920s to the present. During the 1980s, for example, Oliver Stone's 'Wall Street' seemed to endorse the notion that "greed is good." Today, however, the topic of rising income inequality has been connected with the collapse of prestigious Wall Street firms, the "housing bubble," a declining middle class, and widespread fear about the future of "The American Dream." This new course examines a variety of artistic, ethical and historical perceptions about American Business as depicted in popular culture and the arts over the past hundred years. How have America's foremost artists (among them F. Scott Fitzgerald, Eugene O'Neill, Arthur Miller, Martin Scorsese), dealt with questions of conspicuous consumption, the acquisition of capital for its own sake, and the disparity between rich and poor? We survey several artistic genres and artistic forms, including American tragic works like 'The Great Gatsby' and 'Death of a Salesman,' to popular musicals such as 'How to Succeed in Business' without Really Trying and 'The Producers.'

Same as L98 AMCS 3975

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### L15 Drama 400 Theatrical Rendering for Scenery

An exploration of media and rendering techniques used for presentation of design ideas in scenery. A variety of stage sets, still lifes and figure drawing will be rendered during a two hour studio format with some additional studio time required. Materials to be provided by students.

Credit 3 units.

---

**L15 Drama 4001 Computer Assisted Design for the Theater**

This course will be an in-depth study of how computers can assist designers in drafting and rendering processes. Primary study will be focused on the program Vectorworks. We will fully explore the use of this program in development of scenic and lighting design projects from basic line drawings to fully rendered 3D images. Other programs to be covered will be Autocad, Google Sketch Up, AG132, Photoshop CS3, and some lighting design pre-visualization software. Projects will be centered on theatrical applications and based on students' imaginations.

Credit 3 units. A&S IQ: HUM EN: H

---

**L15 Drama 4011 Staging Atrocity: Theater of the Holocaust**

Responding to the Holocaust has challenged artists working in every medium. Nowhere are these challenges more extreme than in the theater, where the intimacy of the space, the close proximity of live actors and audience, and the subject matter itself may serve to intensify its effect. We will read a careful selection of modern and contemporary dramas and explore the range of responses. Underneath each weekly topic reverberate the nagging question of whether one can -- or should -- make art from the Holocaust, as well as a serious exploration of the uses and effectiveness of theater to communicate on this subject. We look at the ways in which the Holocaust has been used as a subject to raise moral dilemmas, examine the limits of humanity, elicit doubt or faith, and provide political commentary. We will also discuss the ways in which playwrights have stretched the limits of the theater to meet the challenge of staging the Holocaust. Topics considered include the nationalization and personalization of the Holocaust, the role of the second generation, issues of audience, and the use of experimental forms and obscenity. The plays on the syllabus are from North America, Israel and Europe. All readings are in English (original or translation).

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H

---

**L15 Drama 403 Dramaturgical Workshop**

A laboratory course that investigates dramaturgy from four vantage points: New Play Dramaturgy, Institutional Dramaturgy, Dramaturgy of Classics, and Dramaturgical Approaches to Nontraditional and Devised Theater. This is a "hands-on" course where student dramaturgs will not only pursue the study of dramaturgy, but will work actively and collaboratively with playwrights, actors and each other.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

---

**L15 Drama 4031 Black and White in American Drama**

This course will address the complex issue of race in America through the 19th and 20th centuries as dramatized by American playwrights, black and white. Authors include Countee Cullen, Lillian Hellman, Eugene O'Neill, Jean Toomer, Langston Hughes and Arthur Miller. Prerequisites: Junior standing, two 300 level courses or better.

Same as L14 E Lit 403

Credit 3 units. Art: HUM

---

**L15 Drama 404 Topics for Writers: Beckett**

WAITING FOR GODOT, HAPPY DAYS, KRAPP'S LAST TAPE: these are but three of Samuel Beckett's revolutionary texts for theatre. The complete canon of plays will be examined for structure and compositional elements. Students undertake exercises in dramatic composition and perform a chamber presentation of ENDGAME. Course is intended for writers with some experience of the dramatic form. Intending students MUST interview with Instructor Nov. 12-14.

Same as L14 E Lit 404

Credit 3 units. Art: HUM

---

**L15 Drama 4081 Theater for Social Change**

Drawing upon the principles and teachings of Brazilian director Augusto Boal, students will explore ways of effecting positive social change in a theatrical context. Students will study the aesthetic of Boal's "Theatre of the Oppressed" and learn various games and exercises designed to mine issues of social (in)justice. Using Boal's techniques of "image" and "forum" theatre, students will then create and perform plays focused on these issues. This public performance will be an interactive event offered for and with the university community. No prior performance training or experience is required for this course.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM EN: H

---

**L15 Drama 4082 Advanced Theater for Social Change**

This course is a continuation of exploration begun in Drama 4081, Theater for Social Change: a prerequisite for this advanced course. Students will expand from exploring their own experience with oppression to facilitating that exploration with others. Students will be introduced to the "Joker" system, developed by Brazilian director Augusto Boal. The Joker is the director of a forum theater event. He leads both the exploration and play-making phases of the process. In preparation for stepping into this role, students will read Paulo Freire's Pedagogy of the Oppressed which will give them a foundation in the power and efficacy of collaborative educational techniques. In addition, students will read Theatre for Living, Canadian director David Diamond's book detailing his application of Boalian techniques in a less overtly oppressive society. Students will begin their practical exploration by first working with one another, learning how to lead exercises and games, followed by an exploration of play making and the facilitation of an interactive forum theater event. The course will culminate in an outside project in which each student is placed with a St. Louis area school or social organization. The student will apply skills he has acquired throughout the semester by serving as the "Joker" of the workshop. In this role, the student will lead the entirety of the workshop process with a selected group exploring ways of effecting positive social change in a theatrical context. He will facilitate exercises with the group that mine a chosen area of oppression with which the group is grappling. The student will guide play-making with the group that highlights this area of oppression. The resulting plays will then be presented to the larger school or organization community. This culminating event will be an interactive forum theater presentation that the student will lead as "Joker."

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM EN: H

---

**L15 Drama 409 The Modernist Revolution in the Arts**

What is/was Modernism? How did this worldwide phenomenon impact the arts in every genre and medium from the turn of the Twentieth Century to the present? Do we still live in the age of Modernism, or should we consider ours a new, Post-Modern age? This course will examine these and other questions as they relate to the theatre, prose, poetry, and the visual arts. Our investigation will focus on most of the major literary and artistic movements, including Naturalism, Impressionism, Symbolism, Surrealism, and Expressionism. We will examine literary manifestoes which help to illuminate the periods under discussion, as well as look at individual works themselves. Central to our approach in the course will be an interdisciplinary perspective. Among the luminaries whose work will be considered are Ibsen, Strindberg, Chekhov, Hemingway, Dali, Picasso, Stravinsky, Artaud, Kafka, and Beckett.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L15 Drama 410 Advanced Stage Lighting**

This course is an advanced, continuation of Drama 310 Stage Lighting. Emphasis is placed on cultivating design aesthetics and a further exploration of controlling light in a laboratory and live setting. Students will dive deeper into color theory, light plot development, and

ultimately into advanced lighting console programming. The course objectives will cover a wide range of production styles and performance venues within a series of challenging design projects. Prerequisite: L15 310 or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L15 Drama 4101 Retina Burn: Concert Lighting Technology**

Lighting Technology will be an extremely hands on approach to learning how the top industry designers create major shows and concerts with the most state-of-the-art equipment. We will spend a considerable amount of time learning how to use and program robotic/moving lights, LED fixtures and video integration for use in drama, dance, musical and concert settings. The student will gain intensive training in the use and programming of the ETC Express, ETC Ion and GrandMA 2 Light consoles with a full range of Vari\* Lite robotic fixtures. In addition the student will also receive training in Isadora, a very powerful video design program. Due to the amount of programming time required outside of class, this will be a four (4) credit lab course. Prereqs: Drama 212 and Drama 310.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L15 Drama 412 Advanced Practicum in Technical Theater**

Independent Study. Intensive practical experience in scenic design building and painting; lighting design and installation; costume design, coordination, and construction; makeup; and audio production. Prerequisites: Drama 212E, credits on at least two productions, and permission of staff.

Credit variable, maximum 3 units.

---

#### **L15 Drama 4121 Advanced Practicum in Technical Theater: Scene Painting**

Exploration of the skills and traditions of theatrical scene painting in a laboratory setting. Projects involve color theory, basic surface treatment techniques, representational depiction and advanced problems. Realized paint work on Performing Arts production will be part of the course. Prerequisite: permission of instructor.

Credit 3 units. EN: H

---

#### **L15 Drama 4140 Topics in Embodied Communication**

This course is about listening. We will begin by mediated and unmediated listening with the human auditory system and continue into an exploration of multi-modal listening, focusing on vibration and on somatic attention. We will work in the "studio," which will include a music studio, a dance studio, and the environment. Our investigation will include the study of sensing in more-than-human organisms as well as theoretical perspectives from sound studies, critical improvisation and history of science. The course will encourage the perspective that the practice of listening is a political act of tending to the invisible, the non-normative, and the incomplete.

Credit variable, maximum 3 units. A&S IQ: HUM EN: H

---

#### **L15 Drama 416 Period Style and Design History**

Examination of period styles as they relate to theatrical design and history. Study of architecture, furniture, and props from Greek to contemporary periods. Prerequisite: Drama 212E.

Credit 3 units. A&S IQ: HUM Art: HUM

---

#### **L15 Drama 4224 Acting Styles: Realism to Nonrealism**

This course builds on skills in character development and scene study, beginning with psychological realism and then shifting into various forms of nonrealism. Through written analysis and performance, students apply acting techniques that address a variety of playwriting styles. Prerequisites: Drama 240E/2401 and Drama 341/3411. The semester begins with a deepening understanding of psychological

realism through the exploration of Anton Chekhov's plays. Focus then shifts to nonrealism with Harold Pinter. The second half of the semester is solidly rooted in nonrealism. Students hone their skills by exploring two more scenes from classical and/or contemporary texts. Additionally, in the final scene, students are encouraged to explore applicable considerations of gender-identity, race, and ethnicity in play and character selection. Prerequisites: Drama 2401 Fundamentals of Acting, Drama 3411 Intermediate Acting This course is open exclusively to seniors and graduate students

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

#### **L15 Drama 422A Film Stardom, Performance, and Fan Culture**

This course focuses the Hollywood star system. We will explore stars in relation to celebrity and consumerism, especially how "stardom" is created by a system that seeks to create effects in film viewers whether conceived as audiences, fans, or spectators. We will examine the performance element of stardom and its relationship to genre, style, and changing film technology. Also of concern will be how stars and the discursive construction of stardom intersect with gender representation, race, ideology, sexuality, age, disability, nationality, and other points of theoretical interest to and historical inquiry in contemporary film studies. While emphasis will be placed on mainstream commercial U.S. cinema, students are encouraged to pursue questions beyond this framework within their own research. REQUIRED SCREENING: [day, time]. Same as L53 Film 422

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

#### **L15 Drama 4234 Performing Knowledge: Arts Integration Pedagogy in Theory and Practice**

This course invites students interested in the performing arts to apply their talents to the K-12 classroom through a service-learning component that allows them to develop and implement an arts-integrated curriculum grounded in current research in the cognitive sciences. Divided into four units, the course begins with a survey of recent research in cognitive science that traces the effects of arts-related activities on brain development. The second unit builds upon that theoretical grounding, focusing on a model of arts-integrated pedagogy developed through Harvard University's "Project Zero." The third and fourth units are practice-based, with students developing a lesson plan in a core subject area that incorporates the performing arts. Then-in consultation and collaboration with an Interchange artist-in-residence and a master teacher in the St. Louis or Normandy Public Schools-students will implement their curriculum in a K-12 classroom, testing its efficacy as well as the theoretical assumptions upon which it is based. This course is open to all students across campus who have a strong interest and/or background in the arts, and who wish to explore opportunities in service-learning.

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L15 Drama 4261 Performing the Political in American Dance**

This course is an exploration of the politics of performance and the performance of politics through the lens of American dance in the 20th and 21st centuries. Through readings, screenings, and discussions, we will examine the ways in which American dance developed against and alongside political movements in the United States, particularly ones concerning nationalism, race, gender, and human rights. We will also investigate how the lens of dance and choreography offers an expansive means to conceptualize political questions of citizenship and social protest, broadening our understanding of embodied performance. Guided by several key philosophical texts, this course will focus on the concepts necessary for examining the convergence of performance and politics (e.g., representation, ritual, spectacle, body, mimesis, propaganda) while also paying special attention to the politics of funding and censorship that has governed the creation and presentation of dance in the United States. No dance experience is necessary.



Same as L29 Dance 426  
Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Arch: HUM Art: CPSC, HUM  
BU: BA EN: H

---

**L15 Drama 431 English Drama Exclusive of Shakespeare to 1642**

Studies of selected major plays against a background of change and tradition in English drama from its beginnings to the closing of the theatres.

Same as L14 E Lit 431  
Credit 3 units. Art: HUM

---

**L15 Drama 4310 Borders and Boundaries**

International borders affect you every day. In the United States and elsewhere, they play a role in determining whether you are a birthright citizen or an unauthorized migrant. They showcase a nation's ability or inability to guarantee your wellbeing. They factor into immigration, asylum, and national security debates. Those who live near an international border often deal with a particular set of issues. Living in an either/or environment can impel border residents to strategically recognize or deny cultural forms to be hyper patriotic, for example, to speak one language at home and another at school, or to understand gender, sexuality, race and ethnicity in site-specific ways. This course will draw from the work of performance theorists, playwrights, anthropologists, historians, and geographers to write critically about and devise artistic work that opens up foundational theories, debates, and genealogies in the study of borders and boundaries. This course will use North America as its primary reference point, but it will also draw our attention to border and boundary dynamics elsewhere to think about global challenges such as forced migration and climate change.

Credit 3 units. A&S IQ: HUM, SC EN: H

---

**L15 Drama 432 Topics in Renaissance Drama**

A study of Elizabethan and Jacobean theatrical culture--the plays, players, playwrights, and audiences of public theaters, private theaters, and banqueting halls. Study includes the plays of Lyly, Kyd, Marlowe, Jonson, Chapman, Ford, Beaumont, Fletcher, Marston, Middleton, Webster, and Shakespeare.

Same as L14 E Lit 432  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L15 Drama 433A Performing Gender and Sexuality in America**

This course examines how the performance of gender and sexuality has shaped the social, cultural, and political history of the United States from the early nineteenth century to the present. While performance happens in everyday life, we will primarily focus on how the stage has been a potent space to debate issues about gender and sexuality. This course will put forth the argument that the stage has historically not only reflected broader social concerns, but also actively helped to shape those social dynamics. After an introduction to foundational ideas, we will start the semester with minstrelsy, signaling that the performance of gender and sexuality in America is deeply intertwined with race, class, and national belonging. Reading and viewing assignments bring together feminist theory, queer theory, American social history, and performance texts to build robust seminar discussions.

Same as L29 Dance 433  
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

---

**L15 Drama 4340 Topics in English and American Drama: 19th Century American Drama**

Varies from semester to semester.  
Same as L14 E Lit 434

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

**L15 Drama 435 Expressionism in the Arts**

A close study of expressionism as an international phenomenon in the arts, from the anti-naturalist movements of the 1890s to Hitler's condemnation of expressionism as decadent. The evolution of expressionist theatre from Wedekind to Toller and Kaiser; such composers as Schoenberg and Berg; in the visual arts, such groups as Der blaue Reiter and Die Brücke, such independents as Kokoschka; in cinema, such figures as Pabst, Murnau, Von Sternberg, Lang. Prerequisite: Drama 208E, Drama 336, or permission of instructor. Credit 3 units. Art: HUM

---

**L15 Drama 436 Seminar in Comparative Drama**

The course begins with Plato's critique of mimesis and Aristotle's defense, as we read THE POETICS as a response to Plato. We will take some of Aristotle's basic concepts, such as mimesis, plot, character, and thought, and attempt to apply them to drama up to the present day. We will also consider fundamental elements of both the dramatic text and the dramatic production, such as space, time, dialogue, narrative devices, and perspective. Brecht's theory of "epic drama" will form the other conceptual pole in the course, opposing Aristotle. Besides these two theorists, other figures will include Ben Jonson, Corneille, Dryden, Diderot, Schiller, Hegel, Zola, Artaud, and Grotowski. The course, then, will have both chronological and thematic axes. Three papers and one oral presentation. Credit 3 units.

Same as L16 Comp Lit 436  
Credit 3 units. Art: HUM

---

**L15 Drama 437 Performing Ghosts: Blackness, Performance, and Archival Erasure**

Taking ghost as apparition, metaphor, an imaginary, and type of possession, this course focuses on the intersections between performance, affect theory, and archival practice to investigate how scholars and artists contend with the psychic and affective terrors against blackness. Part of these terrors, the course asserts, happened and is happening in the realm of the affective, ephemeral, and archival. Moving across theoretical works, literature, and theater, our readings differently query: how can performance enable us to recuperate the lives of those violently erased from the archive? How to imagine embodiment for subjects "tracked" by history, such as black folks whose bodies suggest other forms of pathology, like sexual deviancy, mentally "insanity," and other forms of criminalization? How have attachments to ghosts been used as a methodology to stage and reperform blackness in the past and in the present? And lastly, how can we capture embodiment (or enmeshment) without live bodies? By rethinking "liveness," "absence," "loss," and "remains," the readings and discussions will offer performance as a methodological and analytical infrastructure to conduct historical and/or archival research.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

---

**L15 Drama 4370 Music and Performance**

Christopher Small has asserted that music is not a thing but an activity--something that people DO. Starting from this premise, this course explores popular music in performance and introduces students to the flourishing scholarship at the intersection of performance studies, sound studies, and popular music studies. We will attend to sound, music, listening, and voice--and we will consider these elements of performance in combination with costume, choreography, stage design, and audience participation and interaction. Exploring the choices of performers and the expectations of audience members in settings from gospel churches to Radio City Music Hall, this course moves through a wide variety of musical genres, including cabaret, blues, opera, musical theater, and rock. We will consider the pleasure and politics embraced by everyday people and activists who have

used music in protest movements from the labor movement to Black Lives Matter. We also attend performances around St. Louis, guided by the interests of the class. Upper-level undergraduates and graduate students (enrolled under a 500-number) with an interest in music, theater, dance, cultural history, American studies, and African American studies are especially welcome.

Same as L98 AMCS 4370

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

#### L15 Drama 440 Acting IV

Acting IV synthesizes the student's performance training, creative and scholarly writing skills and knowledge of dramatic literature. The advanced acting student is encouraged to develop and articulate his/her own aesthetic convictions. The course includes intensive solo performance projects, including writing and performing original monologues. Also, significant emphasis is placed on preparing the student for the work of professional acting, including workshops on audition monologues, head shots, resumes, and economic issues. In addition, the students become familiar with various American theater cities, the regional theater system and prominent working theater artists. The course closes with a public performance of the original, scripted and audition material developed over the semester.

Credit 3 units. A&S IQ: HUM EN: H

---

#### L15 Drama 4401 Advanced Acting

Are you a senior or graduate student about to enter the marketplace? Are you considering a career in theater-making, particularly in acting? This course is poised on the border of a university environment and the real world. In a very full 14 week curriculum, we will explore the generous set of performance-based theatrical skills you have amassed over your education. The projects are designed to synthesize the student's theatrical training and experience through solo performance work. Students will be encouraged to develop and articulate their own aesthetic convictions through an examination of the creative process, the development of original solo material, the exploration of the theater profession within the current American and international theatrical climate, the development of new audition pieces, small group presentations and an analysis of plays and other reading assignments. The course closes with a public showcase of the original material written and developed over the semester. While the course's performance work is explored through an actor's lens, the class is open to all advanced drama students who meet the prerequisites. Prereq: L15 2401 and L15 3411. This course is open only to seniors and graduate students.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### L15 Drama 444 Directing II

Further study in the fundamentals of directing. Emphasis on the director's work with actors, designers, and a realized metaphorical concept. Prerequisites: Drama 343 and permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### L15 Drama 445 Seminar

Rotating upper level seminar. Senior seminar normally offered each semester and meant to satisfy the 400-level requirement for the drama major.

Credit 3 units. A&S IQ: HUM EN: H

---

#### L15 Drama 4452 Senior Drama Capstone

This course, which is required for seniors completing the drama major, is team-taught by one PAD faculty member in Theater Arts and one in Theater and Performance Studies. In order to remain responsive to each senior class as well as the particular expertise of the faculty pair, the course is built on a flexible curricular model. Components will

include an exploration of contemporary theatre literature and theatre-making, individual and ensemble-based activities, research and critical writing projects. A culminating project that synthesizes the semester's study will be part of the course.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### L15 Drama 446 The Japanese Theater

This course is an investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. While less concerned with the performative aspects of theatrical arts (though these will be introduced via videos), emphasis is placed on the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings are from major theatrical texts, secondary studies on Japanese theater, and literary sources. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 446

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM EN: H

---

#### L15 Drama 448 The History of Theater Design

Survey course covering the history of the performance space and the scenic design elements contained within that space. The visual elements and theater architecture of each period are examined in relationship to the art and technology of the time. Prerequisites: Drama 207C or 208C, and Drama 212E.

Credit 3 units. Art: HUM

---

#### L15 Drama 449 Seminar in Dramatic Theory

This course is an in-depth exploration of core works of dramatic theory from the ancient world to the present, and it will introduce texts that enunciate what theater is, has been, and should be. We will study authors' expressions of theater's role in society, their articulations of and responses to anti-theatrical prejudice, and their negotiations of the contradiction of putting "the real" on stage. Other significant themes include accounting for the aesthetic pleasures of drama and theater; theater as a means of educating the citizen; and the relationship between dramatic form and social and political revolution. Moving chronologically, we begin with foundational documents of the ancient world, including Aristotle's "Poetics," Bharata's "Natyasastra," and Horace's "Ars Poetica." The course then progresses through the Middle Ages, the Neoclassical and Romantic eras, and the explosion of fin de siècle avant-gardes. We will also read key texts from beyond the European tradition, including works of dramatic theory written in medieval Japan (Zeami), postcolonial Nigeria (Soyinka), and the millennial, multicultural United States (Parks). Along these same lines, we will also be attuned to transnational exchange and influence, particularly as it appears in the 20th-century theories of Bertolt Brecht, Antonin Artaud, and Konstantin Stanislavsky. Although the course will be focused on efforts to describe and prescribe theories of drama, dramatic genre, and theatrical pleasure, it will also position play scripts alongside the theoretical treatises that guide or are guided by them.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### L15 Drama 450 Advanced Scenic Design

Advanced projects in scenic design including drafting, rendering, model building, and conception. Prerequisite: Drama 311M, or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

#### L15 Drama 451 Topics in Period Style: Baroque Opera and Neoclassical Style

An exploration of the dynamic interplay between high Baroque culture and the perceived style of the ancient Greeks and Romans. Primary sources used will be paintings, sculpture and renderings for Baroque operas, as well as, rare artifacts which exist from that time as these

sources relate to classical evidence extant in that period. Secondary sources will be journal articles and records of fully staged productions of intervening years. Primary interest is retracing the thought processes of the designers of Baroque opera. Focus will be on Purcell's "Dido and Aeneas", looking at the libretto and its relationship to source texts both ancient and contemporary and also its place within the cultural history of the theatre. Projects include: in class presentations and a research paper or fully realized design project.  
Credit 3 units. A&S IQ: HUM

---

#### **L15 Drama 453 American Drama**

Topics in American Drama.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L15 Drama 4530 Presence in Performance: Alexander Technique and Mindful Movement for Performing Artists**

This course provides group and individual instruction in principles and methods from Alexander Technique and other somatic arts for training mindful, embodied presence in performance. Mindful movement techniques are widely used by professional dancers, actors, and musicians to enhance performance skill and to address/prevent injury and chronic pain. Through a workshop process of guided learning, students gain awareness of subtle inefficiencies in coordination and balance that cause pain and limit ability. Students gain ability to self-assess and adjust problematic movement patterns to improve freedom and expression. Alexander Technique works at fundamental levels of movement coordination, and its methods are applicable to all performing art genres. Training is tailored to each individual student's needs, skills and goals. This course involves experiential learning projects supported with related readings, discussion, personal research projects and presentations. Prerequisites: Graduate standing; also open to undergraduate students studying at the 400 level in their discipline with permission of instructor.  
Same as L29 Dance 453  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L15 Drama 455 Practicum in Arts Management**

Assigned work and projects under faculty supervision in Washington University's Edison Theatre or off-campus cooperating institutions. Prerequisite: permission of instructor.  
Credit variable, maximum 3 units.

---

#### **L15 Drama 456 A Madman in the Theater: The History of Insanity on Stage from Sophocles to Shaffer**

The image of the madman and the theme of insanity have been extraordinarily captivating to theatre artists from the Greeks to the present. In this course we shall consider some of the most remarkable examples from the classical period, including Sophocles' "Ajax" and Euripides' "Medea" and "The Bacchae," and the Renaissance ("Hamlet," "Othello," "The Spanish Tragedy," "The Duchess of Malfi," "Life is a Dream"). We shall investigate these works both for what they tell us about the image of the madman in the historical period and culture in which they were written as well as in order to closely examine the texts themselves. We will also examine plays from the 19th and 20th Centuries, including Buchner's "Woyzeck," O'Neill's "Emperor Jones," Anouilh's "The Madwoman of Chaillot," Miller's "Death of a Salesman" and Shaffer's "Equus." Finally, the course will make extensive use of the Performing Arts Department's production of Peter Weiss' extraordinary work "Marat/Sade" and incorporate theoretical writings such as Michael Foucault's "Madness and Civilization" into discussions.  
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

---

#### **L15 Drama 459 The Filmed Stage Play**

Close textual analyses of stage plays and their film adaptations, examining structural parameters such as space, time point of view, spectator position, and performance in the two art forms. Prerequisite: permission of the instructor.  
Credit 3 units.

---

#### **L15 Drama 460 The Creative Impulse**

Developed with the director and designer in mind, this course will encourage imaginative theatermaking by developing the student's own sense of creative confidence and ability, by expanding the source options for artistic inspiration, by recognizing and valuing the synergistic properties of transcendent theatermaking, and by strengthening the collaborative skills essential to the art. The course will include creativity exercises, comprehensive forms of text analysis, exploration of other art forms, cooperative conceptual projects, and field trips to area productions and museums. Students will be expected to complete several individual projects, presentations and research papers, as well as intensive small group projects. Prerequisite: one of the following courses: Drama 307, 310, 311 or 343.  
Credit 3 units. A&S IQ: HUM

---

#### **L15 Drama 465 The Chinese Theater**

This course is a survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China, Taiwan, and Hong Kong. Background in either China studies or theater in other cultures recommended. Prerequisite: junior level or above or permission of instructor  
Same as L04 Chinese 467  
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

---

#### **L15 Drama 469 Topics in Shakespearean Production**

This course will examine Shakespeare's comedies in performance. Combining scene work and production history, students will gain access to the world of the comedies from both a hands-on, theoretical and historical perspective. Prerequisites: Drama 395C or permission of instructor.  
Credit 3 units. A&S IQ: HUM EN: H

---

#### **L15 Drama 4691 Shakespeare and Early Modern Performance**

Credit 3 units.

---

#### **L15 Drama 4692 Shakespeare and Performance**

How were Shakespeare's plays performed in their own day--in the Globe theater, with boy actors, and with very short rehearsal times? How, for the actor, did performance work on the outdoor stage, with the Globe's wide and deep acting platform and its intimate relationship to the audience? How might one stage Shakespeare today in an outdoor environment without lighting and with minimal sets, and with the capacity to move easily from one outdoor venue to another? From what social types in Renaissance England--such as merchants, prostitutes, aristocrats, constables, beggars, and princes--did Shakespeare draw? How can evolving ideas about race, gender, and sexuality inform the way we perform Shakespeare today? Addressing these questions and others, the course weaves together performance and literary, critical, and historical study. Topics include blank verse, performing Shakespeare's prose, playing with figures of speech, working the Globe stage, engaging an outdoor audience, acting from a written "part" rather than an entire script, performing types, exploring Shakespeare's sources as performance alternatives, making Shakespeare new-

and more. Students will rehearse and perform sonnets, scenes, and monologues based on social figures from Shakespeare's England. The course assumes a willingness to perform but not specialized acting training.

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L15 Drama 471 Millinery Design and Construction**

A hands-on course exploring the major sewing and patterning techniques used to make hats from a variety of materials in a variety of styles. Students will be required to purchase some of their own materials to create several hats over the course of the semester. Prerequisite: Drama 207 or sewing equivalent, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L15 Drama 473 Advanced Playwriting**

This course explores the tendencies and relationship between each individual student writer and the page. Exercises dispel any lingering doctrine that presupposes a certain style of writing. A large part of the class centers around collaborations. The writers write scenes as a final project for an acting class, and also work with two professional actors in an extended writing project that culminates in a script-in-hand presentation. The informal moments between collaborations look at the process beyond the first draft -- i.e., the playground of language, non-verbal options, and the maintaining of "the work" through rewrites, readings, workshops, and productions. Prerequisite: Introduction to Playwriting, Drama 227.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L15 Drama 474 Acting Theories**

This course will explore in depth the major theoretical texts on acting and performance theory. Pertinent philosophical texts, dramatic theories, acting systems and methodologies will be studied. The survey will operate chronologically from early documents on acting (Greek, Roman, Italian Renaissance) through to modern and contemporary documents that inform acting and acting training today (Stanislavsky, Brecht, Grotowski, Meisner, Spolin, Suzuki). Methodologies and practices of select major stage actors will be explored as well. In some cases, directing theories that have had major influence on acting theory will be examined.

Credit 3 units. A&S IQ: HUM

---

#### **L15 Drama 479 Fundamentals of Sound Design**

Encompassing both creative and technical aspects of sound in the performing arts, the course will give theoretical knowledge of, and practical experience in the following areas: fundamental rules of physics and electronics related to sound, use of standard digital recording studio equipment, "training" of the ear, and basic techniques of sound montage. Students will be expected to participate in a variety of conceptual and research oriented exercises as well as complete several lab projects. Sound related work on Performing Arts Department productions may be required. Prerequisite: Drama 212 and permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L15 Drama 487 Theater Culture Studies Seminar**

Rotating upper level topics course. Topics will come from Theater Culture Studies sequence.

Credit 3 units. A&S IQ: HUM, WI

---

#### **L15 Drama 4891 Topics in Chinese Literature and Culture: Jingju (Beijing/Peking Opera)**

Topics course in Chinese literature and culture; subject matter varies by semester. Prerequisite: junior level or above or permission of instructor.

Same as L04 Chinese 4891

Credit 3 units. A&S IQ: LCD, SSC Arch: HUM Art: HUM EN: S UColl: CD

---

#### **L15 Drama 491 Staging Illness**

"Suddenly some force struck him in the chest and side, making it still harder to breathe, and he fell through the hole and there at the bottom was a light." This quotation, from Tolstoi's story "The Death of Ivan Ilych," offers an example of how artists have employed serious or life-threatening diseases as a means of illuminating both physical suffering and spiritual rebirth. Even as it invades the body and isolates us from our fellow man, illness may offer opportunities for spiritual growth and renewal, serving as an apt metaphor for human survival in times of extremis. In her brilliant essay, "Illness as Metaphor" (1978), Susan Sontag takes issue with how illnesses like tuberculosis were misunderstood or even romanticized during the 19th century in works like Dumas's "Camille" and Puccini's "La Boheme." During the AIDS crisis in the 1980s and 1990s, American artists -- particularly theatre artists, whose communities were decimated by the disease -- were forced to consider how this global pandemic impacted their lives, especially at a time when the term AIDS was not even mentioned by the President of the United States. In conjunction with the Performing Arts Department's 25th anniversary production of Tony Kushner's extraordinary play, "Angels in America, Part 1, Millennium Approaches," this new course examines how disease has been a focal point of artistic inquiry over the course of centuries. By examining works that are focused on illness throughout history, the seminar offers both a deeper understanding of and context for Kushner's masterpiece and the AIDS crisis, and it considers how illness has always been an important subject for the investigation of what it means to be fully human.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

#### **L15 Drama 493 Senior Project**

Specialized study in a selected area in drama. Required of all drama majors not taking Drama 499. Prerequisite: 15 units of advanced work in drama at the 300 or 400 level.

Credit 3 units.

---

#### **L15 Drama 497 Performance Theory**

This course introduces students to contemporary theories of performance, with "performance" understood as both metaphor and event. From a multi-disciplinary perspective, students will consider how cultures produce meanings-and, indeed, perform those meanings-to create and/or disrupt their own social coherence. Theories likely to be studied include: J. L. Austin's speech-act theory and its engagement by John Searle and Jacques Derrida; Victor Turner's analysis of ritual as social process and Richard Schechner's use of it to transform "theater studies" into "performance studies;" Erving Goffman's sociology of the self and its relation to a post-structuralist model of subjectivity; Michael Fried's screed against minimalist art and its relation to Happenings, Body Art, Fluxus, and other mid- to late-20th century examples of "performance art;" and Judith Butler's influential revision of Austin's performative in her theory of queer "performativity."

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L15 Drama 498 Special Topics in Playwriting: Art and Activism**

Taught by guest teaching artist, Regina Taylor, playwright, director, stage/screen actor, this course will focus on how art can effect change through personal expression. The monumental cultural shift that is in motion throughout the world will be explored through the specific lens of each student's life. Students will write short pieces and one-act plays that will explore where they are at this moment in time. Works in the class may be added to Regina Taylor's black album mixtape. No playwrighting experience necessary. Course open only to juniors, seniors and graduate students.

Credit 3 units. BU: HUM

**L15 Drama 499 Study for Honors**

Prerequisite: Senior standing, a cumulative and a major GPA of 3.5 and permission of the Chair of the Performing Arts Department.  
Credit variable, maximum 6 units.

**L15 Drama 4990 Independent Work**

Students may contract with a faculty supervisor for credit for their work on theatrical productions or research. Contracts must be signed by the student and the coordinator of Drama 500 before the student's work on the project commences. Credit and grade option to be determined in each case. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.  
Credit variable, maximum 6 units.

**L15 Drama 4991 Acting**

Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.  
Credit variable, maximum 3 units.

**L15 Drama 4992 Directing**

Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.  
Credit variable, maximum 3 units.

**L15 Drama 4993 Technical Theater**

Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.  
Credit variable, maximum 3 units.

**L15 Drama 4994 Voice, Speech**

Independent study.  
Credit variable, maximum 3 units.

**L15 Drama 4995 Literature, Theory, Criticism**

Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.  
Credit variable, maximum 3 units.

**L15 Drama 4996 Race, Memory, and Performance**

This course takes as its starting point the vexing questions of history, memory, and identity that activists, scholars, artists, and others have posed in recent years. What is to be done with the commemorative landscape of monuments and memorials? How do we account for the silences and erasures in archival records? How should histories of racial violence be commemorated? These are questions that have been taken up in many arenas of civic life, including public art, "living history" tourism, museum studies, and urban planning. They have also been taken up by theater artists and performance artists who use their bodies, narrative, historical fact and, sometimes, fiction to bear witness to the past and to imagine new futures. In this course, we will examine the role of theater and performance in constituting-and challenging-the historically contingent meanings of "race;" we will also explore how performance of history shapes national narratives. Artists to be explored might include Branden Jacobs-Jenkins, Mary Kathryn Nagle, Dread Scott, Quiara Alegria Hudes, Simone Leigh, and Heidi Schreck. Artistic and/or performance experience is not required. Students will

have the opportunity to propose their own commemorative projects; together we will explore whether and how performances of the past can do a certain kind of reparative work necessary for a more equitable future.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM, VC BU: BA, ETH EN: H

## Dance Major Program Requirements

- **Total units required:** 34-35 units, with a minimum of 20 units at the 300 level or above

### Required Courses

Dance courses at Washington University integrate praxis and the study of the historical, cultural, scientific, and aesthetic dimensions of dance. Although course work is required in all aspects of the dance major, students may individually choose to tailor their study to emphasize any one of the four areas — Embodied Practice, Creative Process, History/Theory, or Movement Science & Somatics — through the capstone and through electives.

### Creative Process: 8-9 units

Code	Title	Units
<b>Required:</b>		
Dance 203	Composition I	3
Dance 212E	Introduction to Theatre Production	3
<b>Plus 2-3 units chosen from the following:</b>		
Dance 303	Composition II	3
Dance 3101	Dance Improvisation: Spontaneous Composition & Performance Techniques	2
Dance 305Z	Music Resources for Dance	2
Dance 312	Accompaniment Techniques for Dance	2
Dance 4032	Introduction to Screendance Composition and Performance	3

### Embodied Practice: 8 units

Students must complete work in at least two dance genres, and at least 6 units must be at the 300 level or above.

Code	Title	Units
<b>Ballet</b>		
Dance 221	Fundamentals of Classical Ballet	2
Dance 222	Fundamentals of Classical Ballet	2
Dance 321	Classical Ballet: Intermediate I	2
Dance 3221	Classical Ballet: Intermediate II	2
Dance 415	High Intermediate Ballet I	2
Dance 416	High Intermediate Ballet II	2
Dance 4281	Classical Ballet III	2
Dance 4291	Classical Ballet IV	2
Dance 4300	Contemporary Ballet	2

<b>Modern</b>		
Dance 201E	Theory and Technique of Modern Dance I	2
Dance 202	Theory and Technique of Modern Dance II	2
Dance 240	Afro-Modern Dance (Dunham Technique)	2
Dance 301	Theory and Technique of Modern Dance III	2
Dance 3021	Theory and Technique of Modern Dance IV	2
Dance 401	Theory and Technique of Modern Dance V	2
Dance 4021	Theory and Technique of Modern Dance VI	2
<b>Jazz</b>		
Dance 297	Fundamentals of Jazz Dance	2
Dance 300	Jazz Dance II	2
Dance 403	Jazz III	2
<b>Hip Hop</b>		
Dance 2040	Beginning-Intermediate Hip Hop: Culture and Movement	2
Dance 4040	Intermediate/Advanced Hip Hop	2
<b>West African</b>		
Dance 343	West African Music and Dance in Context	2
<b>Other</b>		
Dance 407	Topics in Dance Techniques	3

## History/Theory: 6 units

Students must choose two courses from the following list:

Code	Title	Units
Dance 316	Histories of Theatrical and Concert Dance	3
Dance 331	Movement and Meaning: Dance in a Global Context	3
Dance 3033	Music, Sound, and the Body	3
Dance 3222	Rethinking Ballet in the 21st Century: Decolonizing Narratives and Embracing Diversity	3
Dance 426	Performing the Political in American Dance	3
Dance 430	Dance Pedagogy	2
Dance 433	Performing Gender and Sexuality in America	3

## Movement Science and Somatics: 3 units

Options for this requirement include the following:

Code	Title	Units
Dance 3270	Experiential Anatomy and Kinesiology	3
Dance 363	The Neuroscience of Movement: You Think, So You Can Dance?	3
Dance 453	Presence in Performance: Alexander Technique and Mindful Movement for Performing Artists	3

## Elective Courses

Students must complete 6 units of elective courses. They may choose any L29 dance courses at the 200 level or above in any of the categories (Embodied Practice, Creative Process, Movement Science & Somatics, or History/Theory). Students may also take in-person dance and somatic studies (U31) courses, at the 200-level or above, in the School of Continuing & Professional Studies (per Arts & Sciences policy, online courses may not be applied to an Arts & Sciences degree). Students may also select from specified drama courses.

Code	Title	Units
Drama 304	Makeup for the Stage	2
Drama 3081	Costume Rendering and Design	3
Drama 309	Stage Technology	3
Drama 310	Stage Lighting	3
Drama 361	Stage Management	3
Drama 396	History of Western Costume	3

## Capstone

The 3-unit capstone is an opportunity for students to integrate what they have learned in the dance major throughout their time at Washington University. It is also an opportunity to go further in-depth into a particular aspect of the field of dance, whether that be performance, choreography, movement science/somatics, or history/theory; overall, it is a culminating experience for the major. There are four primary options for the capstone, which must be completed during the student's senior year:

1. Dance 499 Study for Honors: an honors thesis
2. Dance 493 Senior Project
3. Dance 457 Dance Repertory or Dance 458 Dance Repertory: a significant role in a performance in WUDT, WUDC, or the MFA Concert, with a post-production analytical essay evaluated by the Artistic Director. The essay examines how the performance represents a culmination of the student's growth and experience in the dance major. In addition, it incorporates background research on the aesthetic influences of the choreography and offers dramaturgical reflections on the performance: how well it worked in communicating its messages to audiences.
4. An additional course at the 300-level or above, not already taken as a requirement or as an elective, in Creative Process, Movement Science & Somatics, or History/Theory categories that the student designates as a capstone. The intention to use the course to fulfill the capstone requirement will be made prior to the first day of class in consultation with the instructor. For a Creative Process

course, the student devises a final creative project above and beyond the requirements for the regular course, culminating in a live performance and a critical response. For either a Movement Science & Somatics or History/Theory course, the student takes on a significant final research project beyond the normal assignments for the course, culminating in a 15+-page research paper and public presentation.

## Additional Information

### Study Abroad

Washington University students can pursue dance studies abroad during the academic year at the University of Auckland, New Zealand; the University of Ghana, Legon; and Roehampton University, London. With approval from the dance program, courses at these institutions may fulfill dance major and minor requirements. Courses in other disciplines taught at these institutions may also be accepted by Washington University.

A maximum of 12 credits earned outside of Arts & Sciences at Washington University (e.g., through transfer credit or study abroad) may be applied to the dance major, with permission from the Dance Overseas Programs Advisor.

### Minimum Required Grade

Students must earn a grade of C- or better in all required and elective dance courses in order for them to apply toward major requirements.

Phone: 314-935-5858  
Email: pad@wustl.edu  
Website: http://pad.wustl.edu

## Drama Major

### Program Requirements

- **Total units required:** 36 (12 courses)

### Required Courses

#### Theater Arts (TA) Requirements (Five Courses)

- Three required courses:

Code	Title	Units
Drama 212E	Introduction to Theater Production	3
Drama 2401 or FYP 215 or Drama 119 & 1192	Fundamentals of Acting First-Year Seminar: The Theatre as a Living Art Ampersand: Shakespeare's Globe: All the World's a Stage and Ampersand: Shakespeare's Globe: All the World's a Stage II	3
Drama 343	Fundamentals of Directing	3

- \* The Drama major requires one course in introductory acting. As noted here, there are three ways to satisfy this acting requirement. If the Globe Ampersand option is selected, note that, due to the Ampersand curriculum, a student must complete *both* 119 and 1192 (the full year) in order to satisfy the Drama major introductory acting requirement. However, Globe Ampersand 119 and 1192 will each add 3 credit units, for a total of 6 Humanities credit units, to a student's overall Washington University credit tally.

- One introductory design course chosen from the following list:

Code	Title	Units
Drama 3081	Costume Rendering and Design	3
Drama 310	Stage Lighting	3
Drama 311M	Scenic Design	3

- One additional upper-level (300 level or above) elective in TA

### Theater and Performance Studies (TPS) Requirements (Five Courses)

- Three courses from the Historical Practice collection:

Code	Title	Units
Drama 3012	Theater Space in Historical Practice	3
Drama 3013	Politics and Performance in Historical Practice	3
Drama 3014	Body Language: Acting, Rhetorical Gesture, and Dance in Historical Perspective	3
Drama 3015	Social Identity and Dramatic Character in Historical Practice	3
Drama 3016	Blood and Magic: Special Effects in Historical Practice	3

- A 300-level or above elective in a TPS-related course that examines racial and/or ethnic communities whose contributions have been historically underrepresented in the study of drama
- A 300-level or above elective in a TPS-related course

### Two Additional Courses

- One upper-level (300-level or above) course in either TA or TPS
- Every Drama major will complete a 3-credit capstone during their senior year. The capstone requirement may be met by completing one of the following options:
  - A one-semester, 3-credit senior project (Drama 493) based in the Performing Arts Department
  - A two-semester, 6-credit senior honors thesis project (Drama 499) based in the Performing Arts Department, with the goal of receiving Latin honors upon graduation
  - An additional 400-level course taught by a TPS faculty member in the Performing Arts Department, culminating in a 15-page critical research paper (which may not be part of the general requirements for the course) with an accompanying public oral presentation. The intention to use this course to fulfill the

capstone requirement will be made prior to the first day of class in consultation with the instructor. There is no special capstone course number; students should simply register for the 400-level course and notify their advisor that this course is the capstone designate.

- An additional 400-level course in TA (design, directing, acting, playwriting, dramaturgy) that culminates in a significant artistic project and a critical response. The intention to use this course to fulfill the capstone requirement will be made prior to the first day of class in consultation with the instructor. There is no special capstone course number; students should simply register for the 400-level course and notify their advisor that this course is the capstone designate.
- A lead performance role\* or a lead design position (Drama 4990 Independent Work, Drama 4991 Acting, or Drama 4993 Technical Theater) in a Performing Arts Department faculty- or guest-directed production during the senior year with a critical post-production response. The project will be evaluated and graded by the director along with, if applicable, the supervising faculty designer. In the case of a guest director, a designated Performing Arts Department faculty evaluator will serve as the instructor of record.

\* Eligible roles identified prior to auditions.

## Additional Information

- Students must earn a grade of C- or better in all required and elective drama courses in order for them to apply toward major requirements.
- A maximum of 3 credits earned outside of Arts & Sciences at Washington University (e.g., through transfer credit or study abroad) may be applied to the drama major, with permission of the Director of Undergraduate Studies in Drama.

Phone: 314-935-5858  
Email: pad@wustl.edu  
Website: http://pad.wustl.edu

## Dance Minor

### Program Requirements

- **Total units required:** 17 units

### Required Courses

#### Studio-Based/Technique Courses: 9 units

At least 6 of these units must be at the 300 level or above. Students must select from the following list:

Code	Title	Units
<b>Ballet</b>		
Dance 221	Fundamentals of Classical Ballet	2
Dance 222	Fundamentals of Classical Ballet	2
Dance 321	Classical Ballet: Intermediate I	2
Dance 3221	Classical Ballet: Intermediate II	2
Dance 3224	Intermediate Pointe Technique	1
Dance 415	High Intermediate Ballet I	2
Dance 416	High Intermediate Ballet II	2
Dance 4281	Classical Ballet III	2
Dance 4291	Classical Ballet IV	2
<b>Modern</b>		
Dance 106E	Introduction to Dance as a Contemporary Art Form	2
Dance 201E	Theory and Technique of Modern Dance I	2
Dance 202	Theory and Technique of Modern Dance II	2
Dance 240	Afro-Modern Dance (Dunham Technique)	2
Dance 301	Theory and Technique of Modern Dance III	2
Dance 3021	Theory and Technique of Modern Dance IV	2
Dance 3101	Dance Improvisation: Spontaneous Composition & Performance Techniques	2
Dance 311	Modern Dance and the African-American Legacy	2
Dance 401	Theory and Technique of Modern Dance V	2
Dance 4021	Theory and Technique of Modern Dance VI	2
Dance 413	Modern Dance and the African American Legacy II	2
<b>Jazz</b>		
Dance 297	Fundamentals of Jazz Dance	2
Dance 300	Jazz Dance II	2
Dance 403	Jazz III	2
<b>West African</b>		
Dance 343	West African Music and Dance in Context	2

#### Composition Course: 3 units

Code	Title	Units
Dance 203	Composition I	3

#### History/Theory Course: 3 units

Students must select from the following list:

Code	Title	Units
Dance 316	Histories of Theatrical and Concert Dance	3
Dance 331	Movement and Meaning: Dance in a Global Context	3
Dance 340	Ballet as Ethnic Dance and Classical Art	3



Dance 342	Critical Thinking in Western Theatrical Dance: Questioning Meets Creative Thinking and Collaboration	3
Dance 363	The Neuroscience of Movement: You Think, So You Can Dance?	3
Dance 426	Performing the Political in American Dance	3
Dance 430	Dance Pedagogy	2
Dance 433	Performing Gender and Sexuality in America	3

## Elective Course

Students must complete 2 units of an elective course. Any additional history/theory course or studio-based/technique course at the 300 level or above may be used to fulfill this requirement.

## Additional Information

- Students must earn a grade of C- or better in all required and elective dance courses in order for them to apply toward minor requirements.
- A maximum of 3 credits earned outside of Arts & Sciences at Washington University (e.g., through transfer credit or study abroad) may be applied to the dance minor, with permission from the Dance Overseas Programs Advisor.

Phone: 314-935-5858  
Email: pad@wustl.edu  
Website: http://pad.wustl.edu

## Drama Minor Program Requirements

- **Total units required:** 18

Students must earn a grade of C- or better in all courses for them to apply toward minor requirements.

## Required Courses

- Students must complete the following course:

Code	Title	Units
Drama 212E	Introduction to Theater Production	3

- They must also complete 6 units (two courses) from the Historical Practice Collection:

Code	Title	Units
Drama 3012	Theater Space in Historical Practice	3
Drama 3013	Politics and Performance in Historical Practice	3
Drama 3014	Body Language: Acting, Rhetorical Gesture, and Dance in Historical Perspective	3
Drama 3015	Social Identity and Dramatic Character in Historical Practice	3
Drama 3016	Blood and Magic: Special Effects in Historical Practice	3

## Elective Courses

Students must also complete at least 9 credit units at the 300 level or above. No more than 3 units may be production credits.

## Additional Information

- Students must earn a grade of C- or better in all required and elective drama courses in order for them to apply toward minor requirements.
- A maximum of 3 credits earned outside of Arts & Sciences at Washington University (e.g., through transfer credit or study abroad) may be applied to the drama minor, with permission of the Director of Undergraduate Studies in Drama.

Phone: 314-935-5858  
Email: pad@wustl.edu  
Website: http://pad.wustl.edu

## World Music, Dance, and Theater Minor Program Requirements

- **Total units required:** 17-19

## Required Courses

Code	Title	Units
Music 1021	Musics of the World	3
Dance 331	Movement and Meaning: Dance in a Global Context	3
<b>Total Units</b>		<b>6</b>

One to two of the following courses (3-5 units) are also required:

Code	Title	Units
AFAS 301	A History of African-American Theater	3
Chinese 467	The Chinese Theater	3
Drama 223	Cross-Cultural Women Playwrights	3
Dance 343	West African Music and Dance in Context	2
Japan 446	The Japanese Theater	3

## Elective Courses (8 units)

Code	Title	Units
Drama 368	Black Theater Workshop III	3
Music 3021	Music of the African Diaspora	3
Music 3022	Native American Musical Traditions of the Western U.S.	3
Dance 305Z	Music Resources for Dance	2
Dance 340	Ballet as Ethnic Dance and Classical Art	3
Dance 343	West African Music and Dance in Context	2

Additional electives available in the School of Continuing & Professional Studies (U31):

Code	Title	Units
Dance 235	Dance Doorway to India	2
Dance 328	Dance of West Africa: Intermediate	2
Dance 335	Bharata Natyam as Movement Narrative	1

## Additional Information

- Students must earn a grade of C- or higher in all required and elective courses for them to apply toward minor requirements.
- A maximum of 3 credits earned outside of Arts & Sciences at Washington University (e.g., through transfer credit or study abroad) may be applied to the minor, with permission from the Overseas Programs Advisor.

This minor is interdisciplinary and draws on the distinctive methodologies and training inherent in several disciplines. This minor encourages students already interested in the performing arts to explore outside of Euro-American traditions. Additionally, students majoring in fields such as anthropology, political science, psychology, education, comparative literature, history, and foreign languages may find this minor a useful complement to their primary discipline.

Phone: 314-935-5858  
Email: pad@wustl.edu  
Website: <https://pad.wustl.edu/>

## Philosophy

Philosophy tackles central questions in human life, such as the following: *What counts as human knowledge? How should I live? What is truth? How is the mind related to the body? What is a just society?* These difficult but fundamental questions are rigorously explored in philosophy and worked through by drawing on the historical tradition

and utilizing careful reasoning. Because philosophers have shaped many of the central ideas on which Western civilization is based, the study of philosophy plays a vital role in a well-rounded liberal arts education.

Philosophy courses at Washington University provide opportunities to gain deeper knowledge of the history of philosophy, from the work of the ancient philosophers Plato and Aristotle through key thinkers such as Descartes and Kant to the present. Students can study the interface between philosophy and other disciplines (e.g., psychology; environmental studies; women, gender, and sexuality studies; law; political science). They can also examine the methods of inquiry and the underlying conceptual frameworks of scientific work itself. Courses in logic equip students to think and argue clearly and rigorously while courses in analytic philosophy allow for the exploration of fundamental questions about knowledge and metaphysics. The department offers a variety of courses in ethics where students can consider different theoretical approaches to current political, social, medical, and environmental problems.

Phone: 314-935-6670  
Email: [philosophy@wustl.edu](mailto:philosophy@wustl.edu)  
Website: <http://philosophy.artsci.wustl.edu>

## Faculty

### Chair, Director of Philosophy

#### Paula "Lori" Watson

Professor  
PhD, University of Illinois-Chicago

### Director of Graduate Studies

#### Matt McGrath

Professor  
PhD, Brown University

### Director of Undergraduate Studies

#### Anne Margaret Baxley

Associate Professor  
PhD, University of California, San Diego

### Director of Philosophy- Neuroscience-Psychology

#### Casey O'Callaghan

Professor  
PhD, Princeton University

### Department Faculty

#### Anne Baril

Lecturer  
PhD, University of Arizona

**Eric Brown**

Associate Professor  
PhD, University of Chicago

**Rebecca "Becko" Copenhagen**

Professor  
PhD, Cornell University

**Carl Craver**

Professor  
PhD, University of Pittsburgh

**Dennis Des Chene**

Professor Emeritus  
PhD, Stanford University

**Marina DiMarco**

Assistant Professor  
PhD, University of Pittsburgh

**J. Claude Evans**

Professor Emeritus  
PhD, State University of New York–Stony Brook

**Jason Gardner**

Lecturer  
PhD, Washington University in St. Louis

**Allan Hazlett**

Professor  
PhD, Brown University

**John Heil**

Professor  
PhD, Vanderbilt University

**Brett Hyde**

Associate Professor  
PhD, Rutgers University

**David Kinney**

Assistant Professor  
PhD, London School of Economics

**Nicholas Koziolk**

Senior Lecturer  
PhD, University of Chicago

**Jonathan Kvanvig**

Professor  
PhD, University of Notre Dame

**Ron Mallon**

Professor  
PhD, Rutgers University

**Stanley Paulson**

Professor Emeritus  
PhD, University of Wisconsin-Madison

**Anya Plutynski**

Professor  
PhD, University of Pennsylvania

**Jerome P. Schiller**

Professor Emeritus  
PhD, Harvard University

**Joseph S. Ullian**

Professor Emeritus  
PhD, Harvard University

**Kit Wellman**

Professor  
PhD, University of Arizona

## Majors

- Philosophy Major (p. 874)
- Philosophy Major, Law and Policy Specialization (p. 875)
- Philosophy Major, Philosophy of Science Specialization (p. 876)
- Philosophy Major, Philosophy Research Specialization (p. 877)

## Minors

- Philosophy Minor (p. 879)
- Philosophy of Science Minor (p. 879)

## Courses

Visit online course listings to view semester offerings for L30 Phil.

---

### L30 Phil 100G Logic and Critical Analysis

Introduction to the elementary tools of logic required for constructing and critically evaluating arguments and the claims they support. Topics include: the nature of an argument; argument structure; how arguments can fail both in structure and in content; formal and informal fallacies; propositional logic and predicate calculus; and critical analysis of rhetorical strategies for presenting arguments. Students will be encouraged to develop critical reasoning skills that can be widely applied.

Credit 3 units. A&S IQ: NSM, AN Arch: HT, NSM Art: NSM BU: HUM

---

### L30 Phil 102 Introduction to Scientific Reasoning

This course analyzes scientists' reasoning strategies. Case studies from the history of astronomy, epidemiology, molecular biology, and neuroscience, provide a basis for understanding of the character of scientific theories and the means by which they are evaluated. Special attention will be given to the construction and evaluation of statistical and causal hypotheses, including experimental design, and to the use of scientific knowledge in public policy decision-making. Students will acquire basic skills in critical thinking and scientific reasoning and an introductory understanding of issues in the philosophy of science.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

### L30 Phil 1061 Introduction to Political Theory

This course offers an undergraduate level introduction to the field of political theory. We will focus on three major themes—social justice, power and freedom, and democracy—reading some canonical texts, such as Bentham's Introduction to the Principles of Morals and Legislation and Marx's Capital, but emphasizing contemporary works, such as those of John Rawls, Michael Walzer, Michel Foucault, and Robert Dahl.

Same as L32 Pol Sci 106

Credit 3 units. A&S IQ: SSC Arch: SSC Art: FAAM, SSC BU: BA EN: S

---

### L30 Phil 120F Problems in Philosophy

Introduction to philosophical methods and concepts through an investigation of major issues in Western philosophy such as: what counts as knowledge; truth and belief; the existence of God; the mind-body problem; materialism and idealism; moral theory and concepts of justice. A range of historical and contemporary views on these issues will be considered. The aim of the course is to prepare students to think and write about philosophical problems on their own.

Credit 3 units. A&S IQ: HUM Arch: HT, HUM Art: HUM BU: ETH EN: H

---

### L30 Phil 125C Great Philosophers

In this course we focus on some of the most important texts in the history of Western philosophy in order to discuss a wide range of central philosophical problems. We typically consider, for example, the existence of God, the justification of claims to knowledge, and the requirements of a good human life, including the demands of morality. Among the philosophers most likely to be studied are Plato, Aristotle, Descartes, Hume, Kant, Marx, Nietzsche, and Wittgenstein. Our goal is not just to appreciate the genius of some great philosophers but also to grapple with the current philosophical problems they have bequeathed to us.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### L30 Phil 131F Present Moral Problems

An investigation of a range of contemporary moral issues and controversies that draws on philosophical ethics and culturewide moral considerations. Topics may include: racism, world hunger, war and terrorism, the distribution of income and wealth, gender discrimination, pornography, lesbian and gay rights, abortion, euthanasia, and capital punishment. The aim of the course is to present diverse points of view regarding these topics and to provide conceptual and theoretical tools that enable the student to make headway in thinking carefully and critically about the issues.

Credit 3 units. A&S IQ: HUM Arch: HUM, SEM Art: HUM BU: ETH EN: H

---

### L30 Phil 1500 Ampersand: The mind: what makes us and other perspectives on consciousness

This course explores how consciousness is created in the brain and body. This course will integrate biological, psychological, and philosophical perspectives to investigate the nature of the mind. Utilizing an experiential approach, we will study how perception-action links give rise to consciousness and shape our subjective understanding of the world. Concepts will include sensory-motor integration, spatial and temporal awareness, sense of self and sense of agency. Students will gain a broad understanding of both historical milestones in the development of "enactivism" and current experimental techniques enabling research into perception, embodiment, presence, virtual and augmented reality, and the neural correlates of consciousness. This course is for first-year, non-transfer students only.

Same as L64 PNP 1500

Credit 3 units. A&S IQ: SSC EN: S

---

### L30 Phil 2201 Disagreement, Extremism, and Polarization

Americans are increasingly skeptical about the future of their democracy and about our ability to pursue equality and social justice within the existing political system, and many people identify irresolvable disagreement, political extremism, and partisan polarization as causes of the current crisis in American democracy. In this course, we will study disagreement, extremism, and polarization using insights and methods from philosophy, political science, and empirical psychology, with the aim of understanding these phenomena and the social and political challenges they pose. Our questions will include whether it is possible for reasonable people to disagree,

whether democratic deliberation requires a background of agreement or "shared facts," how our moral psychology shapes our political beliefs, whether prejudice and bias can be eliminated from political thinking, and whether there are some political positions that are so extreme they should not be taken seriously. There are no prerequisites for this course and no background in philosophy, political science, or psychology will be assumed

Credit 3 units. A&S IQ: HUM EN: H

---

### L30 Phil 233F Biomedical Ethics

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L30 Phil 234F Business Ethics

Study of the nature and justification of economic systems, business organizations, and business practices. Focus on contemporary business and the ideology it embodies. Discussion of moral problems arising in business includes both the analysis of structural factors that cause them and the evaluation of courses of action that might resolve them.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L30 Phil 235F Introduction to Environmental Ethics

A general survey of current issues in environmental ethics, focusing on problems such as the obligation to future generations, protection of endangered species, animal rights, problems of energy and pollution, wilderness, global justice, and business obligations. Students will also learn some ethical and political theory.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L30 Phil 237F Introduction to Aesthetics

Study of characteristic problems in aesthetics and the philosophy of art, e.g., the nature of aesthetic entities, of aesthetic experience, and of individual differences in the various arts. Primary emphasis on solutions various theories offer to these problems.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

---

### L30 Phil 239 Topics in Philosophy and Environment

Philosophical questions are central to study of the environment. Such questions span many philosophical fields including metaethics, value theory, applied ethics, aesthetics, political philosophy and philosophy of science. Given such a diversity of important questions, this course will focus on a different intersection of philosophy and environment each time it runs. It aims to develop students' understanding of the complex philosophical claims and problems that lie behind environmental values, practices and policies. Examples of topics to be considered are: wilderness, food and agriculture, and animals.

Credit 3 units. A&S IQ: HUM EN: H

---

### L30 Phil 2910 Racism and Antiracism

When President Obama was elected, it ignited a debate about whether America had finally become "post-racial." This assertion was belied by an entrenched underclass of Blacks and others from immigrant backgrounds; by the regular killing of innocent, young Black men alongside their mass incarceration, along with a whole series of other social indicators; by the dramatic rise in anti-Semitic incidents and Islamophobia globally; and most evidently by the discourse used during the Trump era that weaponized white Christian nationalism. At the end of four years of the Trump presidency defined by racist discourse and policies, it culminated in an insurgent riot on the Capitol

designed to block the peaceful transfer of power, the basis of American democracy. This course provides the long view to understanding this recent period in American and global history. We begin by defining key terms in the discussion around racism today, including what we mean by racism and what unites anti-Semitism, anti-Black racism and Islamophobia, but also notions like privilege, cultural appropriation, and microaggressions. We then move on to the long history of the category of race. We start with a unit on race and religion and then move on to the role of the discovery of the "New World" and the development of the Atlantic slave system, and its impact on the Enlightenment, which was the incubator for the concept of race. From there, we consider how fundamental race was to European and American colonial dominance by the end of the nineteenth-century and the role it played in racial states like Nazi Germany and South Africa. The last portion of the class will focus on struggles to dismantle racism over the the last century, considering the anti-colonial and Civil Rights movement, and the anti-apartheid struggle. Along the way, we will have addressed the overlaps and disconnects between anti-Black, anti-Jewish, and anti-Islamic racism and read a number of key thinkers and activists who can help us in the fight against racism.

Same as L75 JIMES 2910

Credit 3 units. A&S IQ: HUM, SC

---

### L30 Phil 297 Undergraduate Independent Study

Prerequisite: Permission of the department. Credit variable, max 6 units. Credit variable, maximum 6 units.

---

### L30 Phil 299 Internship in Philosophy

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement which the student obtains from the Career Center and which must be filled out and signed by the Career Center, the site supervisor, and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., 8-10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours.

Credit variable, maximum 3 units.

---

### L30 Phil 3001 Philosophy of Medicine

Philosophy of Medicine is an investigation into what doctors know and how they know it. This course will investigate the following questions: What is disease? What is health? How do we classify disease? What counts as good evidence and good evidential reasoning in medicine? Is medicine a science? If so, what makes it distinctive as a science? What kinds of evidential roles do case studies play in medicine? How should we measure and compare outcomes in clinical trials and in systematic reviews? What is the appropriate relationship between medicine and the basic sciences or between medicine and the public health sciences (e.g., epidemiology, biostatistics, economics, behavioral science)? What role, if any, should private industry (e.g., the pharmaceutical industry, the health insurance industry) play in shaping the practice of medicine? How should we define and measure "effectiveness" in medicine? Do values inform decision making about health policy, and, if so, how? The overall goal of the course is to develop a reasoned, reflective approach to research and practice in medicine through the critical analysis of texts and case studies in the history of medicine. Students do not need a background in philosophy to take this course. This course is intended to be of special interest to pre-health professionals and to philosophy and science majors. For graduate students in philosophy, this course satisfies the seminar requirement. Extra assignments will be provided to satisfy graduate course work; students should consult the instructor for details.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L30 Phil 301G Symbolic Logic

In the first half of the course we will be studying some features of truth-functional and first-order classical logics, including studying the model theory and metatheory for first-order logic in much greater depth than in Phil 100. In the second half of the course we will go on to study three different styles of proof-system: tableaux, axiomatic, and natural deduction. This course continues on where Philosophy 100: An introduction to Logic and Critical Analysis leaves off. It is recommended for students who have already taken that introductory course, or for students who already have a strong background in mathematics. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: HUM

---

### L30 Phil 306G Philosophy of Language

A survey of major philosophical problems concerning meaning, reference, and truth as they have been addressed within the analytic tradition. Readings that represent diverse positions on these focal issues will be selected from the work of leading philosophers in the field, for example: Frege, Russell, Wittgenstein, Davidson, Quine, Kripke, and Putnam. Students are encouraged to engage critically the ideas and arguments presented, and to develop and defend their own views on the core topics. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L30 Phil 308 Introduction to Semantics

Semantics is the branch of linguistics which studies how speakers assign meaning to words, sentences, and larger units of discourse. We combine perspectives from both linguistics and philosophy to explore a variety of topics including polysemy, compositionality, quantification, anaphora, definite descriptions, attitude reports, presupposition, and implicature. Prerequisite: Ling 170D or Phil 301G or permission of instructor.

Same as L44 Ling 311

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

### L30 Phil 309 Topics in the Wilderness

Philosophical questions are central to study of the environment. Such questions span many philosophical fields including metaethics, value theory, applied ethics, aesthetics, political philosophy and philosophy of science. Given such a diversity of important questions, this course will focus on a different intersection of philosophy and environment each time it runs. It aims to develop students' understanding of the complex philosophical claims and problems that lie behind environmental values, practices and policies. Examples of topics to be considered are: wilderness, food and agriculture, and animals.

Credit 3 units. A&S IQ: HUM BU: ETH

---

### L30 Phil 3090 Chinese Thought: What is a Good Life?

This course offers an introduction to Chinese thought through a study of thinkers from arguably one of the most vibrant periods of religious-philosophical discourse in China. We will examine early classical texts from the Daoist, Confucian, Mohist, and Legalist traditions, and we will follow arguments in which the thinkers expand upon, dispute, and respond to each other in regard to questions that are still important to us today. We will explore issues such as notions of the self, conceptions of the greater cosmos, the role of rituals, ideas about human nature, and the subjects of freedom and duty. Motivating the course will be the underlying question, "What is the good life?"

Same as L23 Re St 3090

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

### L30 Phil 3113 Theory of Knowledge

An introduction to epistemology, which is concerned with questions about knowledge, belief, evidence, and intellectual conduct and character. This course focuses on selected issues in epistemology with the aim of providing a survey of contemporary work. Possible topics include the nature of knowledge and justification, probability, epistemic norms of assertion and action, philosophical skepticism, the value of knowledge, disagreement, intellectual virtue, and epistemic injustice. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L30 Phil 315 Philosophy of Mind

An introduction to philosophical analyses of the nature of mind, especially those developed by contemporary philosophers. The focus will be on questions such as the following: What is a mind? How does it relate to a person's brain? How does it relate to a person's body and the external world? Can a mind exist in a very different kind of body (e.g., a computer or a robot)? Does thinking require a language-like code? If so, can non-linguistic species think? What is it to have a mental image or to experience pain? Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L30 Phil 316 Mind and Morals

This course explores a number of issues at the intersection of ethics and cognitive science. Possible topics include: Are we rational? Do we know our own thoughts and motivations? Can one believe that one ought to do something without being motivated to do it? Do emotions impair or enhance our ability to reason? How do moral beliefs develop through childhood? Are traits such as intelligence and character unchangeable, and what implications follow if they are (or are not)? Does retaining my identity over time require having the same mind, and, if so, am I the same person now as I was as a child? Are non-human animals worthy of moral consideration? If brain activity is determined by causal laws, can we have free will? Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L30 Phil 321G Philosophy of Science

Pivotal concepts common to empirical sciences are examined and clarified. These include: explanation, confirmation, prediction, systematization, empirical significance, and the relationship of all these concepts to the structure of scientific theory. Examples may be drawn from both contemporary and historical science, including the social, biological, and physical sciences. Students with a background in science are particularly encouraged to consider this course. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L30 Phil 322 Philosophy of Biology

Philosophy of biology is concerned with how biologists come to know about the world, and what it is that they come to know. Such questions are more or less continuous with questions biologists themselves face in practice. So, philosophical debates about such questions often overlap with, and engage, the scientific literature. For example, one such debate is over how to measure and define biodiversity - whether in terms of genes, species, or ecological communities.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L30 Phil 327 Philosophy of Religion

This course focuses on debates concerning the existence of God as well as on special issues that arise within religion generally and also on some that arise within specific religious traditions. Topics include: the rationality of religious belief, the problem of evil, the coherence of theism, and the freedom-foreknowledge problem.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L30 Phil 3313 Theories of Social Justice

This course overviews the leading contemporary conceptions of social justice, including utilitarian, liberal, libertarian, communitarian, and deliberative-democratic theories, and their implications for the design of political, economic, and social institutions. In addition, this course will examine special topics such as justice between generations, global justice, and the rights of resistance or disobedience.

Same as L32 Pol Sci 3313

Credit 3 units. A&S IQ: SSC EN: S

---

### L30 Phil 331F Classical Ethical Theories

Intensive readings of great works in the history of ethics, especially by Plato, Aristotle, Hume, Kant, and Mill. Topics may include: the sources of moral knowledge, the nature of practical moral judgment, the moral role of emotion and desire, weakness of will, moral autonomy, and the universality of moral norms. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L30 Phil 339F Philosophy of the Arts

An examination both of general issues that apply to all types of art and of issues specific to particular art forms. For example, what is art? What are the central artistic values: beauty, truth, emotional expressiveness, representational power, or something else? Does art have a moral or political function? How can we account for the history of art and for different artistic styles? In regard to selected forms, there are important questions concerning how pictures represent, whether music and dance are forms of 'language', and the nature of literary interpretation. Some consideration is given to the relation of psychology and theories of the mind to art. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HT Art: HUM BU: ETH EN: H

---

### L30 Phil 340F Social and Political Philosophy

Study of certain fundamental issues concerning government, society, and culture. For example: what are the nature and limits of legitimate political authority? Are ordinary human beings capable of governing themselves justly? Do citizens have a duty to obey the state? If so, to what extent, if at all, is that duty grounded in consent or contract? Should the state limit or regulate the personal relationships of citizens, such as marriage, family, and sexuality? How should social institutions rectify a history of political or social injustice against oppressed groups? Readings from historical and contemporary sources. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L30 Phil 345F Issues in Applied Ethics

Advanced study of a selected topic in applied ethics. Abstract ethical theories and methods are brought to bear on the moral problems that arise in an area of social and professional practice such as medicine, business, law, journalism, engineering, or scientific and humanistic research. Possible topics include: reproductive healthcare and policy, the just distribution of medical resources, the social responsibilities

of corporations, accountability in the media and public office, and the ethics of research on or affecting human subjects. Prerequisites: one course at the 100 or 200-level in applied ethics; or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L30 Phil 346 Philosophy of Law

This course will first focus on the philosophical foundations of law, examining both the relationship between law and rules, as well as the types of legal reasoning. Second, the course will focus on philosophical issues that arise in the key substantive areas of law: contracts, torts, property, criminal law, and constitutional law, as well in specialized areas such as family and employment law. The course will end with a brief discussion of several problems in legal ethics. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L30 Phil 347C Ancient Philosophy

An examination of the high-water marks of philosophy in ancient Greece and Rome, focusing primarily on Plato and Aristotle. A wide range of philosophical problems will be discussed, including the nature of the good life, the justification of knowledge, and the ultimate nature of mind and world. Attention will be paid to how these problems unfolded in their historical context and to how the ancient treatments of them compare to contemporary efforts. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### L30 Phil 3481 Introduction to Metaphysics

This course is an introduction to central debates of contemporary analytic metaphysics. Metaphysics is concerned with the nature of the most general kinds of things and the relationship between these things. We will discuss the nature of and relationship between properties, material objects, persons, time, space, and modality. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L30 Phil 349C Descartes to Hume

An examination of major philosophical systems and problems in Modern Philosophy as presented in the original writings of the 17th and 18th centuries. Topics may include rationalism and empiricism, idealism, materialism, and skepticism, with readings selected from the continental rationalists, Descartes, Spinoza, and Leibniz, and from the British empiricists, Locke, Berkeley, and Hume. Central problems include the mind-body problem, representationalism, and transcendentalism. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

---

### L30 Phil 351 History of Western Philosophy: Modern

This course offers a survey of the history of 17th and 18th century Western (European) Philosophy, with a focus on the nature and limits of knowledge. Topics include skepticism, the mind-body relationship, the existence of God, the problem of induction, the distinction between primary and secondary qualities, personal identity, causation, and a priori versus a posteriori knowledge. We examine the canonical texts of Descartes, Locke, Berkeley, Hume, and Kant.

Credit 3 units. BU: ETH

---

### L30 Phil 357C Kant and 19th-Century Philosophy

Examination of Kant and nineteenth-century philosophy. We will discuss Kant's "Copernican Turn" in metaphysics and epistemology, as well as his moral philosophy, and we will study works of selected nineteenth-century philosophers such as those of Hegel, Marx, Mill, and Nietzsche. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L30 Phil 358 Conceptual Foundations of Modern Science

Where does modern science come from? This course examines the winding paths by which the dominant scientific world-views of the 20th century became established. We will discuss a variety of broad themes: scientific method or methods, revolutionary science, the relationship between science and society, and the aims of science. This course is not intended to be a comprehensive survey of the history of science. Instead, we will focus upon a few key figures - Galileo, Newton, Darwin, - and we will read both primary and secondary literature on their significance to these broad themes. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L30 Phil 361 Philosophy of Emotions

Emotions like fear, joy, disgust, sadness, and love are central to how we engage with each other and understand the world around us. But what can we say about what emotions are, how they function, and when they are valuable? This course will draw on research in philosophy as well as the social and cognitive sciences. The aim will be to develop a rich combination of conceptual, empirical, and phenomenological resources and bring them to bear on central questions about the nature and significance of emotions.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

### L30 Phil 366 Art and the Mind-Brain

In recent years, there has been a growing interest in the bearing of cognitive science on the perception and understanding of art. This interest has roots in tradition: historically, art, aesthetics, and vision science have often been linked. But the growth of knowledge in cognitive science has opened up new opportunities for understanding art and addressing philosophical questions. The converse is also true. The production, perception, and understanding of art are human capacities that can shed light on the workings of the mind and brain. This course considers questions such as: What is art? How do pictures represent? Does art express emotion? Why does art have a history? Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L30 Phil 375 Existentialism

The philosophical systems of selected philosophers such as Kierkegaard, Nietzsche, and Sartre are examined to determine their historical origins, their ontological and epistemological ramifications, and their relationships to contemporary philosophy. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L30 Phil 3801 Ancient Greek and Roman Medicine

This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by

practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietetic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it?"

Same as L08 Classics 3801

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

---

### L30 Phil 390 Philosophical Writing

This seminar will have a different topic of central philosophical importance each semester. Significant attention will also be devoted to conceiving, researching, writing, revising, critiquing, and presenting philosophical essays. Limited to 15 students. Priority will be given to philosophy majors and minors who have not yet completed their Writing Intensive requirement.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### L30 Phil 3904 Existentialist Thought

Existentialism "begins with a disoriented individual facing a confused world that s/he cannot accept" (Robert Solomon). Existentialists seek to make meaning of the brokenness (Marcel), dislocation (Merleau-Ponty), and ambiguity (de Beauvoir) of modern life. While its origins go back to the nineteenth-century (Kierkegaard, Dostoevsky, Nietzsche), with even older antecedents, as a specific moment in the history of ideas existentialism was created in response to the "age of anxiety" from the end of World War I through the 1960s. It continues to ripple through to the present. We will explore the richness and depth of the canonic figures of existentialism. But we will also consider how that canon was itself shaped and what this entailed for how these thinkers have been understood. We will consider existentialist giants such as Sartre and Heidegger. But we will also spend time with less totemic thinkers. One key thematic strand will focus on is race and existentialism. In short, we will explore why existentialism continues to speak to the Millennial generation's concerns about the meaning and purpose of human existence.

Same as L22 History 3904

Credit 3 units. A&S IQ: HUM, SC EN: H

---

### L30 Phil 397 Undergraduate Independent Study

Credit variable, maximum 6 units.

---

### L30 Phil 3991 Philosophy Capstone Course

This course will focus either on classic writings from the past century or on contemporary writings that address a major philosophical concern, such as "The Meaning of Life" or "The Concept of Self". In either case, the course will draw together a variety of philosophical specializations. Must be taken by all philosophy majors who are not writing an honors project. Work for the course will typically consist of one written project, one oral presentation, and one commentary on another student's oral presentation. Prerequisite: Senior standing, major in philosophy, preference given to those majors not pursuing Honors.

Credit 3 units. A&S IQ: HUM EN: H

---

### L30 Phil 403 Mathematical Logic I

A first course in mathematical logic, an introduction to both proof theory and model theory. The structure and properties of first-order logic are studied in detail, with attention to such notions as axiomatic theory, proof, model, completeness, compactness, and decidability. Prerequisite: Phil 301G or equivalent, or a background in mathematics.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

---

### L30 Phil 403 Topics in East Asian Religion & Thought: Tools & Methods in East Asian Religions & Philosophies

Topics in East Asian Religions is a course for advanced undergraduate and graduate students on specific themes and methodological issues in East Asian religions.

Same as L23 Re St 403

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L30 Phil 404 Mathematical Logic II

Godel's Incompleteness Theorem: its proof, its consequences, its reverberations. Prerequisite: Philosophy 403 or a strong background in mathematics.

Credit 3 units. A&S IQ: HUM Art: HUM

---

### L30 Phil 405 Philosophical Logic

What the philosophy student needs to know of logic, its techniques, and its use as a tool in philosophical analysis. Some attention to the history of the subject and to its metatheory. Prerequisite: previous exposure to formal logic, or permission of instructor.

Credit 3 units.

---

### L30 Phil 4051 Philosophy of Logic

This course surveys some important issues in the philosophy of logic. We begin with basic foundational issues in classical logic, including the relation of logic to psychological reasoning and Tarski's definition of logical consequence, and gradually go on to consider the motivations and status of well-known extensions (sometimes regarded as 'neo-classical' logics) such as modal logics and second-order logic. In the last weeks of the course, we'll examine some outright challengers, including intuitionistic and paraconsistent logics. After evaluating the arguments for and against these challenges, we'll examine one recent, controversial view-logical pluralism-which suggests that we might not need to choose among the rival systems. Many of the readings for this course are classics of contemporary philosophy, and the subject is likely to be of especial interest to students who have interests in logic, and in the philosophy and foundations of mathematics and language. Some of the important ideas in the course presuppose at least a basic acquaintance with formal logic, and hence either Phil 100 or Phil 301 (or permission of the instructor) are prerequisites.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L30 Phil 4061 Topics in the Philosophy of Language

Focus on the work of a single philosopher of language such as Carnap, Chomsky, Foucault, or Kripke, or on a central topic such as the theory of reference, the theory of meaning, or the problem of cross-cultural translation. Prerequisite: one course in epistemology, philosophy of language, or analytic philosophy, or permission of instructor.

Credit 3 units. BU: HUM

---

### L30 Phil 4065 Advanced Philosophy of Language

An advanced-level treatment of basic topics in the philosophy of language as this discipline is understood in the analytic tradition. The main positions and the problems they pose will be surveyed; focal themes include meaning, reference, and truth. The aim of the course is to help students develop effective expository techniques and to provide them with the necessary conceptual resources to analyze and criticize different theoretical views. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H



---

### L30 Phil 4070 Global Justice

This course examines contemporary debates and controversies regarding global justice. Seminar discussions will be arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distant needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course will be of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.

Same as L32 Pol Sci 4070

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

### L30 Phil 409 Formal Methods for Philosophy

This course is an advanced course exploring formal methods in both logic and confirmation theory. It begins with an introduction to metatheory, which is explored in more depth in the 403-404 sequence on Mathematical Logic, addressing the basic metatheory for logic in addition to alternatives to standard first-order logic. The second part of the course focuses on modal and other intensional logics. The final part of the course focuses on non-monotonic logics, focusing especially on Bayesian confirmation theory and decision theory. Prerequisite: 6 units of philosophy or permission of the instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

### L30 Phil 410 Theories of Perception

A consideration of recent work in philosophy and cognitive science on the nature of perception and its contribution to thought, knowledge, and behavior. Special attention will be paid to two questions: To what extent can perceptual experience be changed through learning? In what sense do perceptual states have content? The relation of these issues to more general theories of mental content, to the possibility of objective and theory-neutral observation in science, and to the directness or indirectness of perception will be discussed. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of instructor.

Credit 3 units.

---

### L30 Phil 4141 Advanced Epistemology

Competing theories of knowledge and belief justification will be considered. Careful attention will be given to selected problems such as skepticism, certainty, foundations, coherence, perception, induction. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

### L30 Phil 4142 Advanced Metaphysics

Through readings from both classical and contemporary sources, a single traditional metaphysical concern will be made the subject of careful and detailed analytic attention. Possible topics include such concepts as substance, category, cause, identity, reality, and possibility, and such positions as metaphysical realism, idealism, materialism, relativism, and irrealism. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

### L30 Phil 418 Current Controversies in Cognitive Science

An advanced survey of current debates in cognitive science with an emphasis on the philosophical issues raised by these debates. Topics may include: evolutionary psychology; innateness and neural plasticity; perception and action; consciousness; connectionism; robotics; embodied cognition; moral reason; emergence and artificial life; concepts and content; animal cognition. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Same as L64 PNP 418

---

Credit 3 units. A&S IQ: HUM EN: H

---

### L30 Phil 419 Philosophy of Psychology

An investigation of the philosophical presuppositions and implications of various traditions in psychology, including behaviorism, Gestalt, and cognitivism, with a special emphasis on the development of the information processing approach of contemporary cognitivism. The conception of psychological phenomena, data, and explanation central to each of these traditions will be examined, and typical topics will include the debates between propositional and imagistic models of representation, different accounts of concepts and categorization, and the relation of psychology to ethics. Prerequisites: one previous course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM

---

### L30 Phil 4210 Topics in Advanced Philosophy of Science

This course will vary in topics related to Philosophy of Science from semester to semester. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L30 Phil 4212 Philosophy of Neuroscience

This course focuses on the historical roots of neuroscience as well as its contemporary developments. Topics include: (1) the nature of explanatory strategies in neuroscience; (2) the relation between neuroscience research and higher-level disciplines such as psychology; and (3) the epistemology of the investigatory tools of neuroscience. Prerequisites: one previous course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM

---

### L30 Phil 423 Philosophy of Biological Science

This course examines a number of theoretical, conceptual, and methodological issues that arise in the attempts of biologists to explain living systems. One sort of problem concerns the relation between biology (and biological descriptions and explanations) and physics and chemistry. Biological phenomena have often seemed very different from ordinary physical phenomena in being teleological or goal oriented. Vitalists, accordingly, resisted the attempt to invoke physics and chemistry in the attempt to explain biological phenomena. But recently biology has come more and more to draw upon physics and chemistry; we will examine the conceptual frameworks that underlie these efforts. Another sort of problem concerns the adaptiveness of living organisms. Charles Darwin offered one naturalistic explanation of this feature, an explanation that was further developed in this century as the synthetic theory of evolution. A number of controversial issues have arisen within this context of adaptation, and the range of levels at which selection can occur. The ubiquity of evolution, moreover, has been challenged in recent years, as a number of non-selectionist explanations have recently been put forward. We will consider the arguments for the synthetic theory and these alternatives.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

### L30 Phil 426 Theories of Concepts

Concepts are the building blocks of thought. They are implicated in just about every cognitive task. Beyond that, there is little consensus. What information do concepts encode? How are they acquired? How are they combined to form thoughts? How are they related to perception and imagery? Each of these questions has been answered in numerous ways. In this course, we will explore competing theories of concepts that have been proposed by philosophers, psychologists, and other cognitive scientists. No prior acquaintance with these issues is required. Prerequisites: one previous course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

---

Credit 3 units. A&S IQ: HUM Art: HUM

---

### L30 Phil 430 Topics in Ethics

Selected advanced topics in ethics. Prerequisite: 6 units of philosophy, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L30 Phil 4310 Metaethics

Ethics asks questions about right and wrong, good and bad, virtue and vice. Metaethics asks questions about ethics, including questions about whether we have any reason to do the right thing or to be virtuous, questions about whether it is possible to know the answer to ethical questions, and questions about what we mean by such ethical terms as "right" and "wrong" or "good and "bad." Influential metaethical views include relativism (on which ethical judgments are only true or false relative to an individual or culture) and moral skepticism (on which ethical knowledge is impossible). This course will introduce metaethics through an examination of selected texts and questions. Prerequisites: One previous course in philosophy at the 300 level, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L30 Phil 4315 Normative Ethical Theory

An exploration of the three major normative ethical theories debated by philosophers in the last hundred years: Kantian ethics, utilitarianism, and virtue theory. Authors covered in the course may include: Henry Sidgwick, R. M. Hare, R. B. Brandt, John Rawls, Bernard Williams, Philippa Foot, Thomas Nagel, Christine Korsgaard, Michael Slote, and Barbara Herman. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L30 Phil 4320 British Moralists

An investigation of the work of the great British moral philosophers of the 17th-19th centuries, especially Hobbes, Hume, and Mill. Other figures may include Reid, Butler, Hutcheson, Bentham, and Sidgwick. In considering these philosophers, we will explore the relations between normative ethics, moral psychology, and political philosophy, and may include a discussion of legal, social, and economic philosophies as well. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

### L30 Phil 4331 Topics in the Philosophy of Feminism

This course addresses selected advanced topics in feminist philosophy. Credit 3 units.

---

### L30 Phil 4332 Cognition and Computation

This course introduces students to some of the key frameworks for thinking about the mind in computational terms. We will be looking at some basic topics in the theory of computation, in addition to considering philosophical issues raised by computational models of cognitive processes. This course is required for graduate students in the PNP Ph.D. program. Prerequisites: At least two 400-level PNP courses crosslisted in Philosophy.

Same as L64 PNP 4332

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L30 Phil 438 Aesthetics

A careful consideration of selected issues regarding the experience of visual art, architecture, music, or literature, as well as of the power or beauty of nature, people, and artifacts. For example, is there a special form of aesthetic experience or aesthetic attitude? In what do aesthetic power and beauty consist? Are they different in art and nature? Do the

artists' intentions matter? Some central concerns are: how do visual art and literary texts have 'meaning', what role do the viewer's or reader's interpretations play, and how might recent work in cognitive science and social theory shed light on these issues? Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

### L30 Phil 4400 Advanced Social and Political Philosophy

A selective investigation of one or two advanced topics in the philosophical understanding of society, government, and culture. Readings may include both historical and contemporary materials. Possible topics include: liberalism, socialism, communitarianism, citizenship, nationalism, cosmopolitanism, social contract theory, anarchism, and the rights of cultural minorities. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L30 Phil 451 Plato

An examination of some of Plato's most important dialogues, typically including the Gorgias, Phaedo, and Republic, with the aim of grasping the development of Plato's most influential thoughts in ethics and in metaphysics and epistemology. In order to provide both historical understanding and philosophical evaluation, attention will be paid to the context and structure of the dialogues and to the best of recent secondary literature. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L30 Phil 452 Aristotle

This course offers a maximally full and detailed introduction to the works of Aristotle. His logic, natural philosophy, psychology, metaphysics, ethics, and political philosophy will be discussed, and stress will be laid on the interpretive problems facing contemporary philosophers seeking to understand Aristotle's achievement. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L30 Phil 4530 Hellenistic Philosophy

The Hellenistic Age, traditionally dated from the death of Alexander and his (Macedonian) Empire at 323 BCE to the birth of Augustus' (Roman) Empire in 31 BCE, gave the West three of its most innovative and influential schools of philosophy: Epicureanism, Skepticism, and Stoicism. This course investigates the central features of their thought. Special attention is paid to the still-relevant debates between the Stoics and Skeptics about the possibility of knowledge, to the disagreements among all three schools about the issues of freedom, responsibility, and determinism, and to their ethical theories. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

### L30 Phil 4550 Continental Rationalism

A rationalist is a philosopher for whom at least one certain truth is inborn or comes from reason rather than from empirical or sensory experience. The major systemic writings of Descartes, Spinoza, and Leibniz will be examined with a focus on the question: does the epistemology determine the ontology of these philosophical systems, or vice versa? The lines of development connecting these philosophers will be traced, and such enduring problems as the relation of mind to body will be examined. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM

---

**L30 Phil 4551 17th & 18th Century British Philosophy**

17th and 18th century British philosophy introduced a profound shift in how philosophers and scientists understood themselves, the natural world, society, politics, and culture. The new, Newtonian science altered their sense of the place of humans in the natural world and the scope of what could be studied scientifically. Social, political, and economic changes motivated new conceptions of human nature, culture, and society. And because Britain was an Empire, the theories developed in the 17th and 18th centuries on this island remain embedded in the way many people and cultures understand themselves and the natural world to this day. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L30 Phil 4570 Kant's Critique of Pure Reason**

An in-depth investigation of Kant's Critique of Pure Reason, one of the most important books in the history of Western philosophy. Some supplementary readings from other philosophers will be used to situate Kant's work in a systematic and historical context, to present some 'Kantian' positions in current philosophy, and to bring in some important contrasting views and criticisms. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L30 Phil 4575 Kant's Moral Theory**

An in-depth examination of Kant's practical philosophy: his moral and political theory. Readings include the Critique of Practical Reason, parts of the Metaphysics of Morals, Perpetual Peace, and other writings. Supplementary readings will be used to situate Kant's work in its systematic and historical context, to provide orientation in the world of Kant scholarship, and to introduce important contrasting views and criticisms. We will also discuss recent reformulations of Kantian themes in the works of contemporary philosophers. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L30 Phil 464 Advanced Continental Philosophy**

A study of selected texts by such major figures of 20th Century continental philosophy as Husserl, Heidegger, Merleau-Ponty, Sartre, de Beauvoir, Levinas, Habermas, Foucault, Derrida, and Irigaray. Such topics as phenomenology, hermeneutics, existentialism, critical theory, structuralism and post-structuralism will be investigated. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: HUM

---

**L30 Phil 465 Topics in the History of Philosophy**

Study of individual philosophers or themes from the ancient, medieval, and/or modern periods. Examples: Spinoza, St. Thomas Aquinas, neo-Platonism, universals in ancient and medieval thought, ancient and modern theories of space and time. Prerequisite: 6 units in philosophy, or permission of instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

**L30 Phil 480 History of Analytic Philosophy**

This course will begin with the reaction of G.E. Moore to the dominant idealism of the 19th century, together with the advances in formal approaches launched by Gottlob Frege and Bertrand Russell. It will engage in the rise of ordinary language philosophy through the later work of Ludwig Wittgenstein, as well as the important influence of the Vienna Circle and the rise and fall of Logical Positivism/Empiricism,

culminating in the resurgence of metaphysics with the work of Saul Kripke. The course will close with a look at philosophy that is still in the analytic tradition after analytic philosophy itself had been abandoned. Prerequisites: One previous course in philosophy at the 300 level, graduate standing, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L30 Phil 497 Undergraduate Independent Study**

Prerequisite: Permission of the department. Credit variable, max 6 units. Credit variable, maximum 6 units.

---

**L30 Phil 499 Study for Honors**

Prerequisites: senior standing, a 3.5 minimum grade point average overall, a 3.5 minimum grade point average in philosophy courses, and the permission of the department. Applications and further information are available in the Department of Philosophy. See further: [arts.wustl.edu/~philos/undergrad/honors.html](http://arts.wustl.edu/~philos/undergrad/honors.html) Credit 3 units.

---

## Philosophy Major Program Requirements

- **Total units required:** 27; at least 6 units must be at the 400 level, and an additional 15 units must be at the 300 level or above
- Courses must be passed with a C- or above
- Up to 6 Credits can be transferred from other institutions and/or study abroad

Majors are encouraged to take more than this minimum number of courses, especially if they are considering graduate work in philosophy. Majors and minors are encouraged to fulfill the writing-intensive requirement by taking Phil 390 Philosophical Writing. All majors are required to complete a capstone experience in philosophy: either an honors thesis (Phil 499 Study for Honors) or the philosophy capstone course (Phil 3991 Philosophy Capstone Course). Majors who are planning to do graduate work in philosophy should attain at least reading proficiency in German, Greek, Latin, or French.

## Required Courses

Majors must complete at least one core course in each of the three areas below. Students who do not take Phil 390 will be required to take one additional core course. The core courses, by area, are as follows:

*Contemporary/Analytic Philosophy:*

Code	Title	Units
Phil 306G	Philosophy of Language	3
Phil 3113	Theory of Knowledge	3
Phil 315	Philosophy of Mind	3
Phil 321G	Philosophy of Science	3
Phil 3481	Introduction to Metaphysics	3
Phil 361	Philosophy of Emotions	3

*History of Philosophy:*

Code	Title	Units
Phil 347C	Ancient Philosophy	3
Phil 349C	Descartes to Hume	3
Phil 357C	Kant and 19th-Century Philosophy	3
Phil 358	Conceptual Foundations of Modern Science	3

*Value Theory:*

Code	Title	Units
Phil 331F	Classical Ethical Theories	3
Phil 339F	Philosophy of the Arts	3
Phil 340F	Social and Political Philosophy	3
Phil 345F	Issues in Applied Ethics	3
Phil 346	Philosophy of Law	3
Phil 361	Philosophy of Emotions	3

On occasion, it may be appropriate to substitute a 400-level course in one of these areas for a 300-level core course; individual petitions for substitutions will be considered by the director of undergraduate studies. Generally, for a course to count either as "core" or as partly satisfying the requirement for 6 units at the 400 level, it must be home-based in Philosophy. At most, 3 units of credit in Phil 499 or Phil 500 Independent Work can be counted toward the required 6 units of 400-level course work.

## Additional Information

### Senior Honors

Eligible majors are encouraged to work toward Senior Honors. To qualify, students must have the agreement of a faculty member to serve as their thesis advisor. In addition, at the end of their junior year, they must have an overall grade point average of at least 3.65. For important additional information regarding Senior Honors, consult our Undergraduate Honors webpage.

### The Writing-Intensive Seminar

Majors are encouraged to fulfill their writing-intensive requirement by taking Phil 390 Philosophical Writing, which is specially designated as writing intensive. It is typically taken during the junior year, and it is limited to 15 students. Significant attention is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays. A philosophy major who does not take a philosophy writing-intensive seminar must take a fourth core course from any of the three core areas. Registration priority for Phil 390 is given to philosophy majors and minors who have not yet completed their writing-intensive requirement.

### Capstone Experience

All philosophy majors are required to complete a capstone experience either by writing an honors thesis or by taking Phil 3991 Philosophy Capstone Course. **Please be aware that the capstone course is offered only in the spring semester**, so students will need to plan

their class schedules accordingly if they decide not to write an honors thesis. To qualify to write an honors thesis, at the end of their junior year, students must have a GPA of at least 3.5 in the major, a GPA of at least 3.5 in advanced philosophy courses, and an overall GPA of at least 3.65. Alternatively, majors should sign up for Phil 3991 (a 3-credit course), which will draw together a variety of different philosophical areas. Only philosophy majors of senior standing may take this course; preference is given to students not pursuing honors.

## Study Abroad

Students can pursue the philosophy major while studying abroad. The department has special study abroad arrangements with University College, London; King's College, London; Trinity College, Dublin (Ireland); Sussex University (U.K.); Utrecht University (the Netherlands); and the University of Auckland (New Zealand). Information about study abroad and specific overseas programs is available from the departmental website and the study abroad advisor.

Phone: 314-935-6670  
Email: [philosophy@wustl.edu](mailto:philosophy@wustl.edu)  
Website: <http://philosophy.artsci.wustl.edu>

## Philosophy Major, Law and Policy Specialization

### Program Requirements

- **Total units required: 27**

This specialization is especially recommended for students who intend to pursue a career in law or public policy. The track involves taking certain specific courses for the major (and possibly a few extra courses) that will provide the student with additional preparation and a competitive edge when applying to law school, postgraduate programs in public policy, and related jobs.

### Requirements

- Phil 100G Logic and Critical Analysis or Phil 301G Symbolic Logic
- Strongly recommended: a 100-level class in addition to Phil 100G Logic and Critical Analysis
- One core course in **Contemporary/Analytic** and one core course in **History**

*Contemporary/Analytic Courses:*

Code	Title	Units
Phil 306G	Philosophy of Language	3
Phil 3113	Theory of Knowledge	3
Phil 315	Philosophy of Mind	3
Phil 321G	Philosophy of Science	3
Phil 3481	Introduction to Metaphysics	3
Phil 361	Philosophy of Emotions	3

*History Courses:*

Code	Title	Units
Phil 347C	Ancient Philosophy	3
Phil 349C	Descartes to Hume	3
Phil 357C	Kant and 19th-Century Philosophy	3
Phil 358	Conceptual Foundations of Modern Science	3

- Phil 340F Social and Political Philosophy and Phil 346 Philosophy of Law
- Strongly recommended: at least one other **Value Theory** course:

Code	Title	Units
Phil 340F	Social and Political Philosophy	3
Phil 346 or Phil 361	Philosophy of Law Philosophy of Emotions	3

- Strongly recommended: at least one 200-level course
- Phil 390 Philosophical Writing or another core course
- Phil 3991 Philosophy Capstone Course or Phil 499 Study for Honors
- At least 21 units at the 300 level or above (including core courses)\*
- At least 6 of those 21 units at the 400 level\*\*
- Courses taken Pass/Fail **cannot** count toward the major.

## Additional Information

### Senior Honors

Eligible majors are encouraged to work toward Senior Honors. To qualify, students must have the agreement of a faculty member to serve as their thesis advisor. In addition, at the end of their junior year, they must have an overall grade point average of at least 3.65. For important additional information regarding Senior Honors, consult our Undergraduate Honors webpage.

### The Writing-Intensive Seminar

Majors are encouraged to fulfill their writing-intensive requirement by taking Phil 390 Philosophical Writing, which is specially designated as writing intensive. It is typically taken during the junior year, and it is limited to 15 students. Significant attention is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays. A philosophy major who does not take a philosophy writing-intensive seminar must take a fourth core course from any of the three core areas. Registration priority for Phil 390 is given to philosophy majors and minors who have not yet completed their writing-intensive requirement.

### Capstone Experience

All philosophy majors are required to complete a capstone experience either by writing an honors thesis or by taking Phil 3991 Philosophy Capstone Course. **Please be aware that the capstone course is offered only in the spring semester**, so students will need to plan their class schedules accordingly if they decide not to write an honors thesis. To qualify to write an honors thesis, at the end of their junior

year, students must have a GPA of at least 3.5 in the major, a GPA of at least 3.5 in advanced philosophy courses, and an overall GPA of at least 3.65. Alternatively, majors should sign up for Phil 3991 (a 3-credit course), which will draw together a variety of different philosophical areas. Only philosophy majors of senior standing may take this course; preference is given to students not pursuing honors.

## Study Abroad

Students can pursue the philosophy major while studying abroad. The department has special study abroad arrangements with University College, London; King's College, London; Trinity College, Dublin (Ireland); Sussex University (U.K.); Utrecht University (the Netherlands); and the University of Auckland (New Zealand). Information about study abroad and specific overseas programs is available from the departmental website and the study abroad advisor.

Phone: 314-935-6670  
Email: [philosophy@wustl.edu](mailto:philosophy@wustl.edu)  
Website: <http://philosophy.artsci.wustl.edu>

## Philosophy Major, Philosophy of Science Specialization

### Program Requirements

- **Total units required: 27**

The philosophy of science specialization is available only as a second major in combination with work in one or more of the sciences. It is intended for those students with a scientific background who have an interest in pursuing philosophical issues relating to the natural and physical sciences.

### Requirements

- **In Contemporary/Analytic:**

Code	Title	Units
Phil 321G	Philosophy of Science	3
<b>Total Units</b>		<b>3</b>

- **In History:** Any one of the core courses listed below:

Code	Title	Units
Phil 347C	Ancient Philosophy	3
Phil 349C	Descartes to Hume	3
Phil 358	Conceptual Foundations of Modern Science	3

- **In Advanced Philosophy of Science:**

Code	Title	Units
Phil 4210	Topics in Advanced Philosophy of Science	3

- Any three of the supplementary courses listed below, which must include Phil 390 Philosophical Writing if the writing-intensive requirement is to be fulfilled in Philosophy
- Phil 3991 Philosophy Capstone Course or Phil 499 Study for Honors
- At least 27 units at the 300 level or above (including core courses)\*
- At least 6 of those 27 units at the 400 level\*\*
- Courses taken Pass/Fail **cannot** count toward the major.

## Supplementary Courses

### General Philosophy Courses:

Code	Title	Units
Phil 390	Philosophical Writing	3
Phil 426	Theories of Concepts	3

### Epistemology and Metaphysics Courses:

Code	Title	Units
Phil 3113	Theory of Knowledge	3
Phil 3481	Introduction to Metaphysics	3
Phil 4141	Advanced Epistemology	3
Phil 4142	Advanced Metaphysics	3

### Life and Science Courses:

Code	Title	Units
Phil 3001	Philosophy of Medicine	3
Phil 4212	Philosophy of Neuroscience	3
Phil 423	Philosophy of Biological Science	3

### Mind and Science Courses:

Code	Title	Units
Phil 315	Philosophy of Mind	3
Phil 419	Philosophy of Psychology	3
Phil 4212	Philosophy of Neuroscience	3
PNP 495	PNP Seminar (with approval of topic)	3

\* At least 27 units of the required upper-level courses must be completed with a minimum of a C-.

\*\* Three of these credits (one course) must not be from Honors Thesis or Independent Study.

## Additional Information

### Senior Honors

Eligible majors are encouraged to work toward Senior Honors. To qualify, students must have the agreement of a faculty member to serve as their thesis advisor. In addition, at the end of their junior year, they must have an overall grade point average of at least 3.65. For important additional information regarding Senior Honors, consult our Undergraduate Honors webpage.

## The Writing-Intensive Seminar

Majors are encouraged to fulfill their writing-intensive requirement by taking Phil 390 Philosophical Writing, which is specially designated as writing intensive. It is typically taken during the junior year, and it is limited to 15 students. Significant attention is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays. A philosophy major who does not take a philosophy writing-intensive seminar must take a fourth core course from any of the three core areas. Registration priority for Phil 390 is given to philosophy majors and minors who have not yet completed their writing-intensive requirement.

## Capstone Experience

All philosophy majors are required to complete a capstone experience either by writing an honors thesis or by taking Phil 3991 Philosophy Capstone Course. **Please be aware that the capstone course is offered only in the spring semester**, so students will need to plan their class schedules accordingly if they decide not to write an honors thesis. To qualify to write an honors thesis, at the end of their junior year, students must have a GPA of at least 3.5 in the major, a GPA of at least 3.5 in advanced philosophy courses, and an overall GPA of at least 3.65. Alternatively, majors should sign up for Phil 3991 (a 3-credit course), which will draw together a variety of different philosophical areas. Only philosophy majors of senior standing may take this course; preference is given to students not pursuing honors.

## Study Abroad

Students can pursue the philosophy major while studying abroad. The department has special study abroad arrangements with University College, London; King's College, London; Trinity College, Dublin (Ireland); Sussex University (U.K.); Utrecht University (the Netherlands); and the University of Auckland (New Zealand). Information about study abroad and specific overseas programs is available from the departmental website and the study abroad advisor.

Phone: 314-935-6670

Email: [philosophy@wustl.edu](mailto:philosophy@wustl.edu)

Website: <http://philosophy.artsci.wustl.edu>

## Philosophy Major, Philosophy Research Specialization

### Program Requirements

- **Total units required:** 36

The philosophy research specialization is especially recommended for students who plan to pursue graduate studies and an advanced degree in philosophy, which is a must for anyone interested in a career as a university or college philosophy teacher. It will give the student a broad background in philosophy, which is a competitive advantage when applying to graduate programs in the field.

## Requirements

- Phil 100G Logic and Critical Analysis
- One 100-level class in addition to Phil 100G, preferably Phil 120F Problems in Philosophy or Phil 125C Great Philosophers
- **In Contemporary/Analytic:**

Code	Title	Units
Phil 3113	Theory of Knowledge	3
or Phil 3481	Introduction to Metaphysics	
Phil 306G	Philosophy of Language	3
or Phil 315	Philosophy of Mind	
or Phil 321G	Philosophy of Science	
or Phil 361	Philosophy of Emotions	
<b>Total Units</b>		<b>6</b>

- **In History:** Any two core courses (a 400-level History course may be substituted for a second 300-level course):

Code	Title	Units
Phil 347C	Ancient Philosophy	3
Phil 349C	Descartes to Hume	3
Phil 357C	Kant and 19th-Century Philosophy	3
Phil 358	Conceptual Foundations of Modern Science	3

- **In Value Theory** (Phil 4310 Metaethics or Phil 4315 Normative Ethical Theory can satisfy a 400-level requirement):

Code	Title	Units
Phil 331F	Classical Ethical Theories	3
Phil 4310	Metaethics	3
or Phil 4315	Normative Ethical Theory	
or Phil 361	Philosophy of Emotions	
<b>Total Units</b>		<b>6</b>

- Phil 390 Philosophical Writing or another core course
- Phil 3991 Philosophy Capstone Course or Phil 499 Study for Honors
- At least 30 units at the 300 level or above (including core courses)\*
- At least 6 of those 30 units at the 400 level\*\*
- Courses taken Pass/Fail **cannot** count toward the major.

## Additional Information

### Senior Honors

Eligible majors are encouraged to work toward Senior Honors. To qualify, students must have the agreement of a faculty member to serve as their thesis advisor. In addition, at the end of their junior year, they must have an overall grade point average of at least 3.65. For important additional information regarding Senior Honors, consult our Undergraduate Honors webpage.

### The Writing-Intensive Seminar

Majors are encouraged to fulfill their writing-intensive requirement by taking Phil 390 Philosophical Writing, which is specially designated as writing intensive. It is typically taken during the junior year, and it is limited to 15 students. Significant attention is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays. A philosophy major who does not take a philosophy writing-intensive seminar must take a fourth core course from any of the three core areas. Registration priority for Phil 390 is given to philosophy majors and minors who have not yet completed their writing-intensive requirement.

### Capstone Experience

All philosophy majors are required to complete a capstone experience either by writing an honors thesis or by taking Phil 3991 Philosophy Capstone Course. **Please be aware that the capstone course is offered only in the spring semester**, so students will need to plan their class schedules accordingly if they decide not to write an honors thesis. To qualify to write an honors thesis, at the end of their junior year, students must have a GPA of at least 3.5 in the major, a GPA of at least 3.5 in advanced philosophy courses, and an overall GPA of at least 3.65. Alternatively, majors should sign up for Phil 3991 (a 3-credit course), which will draw together a variety of different philosophical areas. Only philosophy majors of senior standing may take this course; preference is given to students not pursuing honors.

### Study Abroad

Students can pursue the philosophy major while studying abroad. The department has special study abroad arrangements with University College, London; King's College, London; Trinity College, Dublin (Ireland); Sussex University (U.K.); Utrecht University (the Netherlands); and the University of Auckland (New Zealand). Information about study abroad and specific overseas programs is available from the departmental website and the study abroad advisor.

Phone: 314-935-6670  
 Email: [philosophy@wustl.edu](mailto:philosophy@wustl.edu)  
 Website: <http://philosophy.artsci.wustl.edu>

## Philosophy Minor Program Requirements

- **Total units required:** 18

### Required Courses

Philosophy minors are required to complete at least 12 units at the 300 level or above, which must include at least one course in each of the following three core areas:

#### Contemporary/Analytic Philosophy

Code	Title	Units
Phil 306G	Philosophy of Language	3
Phil 3113	Theory of Knowledge	3
Phil 315	Philosophy of Mind	3
Phil 321G	Philosophy of Science	3
Phil 3481	Introduction to Metaphysics	3
Phil 361	Philosophy of Emotions	3

#### History of Philosophy

Code	Title	Units
Phil 347C	Ancient Philosophy	3
Phil 349C	Descartes to Hume	3
Phil 357C	Kant and 19th-Century Philosophy	3
Phil 358	Conceptual Foundations of Modern Science	3

#### Value Theory

Code	Title	Units
Phil 331F	Classical Ethical Theories	3
Phil 339F	Philosophy of the Arts	3
Phil 340F	Social and Political Philosophy	3
Phil 345F	Issues in Applied Ethics	3
Phil 346	Philosophy of Law	3
Phil 361	Philosophy of Emotions	3

### Additional Information

Minors are encouraged to take the writing-intensive course Phil 390 Philosophical Writing. A philosophy minor must receive a grade of C- or higher in each course. Many philosophy courses can also be taken as part of a minor in history, philosophy of science, or legal studies.

Phone: 314-935-6670  
Email: [philosophy@wustl.edu](mailto:philosophy@wustl.edu)  
Website: <http://philosophy.artsci.wustl.edu>

## Philosophy of Science Minor

### Program Requirements

- **Total units required:** 18, at least 15 of which must be taken at the 300 level or above

### Required Courses

Code	Title	Units
Phil 321G	Philosophy of Science	3
Phil 4210	Topics in Advanced Philosophy of Science	3
<b>Total Units</b>		<b>6</b>

### Elective Courses

At least one of the following three courses:

Code	Title	Units
Phil 347C	Ancient Philosophy	3
Phil 349C	Descartes to Hume	3
Phil 358	Conceptual Foundations of Modern Science	3

At least two courses from the following list:

Code	Title	Units
Phil 3001	Philosophy of Medicine	3
Phil 3113	Theory of Knowledge	3
Phil 315	Philosophy of Mind	3
Phil 3481	Introduction to Metaphysics	3
Phil 390	Philosophical Writing	3
Phil 4141	Advanced Epistemology	3
Phil 4142	Advanced Metaphysics	3
PNP 495	PNP Seminar (with approval of topic)	3

Phone: 314-935-6670  
Email: [philosophy@wustl.edu](mailto:philosophy@wustl.edu)  
Website: <http://philosophy.artsci.wustl.edu>

## Philosophy- Neuroscience-Psychology

Philosophy-Neuroscience-Psychology (PNP) is an interdisciplinary program that provides an opportunity to examine the mind from multiple perspectives. Students who choose to major in PNP will learn to bring some of the newest findings in science to bear on some of the oldest questions in philosophy; they will also see new questions emerge and learn to pursue those questions as well. They will consider questions like the following: Is the mind-brain a single entity, or does having a mind involve something over and above the activity of a brain? What assumptions are made by cognitive psychologists when they



divide mental activity into separate processes and use response times or other measures of task performance to describe those processes? What assumptions are made by neuroscientists when they use imaging techniques to determine where in the brain a cognitive process is carried out? What are we to make of Chomsky's claim that language is an innate mental organ designed to generate an infinite number of sentences? PNP majors will seek answers to such questions in courses offered by PNP and PNP's affiliated departments.

Contact: PNP Office  
Phone: 314-935-4297  
Email: [pnp@wustl.edu](mailto:pnp@wustl.edu)  
Website: <http://pnp.artsci.wustl.edu>

## Faculty

### Director

#### Ron Mallon

Professor; Chair, Department of Philosophy  
PhD, Rutgers University  
(Philosophy; Philosophy-Neuroscience-Psychology)

### Core Faculty

#### Carl F. Craver

Professor  
PhD, University of Pittsburgh  
(Philosophy; Philosophy-Neuroscience-Psychology)

#### Rebecca "Becko" Copenhaver

Professor  
PhD, Cornell University  
(Philosophy; Philosophy-Neuroscience-Psychology)

#### Brett D. Hyde

Associate Professor  
PhD, Rutgers University  
(Philosophy; Linguistics; Philosophy-Neuroscience-Psychology)

#### Zoe Jenkin

Assistant Professor  
PhD, Harvard University  
(Philosophy; Philosophy-Neuroscience-Psychology)

#### Casey O'Callaghan

Professor  
PhD, Princeton University  
(Philosophy; Philosophy-Neuroscience-Psychology)

#### Jake Quilty-Dunn

Assistant Professor  
PhD, The Graduate Center, CUNY  
(Philosophy; Philosophy-Neuroscience-Psychology)

## Participating Faculty

#### Richard A. Abrams

Professor  
PhD, University of Michigan  
(Psychological & Brain Sciences)

#### David A. Balota

Professor  
PhD, University of South Carolina  
(Psychological & Brain Sciences)

#### Joe Barcroft

Professor  
PhD, University of Illinois at Urbana-Champaign  
(Romance Languages and Literatures)

#### Cindy Brantmeier

Professor  
PhD, Indiana University  
(Romance Languages and Literatures; Education)

#### Todd S. Braver

Professor  
PhD, Carnegie Mellon University  
(Psychological & Brain Sciences)

#### Leonard Green

Professor  
PhD, State University of New York–Stony Brook  
(Psychological & Brain Sciences; Economics)

#### John Heil

Professor  
PhD, Vanderbilt University  
(Philosophy)

#### Erik Herzog

Professor  
PhD, Syracuse University, Institute for Sensory Research  
(Biology)

#### Patrick Hill

Associate Professor  
PhD, University of Notre Dame  
(Psychological & Brain Sciences)

#### Lori Markson

Associate Professor  
PhD, University of Arizona  
(Psychological & Brain Sciences)

#### Kathleen McDermott

Professor  
PhD, Rice University  
(Psychological & Brain Sciences)

#### Camillo Padoa-Schioppa

Professor  
PhD, Massachusetts Institute of Technology  
(Anatomy and Neurobiology; Biological Engineering)

**Jonathan Peelle**

Assistant Professor  
PhD, Brandeis University  
(Otolaryngology)

**Anya Plutynski**

Professor  
PhD, University of Pennsylvania  
(Philosophy)

**Joseph L. Price**

Professor  
PhD, Oxford University  
(Anatomy and Neurology)

**Larry Snyder**

Professor  
PhD, University of Rochester  
(Anatomy and Neurobiology)

**Mitchell S. Sommers**

Professor  
PhD, University of Michigan  
(Psychological & Brain Sciences)

**Ray Sparrowe**

Senior Lecturer  
PhD, University of Illinois  
(Olin Business School)

**Paul S.G. Stein**

Professor  
PhD, Stanford University  
(Biology)

**James Wertsch**

Marshall S. Snow Professor in Arts & Sciences  
PhD, University of Chicago  
(Anthropology; American Culture Studies; Education; International and Area Studies)

**Desirée A. White**

Professor  
PhD, Washington University  
(Psychological & Brain Sciences)

**Jeffrey M. Zacks**

Professor  
PhD, Stanford University  
(Psychological & Brain Sciences)

## Endowed Professors

**Deanna M. Barch**

Gregory B. Couch Professor of Psychiatry  
PhD, University of Illinois  
(Psychological & Brain Sciences; Radiology)

**John Baugh**

Margaret Bush Wilson Professor in Arts & Sciences  
PhD, University of Pennsylvania  
(African and African-American Studies; American Culture Studies; Anthropology; Education; English; Psychological & Brain Sciences)

**Pascal R. Boyer**

Henry Luce Professor of Collective and Individual Memory  
PhD, University of Paris–Nanterre  
(Anthropology; Religious Studies)

**Steven E. Petersen**

James S. McDonnell Professor of Cognitive Neuroscience  
PhD, California Institute of Technology  
(Neurology; Neurological Surgery; Psychological & Brain Sciences)

**Marcus E. Raichle**

Alan A. and Edith L. Wolff Distinguished Professor of Medicine  
MD, University of Washington  
(Radiology; Neurology; Neurobiology and Biomedical Engineering)

**Henry L. Roediger III**

James S. McDonnell Distinguished University Professor  
PhD, Yale University  
(Psychological & Brain Sciences; American Culture Studies)

**Rebecca Treiman**

Burke and Elizabeth High Baker Professor of Child Developmental Psychology  
PhD, University of Pennsylvania  
(Psychological & Brain Sciences)

## McDonnell Postdoctoral Fellows

**Amanda Evans**

PhD, The University of Texas at Austin

**Mason Westfall**

PhD, University of Toronto

## Majors

- Philosophy-Neuroscience-Psychology Major, Cognitive Neuroscience Concentration (p. 888)
- Philosophy-Neuroscience-Psychology Major, Language Cognition and Culture Concentration (p. 889)

## Minors

- Philosophy-Neuroscience-Psychology Minor (p. 892)

## Courses

Visit online course listings to view semester offerings for L64 PNP.

---

**L64 PNP 1500 Ampersand: The Mind: What Makes Us and Other Perspectives on Consciousness**

This course explores how consciousness is created in the brain and body. This course will integrate biological, psychological, and philosophical perspectives to investigate the nature of the mind. Utilizing an experiential approach, we will study how perception-action links give rise to consciousness and shape our subjective understanding of the world. Concepts will include sensory-motor integration, spatial and temporal awareness, sense of self and sense of agency. Students will gain a broad understanding of both historical milestones in the development of "enactivism" and current experimental techniques enabling research into perception, embodiment, presence, virtual and augmented reality, and the neural correlates of consciousness. This course is for first-year, non-transfer students only.

Credit 3 units. A&S IQ: SSC EN: S

---

**L64 PNP 200 Introduction Cognitive Science**

We will seek to understand the mind-brain by integrating findings from several of the cognitive sciences, including philosophy, psychology, neuroscience, linguistics, anthropology, and artificial intelligence. This course will consider multiple perspectives on such topics as mental imagery, concepts, rationality, consciousness, emotion, language, thought, memory, attention, and machine intelligence. Prerequisite: completion of at least one of the following courses: Psych 100B, Phil 120F, Phil 125C, Biol 296A, MBB 120A or Ling 170D.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L64 PNP 201 Inquiry in the Cognitive Sciences**

Understanding the mind-brain involves orchestrating a variety of conceptual tools and modes of inquiry from the cognitive sciences. This course offers a hands-on introduction to a variety of research tactics used in the behavioral and biological sciences and emphasizes the advantages of combining them. For example, neuroimaging can enhance the interpretation of experiments by cognitive psychologists, and modeling can be used to simulate and understand the effects of brain lesions. Prerequisite: completion of at least one of the following courses: Psych 100B, Phil 120F, Phil 125C, Biol 296A, MBB 120 or Ling 170D.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

**L64 PNP 301 Symbolic Logic**

In the first half of the course we will be studying some features of truth-functional and first-order classical logics, including studying the model theory and metatheory for first-order logic in much greater depth than in Phil 100. In the second half of the course we will go on to study three different styles of proof-system: tableaux, axiomatic, and natural deduction. This course continues on where Philosophy 100: An introduction to Logic and Critical Analysis leaves off. It is recommended for students who have already taken that introductory course, or for students who already have a strong background in mathematics. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 301G

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: HUM

---

**L64 PNP 306 Philosophy of Language**

A survey of major philosophical problems concerning meaning, reference, and truth as they have been addressed within the analytic tradition. Readings that represent diverse positions on these focal issues will be selected from the work of leading philosophers in the field, for example: Frege, Russell, Wittgenstein, Davidson, Quine, Kripke, and Putnam. Students are encouraged to engage critically the ideas and arguments presented, and to develop and defend their own views on the core topics. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 306G

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L64 PNP 309 Syntactic Analysis**

The ability to produce and understand an infinite number of sentences is perhaps the most fascinating aspect of the human language faculty. Syntax is the study of how the brain organizes sentences from smaller phrases and words. This course explores syntactic analysis from several perspectives within generative linguistics, focusing primarily on the Government and Binding framework but also introducing Minimalist and Optimality Theoretic approaches. Topics to be discussed include phrase structure, transformations, case theory, thematic roles, and anaphora. Assignments will help students learn to construct and compare analyses of syntactic problems in English and other languages. Prerequisite: Ling 170D or permission of instructor.

Same as L44 Ling 309

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

**L64 PNP 311 Introduction to Semantics**

Semantics is the branch of linguistics which studies how speakers assign meaning to words, sentences, and larger units of discourse. We combine perspectives from both linguistics and philosophy to explore a variety of topics including polysemy, compositionality, quantification, anaphora, definite descriptions, attitude reports, presupposition, and implicature. Prerequisite: Ling 170D or Phil 301G or permission of instructor.

Same as L44 Ling 311

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

**L64 PNP 313 Phonological Analysis**

There are several important abilities involved in the use of human language, one of these being the ability to organize speech sounds. The system that the brain uses to accomplish this task is the subject matter of phonology. This course will explore phonology from several perspectives within generative linguistics, including both traditional rule-based and current Optimality Theoretic approaches. Topics to be discussed include phonological features, lexical phonology, prosodic morphology, tone, and metrical stress. Assignments will help students learn to analyze phonological problems in a variety of languages and to evaluate the consequences of using different analytic approaches. Prerequisite: Ling 170D or permission of instructor.

Same as L44 Ling 313

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L64 PNP 315 Philosophy of Mind**

An introduction to philosophical analyses of the nature of mind, especially those developed by contemporary philosophers. The focus will be on questions such as the following: What is a mind? How does it relate to a person's brain? How does it relate to a person's body and the external world? Can a mind exist in a very different kind of body (e.g., a computer or a robot)? Does thinking require a language-like code? If so, can non-linguistic species think? What is it to have a mental image or to experience pain? Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 315

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L64 PNP 3151 Introduction to Social Psychology**

An introduction to the scientific study of social influence. Topics include person perception, social cognition, attitudes, conformity, group behavior, aggression, altruism, prejudice and psychology's interface with law, health, and climate change. PREREQ: Psych 100B/1000

Same as L33 Psych 315

Credit 3 units. A&S IQ: SSC Arch: SEM, SSC Art: SSC BU: BA EN: S

---

---

**L64 PNP 316 Mind and Morals**

This course explores a number of issues at the intersection of ethics and cognitive science. Possible topics include: Are we rational? Do we know our own thoughts and motivations? Can one believe that one ought to do something without being motivated to do it? Do emotions impair or enhance our ability to reason? How do moral beliefs develop through childhood? Are traits such as intelligence and character unchangeable, and what implications follow if they are (or are not)? Does retaining my identity over time require having the same mind, and, if so, am I the same person now as I was as a child? Are non-human animals worthy of moral consideration? If brain activity is determined by causal laws, can we have free will? Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 316

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

**L64 PNP 3171 Introduction to Computational Linguistics**

Use of computers to analyze, understand, and generate human language. Emphasis on appreciating practical applications such as text analysis, search and creation of dictionaries and corpora, information retrieval, machine translation, and speech interfaces. Survey of rule-based and statistical techniques. Students acquire programming skills appropriate for solving small- to medium-scale problems in linguistics and text processing, using a language such as Python. Students have regular programming assignments and complete a semester project. No previous knowledge of programming required. Prerequisite: L44 Ling 170D.

Same as L44 Ling 317

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L64 PNP 320 Historical and Comparative Linguistics**

Historical linguistics focuses on how languages change over time. Comparative linguistics focuses on their similarities and differences. In this course we will trace some of the differences and changes in sound (phonetics and phonology) word formation (morphology), sentence structure (syntax), and meaning (semantics). Topics include linguistic universals, the structural and genetic classification of languages, the techniques of reconstructing proto-languages, and the causes of language change. Examples from Indo-European languages (for example, Greek, English, and Spanish) and from Native American languages (for example, Quechua and Mayan) will be emphasized. Prerequisite: Ling 170D.

Same as L44 Ling 320

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM EN: S

---

**L64 PNP 321 Philosophy of Science**

Pivotal concepts common to empirical sciences are examined and clarified. These include: explanation, confirmation, prediction, systematization, empirical significance, and the relationship of all these concepts to the structure of scientific theory. Examples may be drawn from both contemporary and historical science, including the social, biological, and physical sciences. Students with a background in science are particularly encouraged to consider this course. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 321G

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L64 PNP 3211 Developmental Psychology**

This course concentrates on the cognitive and social development of the person from conception to adulthood. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. PREREQ: Psych 100B.

Same as L33 Psych 321

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L64 PNP 3221 Music Cognition**

An introduction to modern research on music perception and cognition. The course covers four main topics: the perception of key, the psychoacoustics of dissonance, the relationship between attention and musical meter, and the process by which melodies establish, fulfill, and deny expectations. Students read and discuss research from both cognitive science and music theory, in addition to completing several projects.

Same as L27 Music 3221

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: HUM

---

**L64 PNP 330 Sensation and Perception**

What's involved in seeing and hearing? This course will cover perception from the physical stimuli (light and sound) that impinge upon the sensory receptors through the higher-level percepts that the stimuli generate. Demonstrations and illusions will be used as we learn about the anatomy and physiology of the sensory systems and study the brain mechanisms that are involved in vision and audition. Prerequisite: Psych 100B/1000.

Same as L33 Psych 330

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA, SCI

---

**L64 PNP 3401 Biological Psychology**

An introduction to biological mechanisms underlying behavior. Topics will include the physiology of nerve cells, anatomy of the nervous system, control of sensory and motor activity, arousal and sleep, motivation and higher mental processes. PREREQ: PSYCH 100B

Same as L33 Psych 3401

Credit 3 units. A&S IQ: NSM Arch: NSM BU: SCI

---

**L64 PNP 3411 Principles of the Nervous System**

This course will provide a broad introduction to neuroscience, starting at the level of cellular and molecular neuroscience, and ultimately ending at systems and theoretical neuroscience, with emphasis on the organization of the mammalian central nervous system. Topics will include neuronal structure, the action potential, information transmission between neurons, sensory/motor systems, emotion, memory, disease, drugs, behavior, and network dynamics. A fundamental goal of this course is to provide students with the ability to approach complex problems using the scientific method and to understand the limits of knowledge. This course will also expose students to some of the neuroscience community at WashU. Bio 2960, Bio 2970 recommended, Bio 3058 recommended or Psych 3401 and permission of instructor. (Biology Major Area B)

Same as L41 Biol 3411

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L64 PNP 3451 Genes, Environment, and Human Behavior**

This class will examine how genetic influences impact various dimensions of human behavior, ranging from traits (e.g. personality) to psychiatric disorders. Topics to be covered include methods used to study genetic influence, how genetic predispositions interact with the environment, and ethical implications. Modern methods for gene-identification, such as genomewide association studies, polygenic risk scores and epigenetic experiments will be examined in detail. Emphasis will be placed on understanding core concepts (e.g. what is identity-by-descent) as well as application (e.g. calculate heritability, interpretation of results from published studies). PREREQ: Psych 100B. 3 units. Same as L64 PNP 3451.

Same as L33 Psych 345

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: SCI EN: S

---

---

**L64 PNP 350 Physics of the Brain**

Concepts and techniques of physics are applied to study the functioning of neurons and neuronal circuits in the brain. Neurons and neural systems are modeled at two levels: (i) at the physical level, in terms of the electrical and chemical signals that are generated and transmitted and (ii) at the information-processing level, in terms of the computational tasks performed. Specific topics include: neuronal electrophysiology, neural codes, neural plasticity, sensory processing, neural network architectures and learning algorithms, and neural networks as dynamical and statistical systems. Course grade is based primarily on an individualized term project. Prerequisite: Phys 191-192 or Phys 193-194 or Phys 197-198 or Phys 205-206, or permission of the instructor.

Same as L31 Physics 350

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI EN: BME T, SU, TU

---

**L64 PNP 3531 Psychology of Personality**

What is personality, and how can we scientifically study it? How did we become who we are today? Is personality fixed, or can we change? How does personality shape our everyday experiences and consequential life outcomes? Do we know ourselves and others? This course will address such questions by providing a contemporary overview of the field of personality psychology that will help students better understand themselves and others. PREREQ: Psych 100B.

Same as L33 Psych 353

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L64 PNP 3541 Psychopathology and Mental Health**

This is an introductory course in psychopathology or the scientific study of mental health disorders. The course will include definitions, theories, and classification of Psychopathological behavior. Content will focus on symptoms, classification, prevalence, etiology, and treatment of mental health disorders, including mood, anxiety, eating, schizophrenia spectrum, substance use, and personality disorders. PREREQ: Psych 100B.

Same as L33 Psych 354

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L64 PNP 355 Physics of Vision**

How do the eyes capture an image and convert it to neural messages that ultimately result in visual experience? This lecture and demonstration course will cover the physics of how we see. The course is addressed to physics, premedical, and life-sciences students with an interest in biophysics. Topics include physical properties of light, evolution of the eyes, image formation in the eye, image sampling with an array of photoreceptors, transducing light into electrical signals, color coding, retinal organization, computing with nerve cells, compressing the 3-D world into optic nerve signals, inferring the 3-D world from optic nerve signals, biomechanics of eye movement, engineered vision in machines. The functional impact of biophysical mechanisms for visual experience will be illustrated with psychophysical demonstrations. Corequisite: Phys 117A, Phys 197 or permission of instructor. 3 units.

Same as L31 Physics 355

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI EN: BME T, TU

---

**L64 PNP 3581 Conceptual Foundations of Modern Science**

Where does modern science come from? This course examines the winding paths by which the dominant scientific world-views of the 20th century became established. We will discuss a variety of broad themes: scientific method or methods, revolutionary science, the relationship between science and society, and the aims of science. This course is not intended to be a comprehensive survey of the history of science. Instead, we will focus upon a few key figures - Galileo, Newton,

Darwin, - and we will read both primary and secondary literature on their significance to these broad themes. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 358

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L64 PNP 360 Cognitive Psychology**

Introduction to the study of thought processing from an information-processing approach. Emphasis will be placed on theoretical models that are grounded in empirical support. Topics include pattern recognition, attention, memory, reasoning, language processes, decision making, and problem solving. PREREQ: Psych 100B.

Same as L33 Psych 360

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

---

**L64 PNP 361 Psychology of Learning**

The experimental analysis of behavior is presented with examination of Operant and Pavlovian conditioning, aversive control, theories of reinforcement, choice behavior, behavioral economics, etc. Theoretical and experimental approaches to the study of behavior as developed in the laboratory are emphasized. Consideration is given to applications from the laboratory to everyday behavior. PREREQ: Psych 100B. Enrollment limited to 30.

Same as L33 Psych 361

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L64 PNP 362 The Biological Basis of Human Behavior**

Infidelity, marriage customs, inner city violence, infanticide, intelligence...Are the behavioral patterns we see genetically fixed and racially variable? What is the evolutionary and biological basis of human behavior? This course offers a critical evaluation of these from an anthropological perspective.

Same as L48 Anthro 362

Credit 3 units. A&S IQ: LCD, NSM, SD Arch: NSM Art: NSM BU: BA

---

**L64 PNP 363 The Neuroscience of Movement: You Think, So You Can Dance?**

Although humans have expressed themselves through movement throughout time, only recently have neurophysiological investigative techniques allowed us to glimpse the complex neural processes that allow the coordination and integration of thought, action, and perception. This course introduces students to the nascent yet growing field of dance neuroscience. In part one of this course, we explore fundamental concepts of motor control, including how our central nervous system integrates information to allow us to maintain posture and balance, to coordinate our limbs to external rhythms, and to move our bodies gracefully and expressively through space and time. In part two, we explore theoretical frameworks of motor learning as they pertain to movement. We delve into the neuromechanisms underlying common tools that dancers and athletes use to improve motor performance and how dance training induces neuroplasticity in brain structure and function. In part three, we explore the neural underpinnings of aesthetic appreciation while watching dance, including the action observation network and affective responses to art. Required work includes short assignments, a final project and presentation on a topic of your choice related to the course focus, and a few movement workshops (for which dance training is not required). Prerequisite: introductory course in dance, biology, or neuroscience, or permission from the instructor.

Same as L29 Dance 363

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

---

#### L64 PNP 366 Art and the Mind-Brain

In recent years, there has been a growing interest in the bearing of cognitive science on the perception and understanding of art. This interest has roots in tradition: historically, art, aesthetics, and vision science have often been linked. But the growth of knowledge in cognitive science has opened up new opportunities for understanding art and addressing philosophical questions. The converse is also true. The production, perception, and understanding of art are human capacities that can shed light on the workings of the mind and brain. This course considers questions such as: What is art? How do pictures represent? Does art express emotion? Why does art have a history? Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.

Same as L30 Phil 366

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### L64 PNP 3662 Primate Biology

This course takes a multi-faceted introductory approach to the primates, the closest relatives of human beings, by investigating anatomy, growth and development, reproduction, behavioral adaptations, ecology, geographic distribution, taxonomy and evolution. Emphasis will be placed not only on the apes and monkeys, but also on the lesser-known lemurs, lorises, bushbabies, tarsiers, and many others. The importance of primate biology to the discipline of anthropology will be discussed. Intended for students who have already taken Anthro 150A, and recommended for students who wish to take the more advanced 400-level courses on primates. Prerequisite: Anthro 150A or permission of instructor.

Same as L48 Anthro 3661

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

---

#### L64 PNP 3701 Introduction to Hispanic Linguistics

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional, and social varieties of Spanish and situations of Spanish in contact with other languages.

Same as L38 Span 370

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

#### L64 PNP 380 Human Learning and Memory

A survey of issues related to the encoding, storage and retrieval of information in humans. Topics include memory improvement strategies, people with extraordinary memories, memory illusions and distortions, among other topics. Limited to 25 students. Prerequisite: Psych 100B/1000.

Same as L33 Psych 380

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

---

#### L64 PNP 390 PNP Reading Class

Each time this course is offered a book will be selected that does an exemplary job of bringing together insights and results from multiple disciplines in targeting an important topic. We will read and discuss the book and possibly a small amount of supplementary reading. A short presentation and paper will be required. Prerequisite: PNP Major standing

Credit 2 units. A&S IQ: SSC EN: S

---

#### L64 PNP 396 Linguistics Seminar: Pragmatics in Second Language Learning

Readings on a selected topic in theoretical linguistics with an emphasis on discussion, presentation, and writing. Prerequisite: varies with topic. Same as L44 Ling 396

Credit 3 units. A&S IQ: SSC EN: S

---

#### L64 PNP 402 The Physiology and Biophysics of Consciousness

This course will explore the questions surrounding the search to understand the biophysical substrate of consciousness. Some areas to be explored: 1. Can consciousness be addressed like any other biological property in the sense that it has evolved by natural selection and that some elements of it are present in simple model systems, such as the fruit fly? Can insight be gained studying simple model systems? 2. Where in the brain is consciousness? What is the pattern of neurological events that occurs during consciousness? Is brain activity generating consciousness localized or distributed? Does it involve interacting brain regions? Does brain activity generating consciousness migrate to different brain regions? 3. How does the dynamic core hypothesis of Edelman relate to these questions? What can functional brain imaging add to these questions? Are Gamma waves involved in higher mental activity, and do they promote synchronized firing of neurons from different brain areas? How does this relate to the binding problem? 4. How does the brain's ability to function as a computer relate to consciousness? In many respects the brain functions as a computer using electrical signals called Action Potentials. Action potentials in neuronal networks function in an analogous way as DC electrical impulses function in computer circuits. What is the output of computation in an electrical device? What are the theoretical limitations regarding what computation can achieve and ask whether electrical activity in the brain also has a fundamentally different purpose in addition to computation. 5. Is our knowledge of the physical world too primitive and incomplete to understand consciousness? The brain is an electronic device and consciousness clearly depends on its electrical activity. Yet, electrical forces are poorly understood, both in the context of classical physics and quantum physics. Will understanding consciousness have to wait for a unified theory that more accurately describes electrical forces? Prerequisites: Bio3411 or equivalent. College level physics, Some knowledge of computers. Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### L64 PNP 404 Laboratory of Neurophysiology

Neurophysiology is the study of living neurons. Students record electrical activity of cells to learn principles of the nervous system including sensory transduction and coding, intercellular communication and motor control. The course meets for 9 hours each week. Students may leave the lab for up to 2 hours. Prereq: Bio 3411 or Psych 4411 AND PERMISSION of Student Coordinator, Erin Gerrity. Bio 3411 may be taken concurrently.

Same as L41 Biol 404

Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

---

#### L64 PNP 4041 Math Logic II

Godel's Incompleteness Theorem: its proof, its consequences, its reverberations. Prerequisite: Philosophy 403 or a strong background in mathematics.

Same as L30 Phil 404

Credit 3 units. A&S IQ: HUM Art: HUM

---

#### L64 PNP 406 Primate Ecology and Social Structure

Survey of the ecology, individual and social behavior, adaptations, and interactions of the major groups of primates. Emphasis on studies designed to examine the relationships among ecology, morphophysiology, and behavior. Methods used in collecting data on primates in the field. Prerequisite: Anth 150A or one 100-level biology course.

Same as L48 Anthro 406  
Credit 3 units. A&S IQ: NSM Art: NSM

---

#### **L64 PNP 4065 Advanced Philosophy of Language**

An advanced-level treatment of basic topics in the philosophy of language as this discipline is understood in the analytic tradition. The main positions and the problems they pose will be surveyed; focal themes include meaning, reference, and truth. The aim of the course is to help students develop effective expository techniques and to provide them with the necessary conceptual resources to analyze and criticize different theoretical views. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Same as L30 Phil 4065

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

#### **L64 PNP 408 Psychology of Language**

This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases, and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student will carry out an original research project on some aspect of psycholinguistics. Prereq: Ling 170D and Psych 100B

Same as L33 Psych 433

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

#### **L64 PNP 4140 Topics in Embodied Communication**

This course is about listening. We will begin by mediated and unmediated listening with the human auditory system and continue into an exploration of multi-modal listening, focusing on vibration and on somatic attention. We will work in the "studio," which will include a music studio, a dance studio, and the environment. Our investigation will include the study of sensing in more-than-human organisms as well as theoretical perspectives from sound studies, critical improvisation and history of science. The course will encourage the perspective that the practice of listening is a political act of tending to the invisible, the non-normative, and the incomplete.

Same as L15 Drama 4140

Credit variable, maximum 3 units. A&S IQ: HUM EN: H

---

#### **L64 PNP 4141 Advanced Epistemology**

Competing theories of knowledge and belief justification will be considered. Careful attention will be given to selected problems such as skepticism, certainty, foundations, coherence, perception, induction. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Same as L30 Phil 4141

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

#### **L64 PNP 4142 Advanced Metaphysics**

Through readings from both classical and contemporary sources, a single traditional metaphysical concern will be made the subject of careful and detailed analytic attention. Possible topics include such concepts as substance, category, cause, identity, reality, and possibility, and such positions as metaphysical realism, idealism, materialism, relativism, and irrealism. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Same as L30 Phil 4142

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

---

#### **L64 PNP 418 Current Controversies in Cognitive Science**

An advanced survey of current debates in cognitive science with an emphasis on the philosophical issues raised by these debates. Topics may include: evolutionary psychology; innateness and neural plasticity; perception and action; consciousness; connectionism; robotics; embodied cognition; moral reason; emergence and artificial life; concepts and content; animal cognition. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L64 PNP 419 Philosophy of Psychology**

An investigation of the philosophical presuppositions and implications of various traditions in psychology, including behaviorism, Gestalt, and cognitivism, with a special emphasis on the development of the information processing approach of contemporary cognitivism. The conception of psychological phenomena, data, and explanation central to each of these traditions will be examined, and typical topics will include the debates between propositional and imagistic models of representation, different accounts of concepts and categorization, and the relation of psychology to ethics. Prerequisites: one previous course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Same as L30 Phil 419

Credit 3 units. A&S IQ: HUM Art: HUM

---

#### **L64 PNP 4190 Primate Behavior**

Discussion and analysis of recent research on the social behavior of nonhuman primates. Data from both field and laboratory study. Prerequisite: Anth 406, or permission of instructor.

Same as L48 Anthro 419

Credit 3 units. A&S IQ: NSM Art: NSM BU: BA

---

#### **L64 PNP 4192 Primate Cognition**

This course will investigate historical and current views regarding the cognitive capacities of non-human primates, and the extent to which these abilities are shared with humans. Topics for this class will include: social cognition, problem-solving, tool use, culture, communication, theory of mind, deception, self-recognition, imitation, and numerical cognition. The classes will involve discussion and critical evaluation of theory and methods in this challenging and exciting area of primate cognitive research.

Same as L48 Anthro 4191

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

#### **L64 PNP 4210 Topics in Advanced Philosophy of Science:**

##### **Scientific Explanation**

This course will vary in topics related to Philosophy of Science from semester to semester. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Same as L30 Phil 4210

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L64 PNP 426 Theories of Concepts**

Concepts are the building blocks of thought. They are implicated in just about every cognitive task. Beyond that, there is little consensus. What information do concepts encode? How are they acquired? How are they combined to form thoughts? How are they related to perception and imagery? Each of these questions has been answered in numerous ways. In this course, we will explore competing theories of concepts that have been proposed by philosophers, psychologists, and other cognitive scientists. No prior acquaintance with these issues is required. Prerequisites: one previous course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Same as L30 Phil 426

Credit 3 units. A&S IQ: HUM Art: HUM

---

**L64 PNP 4302 Cognitive Psychology Applied to Education**

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning, and comprehension with special focus on areas, theory, and research that have potential application to education. Thus, the course will provide selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes will be explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. PREREQ: Junior/Senior status, 9 units in Psychology and Psych 100B OR Junior/Senior status, 9 units in Education and Psych 100B.

Same as L33 Psych 4302

Credit 3 units. A&S IQ: SSC EN: S

---

**L64 PNP 4332 Cognition and Computation**

This course introduces students to some of the key frameworks for thinking about the mind in computational terms. We will be looking at some basic topics in the theory of computation, in addition to considering philosophical issues raised by computational models of cognitive processes. This course is required for graduate students in the PNP Ph.D. program. Prerequisites: At least two 400-level PNP courses crosslisted in Philosophy.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L64 PNP 466 Second Language Acquisition**

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first and second language acquisition; the role of linguistic, cognitive, and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second language acquisition; and a critical appraisal of different theories of second language acquisition. Both theoretical and instructional implications of second language acquisition research are considered. This course can be used towards certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.

Same as L44 Ling 466

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L64 PNP 467 Grammar and Vocabulary Acquisition**

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such a learning context and processing resource allocation; and comparisons of incidental and direct vocabulary instruction techniques. Major theories of language acquisition (e.g., nativism, emergentism) are critically examined in light of the research presented, and research findings are applied to instructional practices.

Same as L38 Span 467

Credit 3 units. A&S IQ: LCD BU: BA EN: H

---

**L64 PNP 4691 Second Language Reading and Writing: Theory, Research and Practice**

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics to be discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students will discuss how to bridge research and practice, and they will create reading and writing activities driven by theory and empirical investigations. This course is a required course for the for the undergraduate minor in Applied Linguistics and an elective for the Graduate Certificate in Language Instruction. This course carries the Social and Behavioral Sciences attribute.

Same as L38 Span 4691

Credit 3 units. A&S IQ: SSC EN: S

---

**L64 PNP 494 Behavioral Psychology Readings Group**

This weekly journal-style readings course provides the opportunity to read and discuss seminal as well as current writings on the conceptual aspects of behavioral psychology and relevant research. Points of contact among behaviorism, cognitivism, and neuroscience and the natural lines of fracture will be examined. Prerequisites: Psych 100B and one of the following: Psych 361, Psych 360, or a Philosophy course.

Same as L33 Psych 494

Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L64 PNP 495 PNP Seminar**

Subject varies per semester. Not always offered as writing intensive, refer to individual semester listing. Prerequisite: A 300 level Philosophy course (Phil/PNP 315 is recommended); and PNP Major standing or approval of Instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L64 PNP 495W PNP Seminar: Writing-Intensive**

Subject varies per semester. Fulfills Writing Intensive (WI) requirement. Prerequisite: A 300 level Philosophy course (Phil/PNP 315 is recommended); and PNP Major standing or approval of Instructor.

Credit 3 units. A&S IQ: SSC, WI EN: S

---

**L64 PNP 496 PNP Seminar**

Subject varies each semester. Prerequisites: One 300-level philosophy course (Phil 315 or PNP 315 is recommended) as well as PNP major standing or approval of instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L64 PNP 499 Study for Honors**

Prerequisite: Senior standing, a grade point average of 3.50 overall, and permission of the department.

Credit 3 units. EN: S



# Philosophy- Neuroscience- Psychology Major, Cognitive Neuroscience Concentration

## Program Requirements

- **Total units required:**\* 29-32 for primary major, 24-26 for secondary major

\* Several courses required for this major have prerequisite courses, which are not included in the major's total units required. Students will need to plan accordingly to fulfill the necessary prerequisites.

## Required Courses

### Core Undergraduate Requirements for Philosophy-Neuroscience-Psychology

All PNP majors, regardless of concentration, complete an entry sequence and core requirements:

#### a. Entry Sequence

Students choose one of the following two sequences:

##### PNP Sequence

Code	Title	Units
PNP 200	Introduction Cognitive Science	3
PNP 201 or Psych 301	Inquiry in the Cognitive Sciences Experimental Psychology	3-4

##### Mind, Brain, Behavior Sequence (MBB) Sequence

Code	Title	Units
FYP 120A	Amp: Intro to Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives	3
FYP 122 or PNP 200	Ampersand: Pathfinder - A Sense of Place: Discovering the Environment of St. Louis Introduction Cognitive Science	3

#### b. Core Philosophy Requirements

##### Prerequisite:

Code	Title	Units
Phil 100G or Phil 102 or Phil 120F or Phil 125C	Logic and Critical Analysis Introduction to Scientific Reasoning Problems in Philosophy Great Philosophers	3

#### Upper Division Requirements:

Majors must take two courses at the 300 or 400 level:

- One course must be either PNP 306 Philosophy of Language or PNP 315 Philosophy of Mind.
- One course must be chosen from the following list:

Code	Title	Units
Music 3221	Music Cognition	3
Phil 3001	Philosophy of Medicine	3
Phil 3113	Theory of Knowledge	3
Phil 339F	Philosophy of the Arts	3
Phil 3481	Introduction to Metaphysics	3
Phil 349C	Descartes to Hume	3
Phil 361	Philosophy of Emotions	3
Phil 366	Art and the Mind-Brain	3
Phil 390	Philosophical Writing (upon approval of subject matter, consult PNP office for each semester)	3
Phil 403	Mathematical Logic I	3
Phil 404	Mathematical Logic II	3
Phil 405	Philosophical Logic	3
Phil 4051	Philosophy of Logic	3
Phil 4061	Topics in the Philosophy of Language	3
Phil 410	Theories of Perception	3
Phil 4212	Philosophy of Neuroscience	3
Phil 423	Philosophy of Biological Science	3
PNP 301	Symbolic Logic	3
PNP 306	Philosophy of Language	3
PNP 315	Philosophy of Mind	3
PNP 316	Mind and Morals	3
PNP 321	Philosophy of Science	3
PNP 3581	Conceptual Foundations of Modern Science	3
PNP 4065	Advanced Philosophy of Language	3
PNP 4141	Advanced Epistemology	3
PNP 4142	Advanced Metaphysics	3
PNP 418	Current Controversies in Cognitive Science	3
PNP 419	Philosophy of Psychology	3
PNP 4210	Topics in Advanced Philosophy of Science: Scientific Explanation	3
PNP 426	Theories of Concepts	3
PNP 4332	Cognition and Computation	3
PNP 495	PNP Seminar	3
PNP 496	PNP Seminar	3
Phil 322	Philosophy of Biology	3

## c. Core Psychological & Brain Sciences Requirements

### Prerequisite:

Code	Title	Units
Psych 100B	Introduction to Psychology	3

### Upper Division Requirements:

Majors must take two courses at the 300 or 400 level:

- Unless the student has completed FYP 120A with a grade of B- or higher, they must take PNP 360 Cognitive Psychology or PNP 408 Psychology of Language
- One course must be chosen from the following list:

Code	Title	Units
PNP 3151	Introduction to Social Psychology	3
PNP 3211	Developmental Psychology	3
PNP 330	Sensation and Perception	3
PNP 3401	Biological Psychology	3
PNP 3451	Genes, Environment, and Human Behavior	3
PNP 3531	Psychology of Personality	3
PNP 3541	Psychopathology and Mental Health	3
PNP 360	Cognitive Psychology	3
PNP 361	Psychology of Learning	3
PNP 362	The Biological Basis of Human Behavior	3
PNP 380	Human Learning and Memory	3
PNP 408	Psychology of Language	3
PNP 4302	Cognitive Psychology Applied to Education	3
PNP 495	PNP Seminar	3
Psych 300	Introduction to Psychological Statistics	3
Psych 301	Experimental Psychology	4
Psych 326	Introduction to the Psychology of Aging	3
Psych 357	Introduction to Clinical Psychology	3
Psych 358	Language Acquisition	3
Psych 396	Psychological Dynamics of Empathy	3
Psych 4182	Perception, Thought, and Action	3
Psych 4301	Contemporary Topics in Cognitive Development	3
Psych 4631	Introduction to Computational Cognitive Science	3
Psych 4651	History and Modern Systems of Psychology	3

## Courses Required for the Cognitive Neuroscience Concentration

### Prerequisites:

Code	Title	Units
Biol 2960	Principles of Biology I *	3-4
or Psych 3401	Biological Psychology	

\* Permission of the instructor may be required before registering for Psych 3401 Biological Psychology.

### Upper Division Requirements:

Students must take the following two courses:

Code	Title	Units
Biol 3411	Principles of the Nervous System	3
Psych 3604	Cognitive Neuroscience	3

## Capstone

The capstone is required for honors students and first majors; it is recommended for second majors. It consists of one of the following:

- A PNP honors project (PNP 499, 6 units; requires PNP honors form to be filled out and approved by honors coordinator)
- The 2-unit PNP 390 PNP Reading Class plus PNP 495 or PNP 496
- The 2-unit PNP 390 PNP Reading Class plus 3 advanced units of independent study (PNP 500 Independent Work). The independent study details are available on the PNP website.

Contact: PNP Office  
Phone: 314-935-4297  
Email: pnp@wustl.edu  
Website: <http://pnp.artsci.wustl.edu>

# Philosophy- Neuroscience-Psychology Major, Language Cognition and Culture Concentration

## Program Requirements

- **Total units required:**\* 29-32 for primary major, 24-26 for secondary major
- Courses must be passed with at least a C-
- Up to 6 units can be transferred from other institutions and/or study abroad

\* Several courses required for this major have prerequisite courses, which are not included in the major's total units required. Students will need to plan accordingly to fulfill the necessary prerequisites.

## Required Courses

### Core Undergraduate Requirements for Philosophy-Neuroscience-Psychology

All PNP majors, regardless of concentration, complete an entry sequence and core requirements:

#### a. Entry Sequence

Students choose one of the following two sequences:

##### PNP Sequence

Code	Title	Units
PNP 200	Introduction Cognitive Science	3
PNP 201	Inquiry in the Cognitive Sciences	3-4
or Psych 301	Experimental Psychology	

##### Mind, Brain, Behavior Sequence (MBB) Sequence

Code	Title	Units
FYP 120A	Amp: Intro to Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives	3
FYP 122	Ampersand: Pathfinder - A Sense of Place: Discovering the Environment of St. Louis	3
or PNP 200	Introduction Cognitive Science	

#### b. Core Philosophy Requirements

##### Prerequisite

Code	Title	Units
Phil 100G	Logic and Critical Analysis	3
or Phil 102	Introduction to Scientific Reasoning	
or Phil 120F	Problems in Philosophy	
or Phil 125C	Great Philosophers	

##### Upper Division Requirements

Majors must take two courses at the 300 or 400 level:

- One course must be either PNP 306 Philosophy of Language or PNP 315 Philosophy of Mind.
- One course must be chosen from the following list:

Code	Title	Units
Music 3221	Music Cognition	3
Phil 3001	Philosophy of Medicine	3
Phil 3113	Theory of Knowledge	3
Phil 339F	Philosophy of the Arts	3
Phil 3481	Introduction to Metaphysics	3
Phil 349C	Descartes to Hume	3

Phil 361	Philosophy of Emotions	3
Phil 366	Art and the Mind-Brain	3
Phil 390	Philosophical Writing (upon approval of subject matter, consult PNP office for each semester)	3
Phil 403	Mathematical Logic I	3
Phil 404	Mathematical Logic II	3
Phil 405	Philosophical Logic	3
Phil 4051	Philosophy of Logic	3
Phil 4061	Topics in the Philosophy of Language	3
Phil 410	Theories of Perception	3
Phil 4212	Philosophy of Neuroscience	3
Phil 423	Philosophy of Biological Science	3
PNP 301	Symbolic Logic	3
PNP 306	Philosophy of Language	3
PNP 315	Philosophy of Mind	3
PNP 316	Mind and Morals	3
PNP 321	Philosophy of Science	3
PNP 3581	Conceptual Foundations of Modern Science	3
PNP 4065	Advanced Philosophy of Language	3
PNP 4141	Advanced Epistemology	3
PNP 4142	Advanced Metaphysics	3
PNP 418	Current Controversies in Cognitive Science	3
PNP 419	Philosophy of Psychology	3
PNP 4210	Topics in Advanced Philosophy of Science: Scientific Explanation	3
PNP 426	Theories of Concepts	3
PNP 4332	Cognition and Computation	3
PNP 495	PNP Seminar	3
PNP 496	PNP Seminar	3
Phil 322	Philosophy of Biology	3

#### c. Core Psychological & Brain Sciences Requirements

##### Prerequisite

Code	Title	Units
Psych 100B	Introduction to Psychology	3

##### Upper Division Requirements

Majors must take two courses at the 300 or 400 level:

- Unless the student has completed FYP 120A with a grade of B- or higher, they must take PNP 360 Cognitive Psychology or PNP 408 Psychology of Language
- One course must be chosen from the following list:

Code	Title	Units
PNP 3151	Introduction to Social Psychology	3
PNP 3211	Developmental Psychology	3
PNP 330	Sensation and Perception	3
PNP 3401	Biological Psychology	3
PNP 3451	Genes, Environment, and Human Behavior	3
PNP 3531	Psychology of Personality	3
PNP 3541	Psychopathology and Mental Health	3
PNP 360	Cognitive Psychology	3
PNP 361	Psychology of Learning	3
PNP 362	The Biological Basis of Human Behavior	3
PNP 380	Human Learning and Memory	3
PNP 408	Psychology of Language	3
PNP 4302	Cognitive Psychology Applied to Education	3
PNP 495	PNP Seminar	3
Psych 300	Introduction to Psychological Statistics	3
Psych 301	Experimental Psychology	4
Psych 326	Introduction to the Psychology of Aging	3
Psych 357	Introduction to Clinical Psychology	3
Psych 358	Language Acquisition	3
Psych 396	Psychological Dynamics of Empathy	3
Psych 4182	Perception, Thought, and Action	3
Psych 4301	Contemporary Topics in Cognitive Development	3
Psych 4631	Introduction to Computational Cognitive Science	3
Psych 4651	History and Modern Systems of Psychology	3

## Courses Required for the Language, Cognition and Culture Concentration Prerequisites

Code	Title	Units
Anthro 170D	Introduction to Linguistics	3
Anthro 150A	Introduction to Human Evolution	3

## Upper Division Requirements

Majors must take two courses at the 300 or 400 level, chosen from the following list:

Code	Title	Units
Anthro 3383	Cognition and Culture	3
Anthro 3386	Language, Culture and Society	3
Anthro 3660	Primate Ecology, Biology, and Behavior	3
Drama 4140	Topics in Embodied Communication	3
Ling 312	Phonetics	3
Ling 339	Introduction to Sociolinguistics	3
Ling 341	Linguistic Diversity in the United States	3

PNP 301	Symbolic Logic	3
PNP 306	Philosophy of Language	3
PNP 309	Syntactic Analysis	3
PNP 3111	Introduction to Semantics	3
PNP 313	Phonological Analysis	3
PNP 3171	Introduction to Computational Linguistics	3
PNP 320	Historical and Comparative Linguistics	3
PNP 362	The Biological Basis of Human Behavior	3
PNP 3662	Primate Biology	3
PNP 3701	Introduction to Hispanic Linguistics	3
PNP 396	Linguistics Seminar: Pragmatics in Second Language Learning	3
PNP 406	Primate Ecology and Social Structure	3
PNP 4065	Advanced Philosophy of Language	3
PNP 408	Psychology of Language	3
PNP 4192	Primate Cognition	3
PNP 466	Second Language Acquisition	3
PNP 467	Grammar and Vocabulary Acquisition	3
Psych 358	Language Acquisition	3
Psych 4099	Human Evolutionary Psychology	3
Psych 4631	Introduction to Computational Cognitive Science	3
Span 3202	Debating Cultures: How Spanish Works	3
Span 413	Linguistics and Language Learning	3
Span 416	Introduction to Hispanic Linguistics	3
Span 469	Reading and Writing in a Second Language	3

## Capstone

The capstone is required for honors students and first majors; it is recommended for second majors. It consists of one of the following:

- A PNP honors project (PNP 499, 6 units; requires PNP honors form to be filled out and approved by honors coordinator)
- The 2-unit PNP 390 PNP Reading Class plus PNP 495 or PNP 496
- The 2-unit PNP 390 PNP Reading Class plus 3 advanced units of independent study (PNP 500 Independent Work). The independent study details are available on the PNP website.

Contact: PNP Office  
Phone: 314-935-4297  
Email: [pnp@wustl.edu](mailto:pnp@wustl.edu)  
Website: <http://pnp.artsci.wustl.edu>

# Philosophy- Neuroscience-Psychology Minor

## Program Requirements

- **Total units required:** 15 units, 9 of which must be at the 300 level or above
- Courses must be passed with at least a C-

### Required Courses

- A 6-unit introductory sequence:

Code	Title	Units
PNP 200 & PNP 201	Introduction Cognitive Science and Inquiry in the Cognitive Sciences	6
--or--		
FYP 120A & FYP 122A	Amp: Intro to Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives and Ampersand: Introduction to the Study of the Mind Brain II	6

- 3 units of Philosophy:

Code	Title	Units
PNP 306 or Phil 306G	Philosophy of Language	3
--or--		
PNP 315 or Phil 315	Philosophy of Mind	3

- 3 units of Neuroscience:

Code	Title	Units
PNP 3411 or Biol 3411	Principles of the Nervous System	3
--or--		
Psych 3604	Cognitive Neuroscience	3

- 3 units of Psychology:

Code	Title	Units
PNP 360 or Psych 360	Cognitive Psychology	3
--or--		
PNP 408	Psychology of Language	3

## Additional Information

Psych 100B is the prerequisite for all psychological & brain science courses at the 300 level and above. Note that no more than 6 units counted toward a minor in PNP may be transferred into Washington University or earned abroad.

Contact: PNP Office  
Phone: 314-935-4297  
Email: [pnp@wustl.edu](mailto:pnp@wustl.edu)  
Website: <http://pnp.artsci.wustl.edu>

## Physics

Physics is the discipline that deals with the most fundamental aspects of our universe, such as the properties of atoms, nuclei, and elementary particles; the nature of the forces between them; and the collective behavior of atoms in solids, liquids, and gases. It deals with the entire universe, from its birth to its ultimate fate. At the same time, physics provides the tools that help us to understand extremely complex everyday things, like the behavior of sand piles, the strength of materials, or processes in the brain. Physics seeks to discover and understand the mathematical rules that govern the behavior of things. Its early successes in comprehending motion, thermodynamics, electricity and magnetism provided a foundation upon which other physical sciences have grown.

For students planning a career in science and technology or intending to pursue graduate studies in physics, astronomy, Earth sciences, environmental sciences, medical physics, meteorology, or oceanography, a major in physics provides a solid foundation. The program is sufficiently flexible to allow students to combine a physics major with a second major in chemistry, mathematics, or engineering; with pre-medical studies; or with other disciplines in the humanities and social sciences. In addition to the fundamentals of physics, the program is designed to give students a broad range of skills in laboratory techniques, critical thinking, computer use, and teamwork, which will serve them well in their chosen careers. In consultation with a faculty advisor, students may design a program of study to meet individual goals and interests. Physics majors are strongly encouraged to participate in physics research projects directed by faculty members.

**Introductory Physics:** The Physics 191–Physics 192 and Physics 191L–Physics 192L sequence is a calculus-based introduction to physics intended for adequately prepared students interested in majoring in science or engineering or undertaking pre-medical studies. Physics 191 Physics I fulfills the requirements for the Sam Fox School. The sequence uses interactive, active-learning techniques. Calculus I (Math 131) is a corequisite, although previous or concurrent enrollment in Calculus II (Math 132) is strongly recommended.

**Focused Physics:** The Physics 193–Physics 194 and Physics 193L–Physics 194L sequence is an advanced calculus-based introduction to physics for students with previous or concurrent enrollment in Calculus II (Math 132). This sequence is particularly addressed to students considering a physics- or mathematics-heavy science or engineering major.

The department also offers several other courses of general interest to the nonscience student. In most cases, these courses have no prerequisites.

Website: <http://physics.wustl.edu>

## Faculty

### Chair

#### Henric Krawczynski

Wilfred R. and Ann Lee Konneker Distinguished Professor in Physics  
PhD, University of Hamburg  
Experimental high-energy astrophysics

### Associate Chair

#### Saori Pastore

Associate Professor  
PhD, Old Dominion University  
Theoretical nuclear physics

### Director of Graduate Studies

#### Alexander Seidel

Professor  
PhD, Massachusetts Institute of Technology  
Theoretical condensed matter physics

### Director of Undergraduate Studies

#### Manel Errando

Assistant Professor  
PhD, Universitat Autònoma de Barcelona  
High-energy astrophysics, black holes, active galactic nuclei

### Department Faculty

#### Mark Alford

Professor  
PhD, Harvard University  
Nuclear/particle physics

#### Sachiko Amari

Research Faculty  
PhD, Kobe University  
Cosmochemistry, presolar grains

#### Carl M. Bender

Professor Emeriti  
PhD, Harvard University

#### Claude W. Bernard

Professor Emeriti  
PhD, Harvard University

#### Thomas Bernatowicz

Professor Emeriti  
PhD, Washington University

#### Robert Binns

Professor Emeriti  
PhD, Colorado State University

#### James H. Buckley

Professor  
PhD, University of Chicago  
Experimental high-energy astrophysics

#### Anders E. Carlsson

Professor Emeriti  
PhD, Harvard University  
Biophysics

#### Yuran (Alex) Chen

Assistant Professor  
PhD, Columbia University  
High-energy astrophysics, neutron stars, black holes, and plasma physics

#### John W. Clark

Professor Emeriti  
PhD, Washington University

#### Mark S. Conradi

Professor Emeriti  
PhD, Washington University

#### Ramanath Cowsik

James S. McDonnell Professor of Space Sciences  
PhD, University of Bombay  
Astrophysics and space sciences

#### Tansu Daylan

Assistant Professor  
PhD, Harvard University  
Exoplanets, dark matter, and astrostatistics

#### Bhupal Dev

Associate Professor  
PhD, University of Maryland, College Park  
Theoretical astroparticle physics and cosmology

#### Willem H. Dickhoff

Professor  
PhD, Free University, Amsterdam  
Many-body theory

#### Francesc Ferrer

Associate Professor  
PhD, Universitat Autònoma de Barcelona  
Theoretical astroparticle physics and cosmology

#### Jeffrey Gillis-Davis

Research Professor  
PhD, Rice University  
Experimental astrophysics

#### Patrick C. Gibbons

Professor Emeriti  
PhD, Harvard University

#### Erik Henriksen

Associate Professor  
PhD, Columbia University  
Condensed matter and materials science

**Charles M. Hohenberg**

Professor Emeriti  
PhD, University of California, Berkeley

**Mairin Hynes**

Teaching Professor  
PhD, Washington University  
Physics education, Pedagogy, space sciences

**Martin H. Israel**

Professor Emeriti  
PhD, California Institute of Technology

**Jonathan I. Katz**

Professor  
PhD, Cornell University  
Theoretical astrophysics

**Kenneth Kelton**

Arthur Holly Compton Professor Physics Emeriti  
PhD, Harvard University  
Silicate Glasses, amorphous materials, metallic liquids

**Kazimierz Luszczynski**

Professor Emeriti  
PhD, University of London

**Augusto Medeiros da Rosa**

Lecturer  
PhD, Washington University  
Cosmology, particle physics

**Alexander Meshik**

Research Professor  
PhD, Vernadsky Institute of Cosmochemistry  
Astrophysics, solar winds, nano-diamonds

**James G. Miller**

Professor Emeriti  
PhD, Washington University

**Shankar Mukherji**

Assistant Professor  
PhD, Massachusetts Institute of Technology/Harvard Medical School  
Systems cell biology

**Kater Murch**

Charles M. Hohenberg Professor in Experimental Physics  
PhD, University of California, Berkeley  
Quantum information and materials

**Michael Nowak**

Research Professor  
PhD, Stanford University  
High energy astrophysics, compact objects

**Zohar Nussinov**

Professor  
PhD, University of California, Los Angeles  
Theoretical condensed matter physics

**Michael C. Ogilvie**

Professor  
PhD, Brown University  
Theoretical particle physics

**Ryan Ogliore**

Associate Professor  
PhD, California Institute of Technology  
Cosmochemistry and planetary science

**Maria Piarulli**

Associate Professor  
PhD, Old Dominion University  
Theoretical nuclear physics

**Olga Pravdivtseva**

Research Associate Professor  
PhD, Vernadsky Institute, Russian Academy of Sciences  
Cosmochemistry, early solar system chronology

**Sheng Ran**

Assistant Professor  
PhD, Iowa State University  
Condensed matter and quantum materials

**Brian Rauch**

Research Associate Professor  
PhD, Washington University  
Cosmic ray astrophysics, neutrinos, gamma rays

**James S. Schilling**

Professor Emeriti  
PhD, University of Wisconsin-Madison

**Lee G. Sobotka**

Joint Professor  
PhD, University of California, Berkeley  
(Chemistry)  
Experimental nuclear physics

**Stuart A. Solin**

Professor Emeriti  
PhD, Purdue University

**Wai Mo Suen**

Professor Emeriti  
PhD, California Institute of Technology

**Mikhail Tikhonov**

Assistant Professor  
PhD, Princeton University  
Microbiome, microbial ecology, and evolution

**Xi Wang**

Assistant Professor  
PhD, Florida State University  
Quantum Information and materials

**Ralf Wessel**

Professor  
PhD, University of Cambridge  
Biophysics

### Clifford Will

Professor Emeriti  
PhD, California Institute of Technology

### Li Yang

Albert Gordon Hill Professor in Physics  
PhD, Georgia Institute of Technology  
Condensed matter theory and computational materials physics

### Yajie Yuan

Assistant Professor  
PhD, Stanford University  
Theoretical high-energy astrophysics

### Chuanwei Zhang

Professor  
PhD, University of Texas at Austin  
Quantum Information

### Chong Zu

Assistant Professor  
PhD, Tsinghua University  
Atomic, molecular and optical physics; condensed matter; and quantum information

## Majors

- Astrophysics Major (p. 901)
- Physics Major (p. 903)
- Physics Major, Biophysics Specialization (p. 905)

## Minors

- Astrophysics and Astroparticle Physics Minor (p. 906)
- Biomedical Physics Minor (p. 907)
- Physics Minor (p. 907)

## Courses

Visit online course listings to view semester offerings for L31 Physics.

---

### L31 Physics 1001 First-Year Seminar: All About Black Holes

Black holes are the Universe's most extreme objects: they are so massive and compact that gravity bends space and time into a knot. The signature property of a black hole is that you can get in, but not out. In this first-year seminar, we discuss what is currently known about black holes, starting from Einstein's theories about space, time, and gravity, through the first observational evidence for black holes, to the latest images of the shadows cast by black holes taken with the largest telescopes on earth. This class is designed to bend your mind when figuring out why clocks run slower when approaching the edge of a black hole, what could be at the center of a black hole or even at the other side. At the same time, we will discuss the inner workings of the most advanced telescopes that astronomers have developed to study black holes, and the strategies astronomers employ to develop ever more sensitive instruments. Also expect a fair bit of astronomy in this class, when we discuss how black holes form, when and how they grow, and which roles they play in cosmic eco-systems such as the Milky Way Galaxy. This first-year seminar adopts a flipped class/socratic discussion structure. The students are asked to read a wide variety

of texts, including texts from the current literature, and to present and to discuss some of the material in class. The class assumes no background in math; at the same time, we will discuss some of the math that brings Einstein's theories of space and time to life.  
Credit 3 units. A&S: FYS A&S IQ: NSM, AN Art: NSM

---

### L31 Physics 1210 Ampersand: Gateway Expeditions Into Exoplanets

Discovery and characterization of planets beyond our Solar System have transformed our view of the cosmos and our home planet, Earth. These alien worlds, referred to as exoplanets, are opportune cosmic laboratories for improving our understanding of the formation of planets and the origin of life. Many of these worlds are highly dissimilar to those in our Solar System, requiring significant paradigm shifts in modeling the physical processes that govern them. In line with this rigorous exploration, exoplanet research has recently become a significant branch of astrophysics. Gateway Expeditions into Exoplanets is a new introductory, non-calculus course that provides an introduction to exoplanets, covering their formation and evolution, diverse properties, and potential to support life. The course includes assignments and a class project featuring data analysis and modeling in exoplanet research, a student-led tournament between exoplanets called ExoCup, occasional Socratic discussions in an inverted classroom setting, and a trip to Yerkes Observatory to witness the history of developments in astronomy leading to the exoplanet revolution. The course will function as the first part of a new Ampersand Program, "Gateway Expeditions into Exoplanets and Black Holes". There is no prerequisite for taking this course.  
Credit 3 units. A&S: AMP A&S IQ: NSM, AN

---

### L31 Physics 125A Solar System Astronomy

Designed for the nonscience major, this course deals with the planets, their moons and rings, comets, meteorites and interplanetary dust particles. In order to understand both classical astronomy and the results obtained from modern telescopes and the space program, basic scientific ideas (including optics and the laws of motion) are reviewed first. There will also some discussion of astronomical history to show how we have arrived at our present ideas of the structure and evolution of the solar system. Prerequisite: High school algebra and trigonometry or concurrent enrollment in Math 131  
Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

### L31 Physics 126A Stars, Galaxies, and Cosmology

Intended as a general survey for the nonscience major. Topics include the structure and evolution of stars, such as red giants, white dwarfs, neutron stars, pulsars, and black holes; galaxies and quasars, cosmology and the big bang theory. Prerequisite: high school algebra and trigonometry, or concurrent enrollment in Math 131.  
Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

### L31 Physics 130 Introduction to Mathematical and Computational Methods in Physics

This is a learning by doing course whose objective is for the students to learn practical methods for solving physics problems using mathematical and computational tools. The course gives an introduction to applied mathematics and basic computational tools and techniques used in contemporary scientific fields of research. The format of the course is highly interactive. Each course unit will be devoted to a specific activity, including a lecture from the instructor, working groups on solving analytical problems, and working groups on coding with Python. Prerequisite: Previous or concurrent Calculus I is recommended.  
Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---



---

### L31 Physics 141 Selected Topics in Physics I

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form <https://physics.wustl.edu/independent-study>

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L31 Physics 142 Selected Topics in Physics I

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form <https://physics.wustl.edu/independent-study>

Credit variable, maximum 3 units. A&S IQ: NSM Art: NSM BU: SCI

---

### L31 Physics 173 Physics of Sustainable Energy

Introduction to the physics of climate change and sustainable energy. This course is intended for students with little previous exposure to science or math. We will learn about the value of rough estimates and simple calculations. We will apply this approach to energy and power; atoms and heat; the history and basic modeling of earth's climate; energy sources including fossil fuels, nuclear, and renewables. No prerequisites.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI EN: SU

---

### L31 Physics 191 Physics I

Calculus-based introduction to the concepts, laws, and structure of physics. Topics include kinematics, Newton's laws, energy, linear momentum, angular momentum, the conservation laws, gravitational force, harmonic motion, wave motion and interference, sound, and special relativity. A daily regimen of homework and reading as well as weekly homework assignments, small-group problem-solving exercises, and active class participation are integral parts of this course. Evening exams, at which attendance is required, will be given from 6-9 p.m. on Prerequisite: previous or concurrent enrollment in Calculus I (Math 131) is required; previous or concurrent enrollment in Calculus II (Math 132) strongly recommended. Taking Physics 191 as a first-year student is compatible with on-time completion of all pre-health requirements.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

### L31 Physics 191F Physics I - First-Years Only

This section of Physics 191 is for rising first-years only. Any non-first-year student enrolled in this section will be removed from the course. Non-first-year students should enroll in Physics 191U. Calculus-based introduction to the concepts, laws, and structure of physics. Topics include kinematics, Newton's laws, energy, linear momentum, angular momentum, the conservation laws, gravitational force, harmonic motion, wave motion and interference, sound, and special relativity. Two evening exams required, followed by a required final exam. Prerequisite: previous or concurrent enrollment in Calculus I (Math 131) is required; previous or concurrent enrollment in Calculus II (Math 132) strongly recommended. Taking Physics 191 as a first-year student is compatible with on-time completion of all pre-health requirements.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

### L31 Physics 191L Physics I Laboratory

Laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Required prerequisite or co-requisite: Physics 191. Students may not receive credit for Physics 191L if they have already received credit for 117A or 197

Credit 1 unit. Arch: NSM

---

### L31 Physics 191U Physics I - Sophomores, Juniors, and Seniors Only

This section of Physics 191 is for rising seniors, juniors, and sophomores only. Any first-year student enrolled in this section will be removed from the course. First-year students should enroll in Physics 191F. Calculus-based introduction to the concepts, laws, and structure of physics. Topics include kinematics, Newton's laws, energy, linear momentum, angular momentum, the conservation laws, gravitational force, harmonic motion, wave motion and interference, sound, and special relativity. Two evening exams required, followed by a required final exam. Prerequisite: previous or concurrent enrollment in Calculus I (Math 131) is required; previous or concurrent enrollment in Calculus II (Math 132) strongly recommended. Combination of Physics 191 and Physics 191L is a replacement for Physics 197. Students may not receive credit for more than one of Physics 117A, Physics 191, and Physics 197. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

### L31 Physics 192 Physics II

Continuation of Physics 191. Calculus-based introduction to concepts, laws, and structure of physics. Topics include electromagnetic forces and fields, direct current circuits, capacitance and inductance, electromagnetic radiation, light, physical optics, interference and diffraction, early quantum theory, and nuclear physics. A daily regimen of homework and reading as well as weekly homework assignments, small-group problem-solving exercises, and active class participation are integral parts of this course. Prerequisite: Physics 191, Physics 193 and Calculus I (Math 131); previous or concurrent enrollment in Calculus II (Math 132) is very strongly recommended. Taking Physics 192 as a first-year student is compatible with on-time completion of all pre-health requirements.

Credit 3 units. A&S IQ: NSM, AN BU: SCI

---

### L31 Physics 192L Physics II Laboratory

Laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Prerequisite/Corequisite: Physics 192. Students who have taken Physics 118 or Physics 198 may not receive credit for Physics 192L.

Credit 1 unit.

---

### L31 Physics 193 Focused Physics I

Physics 193 is the first part of a two-semester calculus-based introduction to physics. The course is an advanced first-year course in classical mechanics, taught at a more sophisticated level than Physics 191. The approach is that of an upper-division physics course, with more emphasis on underlying formal structure rather than breadth of topics. The main goal is to provide in-depth coverage of the physical laws that govern the motion of objects, forces, and forms of energy in mechanical systems as well as an introduction to special relativity. The course is particularly addressed to students considering a physics- or mathematics-heavy science or engineering major. Corequisite: Math 132 or equivalent. Taking Physics 193 as a first-year student is compatible with on-time completion of all pre-health requirements.

Credit 4 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

---

### L31 Physics 193L Focused Physics I Laboratory

Laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Required prerequisite or co-requisite: Physics 191. Students may not receive credit for Physics 191L if they have already received credit for 117A or 197  
Same as L31 Physics 191L  
Credit 1 unit. Arch: NSM

---

### L31 Physics 194 Focused Physics II

Physics 194 is the second part of a two-semester calculus-based introduction to physics, with a co-requisite of Calculus III (Math 233 or its equivalent). The course is an advanced first-year course in electricity and magnetism, taught at a more sophisticated level than Physics 192. The approach is that of an upper-division physics course, with more emphasis on the underlying formal structure, rather than breadth of topics. The main goal is to provide an in-depth coverage of electromagnetism, DC and AC circuits using complex variables, and optics. The course is particularly addressed to students considering a physics or mathematics heavy science/engineering majors. Taking Physics 194 as a first-year student is compatible with on-time completion of all pre-health requirements.  
Credit 4 units. A&S IQ: NSM, AN BU: SCI

---

### L31 Physics 194L Physics II Laboratory

Laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Prerequisite/Corequisite: Physics 192. Students who have taken Physics 118 or Physics 198 may not receive credit for Physics 192L.  
Same as L31 Physics 192L  
Credit 1 unit.

---

### L31 Physics 205 General Physics I

This course is the first semester of a two-semester, calculus-based introductory physics course. In this semester, we will study the principles of Newtonian mechanics and their application to various physical systems. The material we learn this semester will serve as a basis for topics we will study in the second semester, such as electromagnetism. The aim of this course is to give you a robust introduction to the fundamentals of physics. Studying physics will also give you a better insight into other subjects like chemistry. The analytic techniques we develop will have a wide range of availability. Prerequisite: previous or concurrent enrollment in Calculus I.  
Credit 3 units. A&S IQ: AN BU: SCI

---

### L31 Physics 205L General Physics I Lab

The laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Prerequisite or Corequisite: Physics 205.  
Credit 1 unit.

---

### L31 Physics 206 General Physics II

Phys 206 is the second semester of a two semester, calculus-based introductory physics course. In this semester, we build on what we learned in the first semester to explore more advanced topics like electromagnetism and optics. A strong understanding of the topics covered in Phys 205 is essential for this semester. The aim of this course is to give you a robust introduction to the fundamentals of physics.

Studying physics will also give you a better insight into other subjects like chemistry. The analytic techniques we develop will have a wide range of availability. Prerequisite - Physics 205. Previous or concurrent in Calc II is recommended.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

### L31 Physics 206L General Physics II Lab

Laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Required prerequisite or co-requisite: General Physics II.  
Credit 1 unit. Arch: NSM Art: NSM BU: SCI

---

### L31 Physics 216 Introduction to Relativity: The Special Theory

Introduction to the special and general theories of relativity. Einstein's postulates of the principle of relativity and the constancy of the speed of light. Simple kinematics and dynamics: simultaneity, time dilation, space-time diagrams, twin and other "paradoxes,"  $E = mc^2$ , laws of motion. Elements of general relativity; curved spacetime, experimental tests, black holes, gravitational waves. Prerequisite: Phys 191, Phys 193, Phys 197, or permission of the instructor.  
Credit 1 unit. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L31 Physics 217 Introduction to Quantum Physics

Theoretical and experimental basis for quantum mechanics, following the historical development of 20th-century physics. Failure of classical physics; the Bohr theory of the atom; the Heisenberg uncertainty principle; the Schrodinger equation; atomic and molecular structure. Prerequisites: Phys 191-192 or Phys 193-194 or Phys 197-198 or Phys 205 - 206.  
Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

### L31 Physics 241 Selected Topics in Physics II

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form <https://physics.wustl.edu/independent-study>  
Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L31 Physics 242 Selected Topics in Physics II

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form <https://physics.wustl.edu/independent-study>  
Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: IS

---

### L31 Physics 3068 Introduction to Quantum Information

A general introduction to the field of quantum information: physics of information processing, quantum logic, quantum algorithms, physical hardware for quantum computation, quantum communications, quantum error corrections, quantum sensing. Prerequisites: Math 131, Math 132 or equivalent, Math 429 (Linear Algebra) or equivalent.  
Credit 3 units. A&S IQ: NSM, AN Art: NSM

---

**L31 Physics 312 Introduction to Astrophysics**

This course covers the physics needed for higher level astrophysics courses, and is a requirement for those courses. Furthermore, it gives a first introduction to several topics in modern astrophysics, including stars (stellar structure and evolution), compact objects (neutron stars and black holes), galaxies (galactic structure), and cosmology. The course should be taken by everybody interested in astrophysics. Prerequisite: Physics 191 and 192 or Physics 193 and 194 or Physics 197 and 198 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L31 Physics 316 Optics and Wave Physics Laboratory**

Introduction to optics and to treatment of experimental data. Experiments and lectures on refraction, interference, diffraction, polarization, and coherence properties of waves with emphasis on light. Data analysis using statistical methods. Prerequisite: Physics 117A-118A or Physics 197-198.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L31 Physics 318 Introduction to Quantum Physics II**

Application of elementary quantum principles to atomic and molecular physics, solid-state physics, and nuclear and particle physics. Prerequisite: Physics 217.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

---

**L31 Physics 319 Quantum Theory of Matter**

Students will learn how to apply quantum mechanics principles to atomic and molecular physics, solid-state physics, nuclear physics, and particle physics. A portion of the course will also be devoted to introducing Dirac notation and discussing its applications to simple systems.

Credit 3 units. A&S IQ: NSM, AN

---

**L31 Physics 321 Electronics Laboratory**

Elements of linear and nonlinear circuits, amplifiers, feedback, with applications in experimental physics. Prerequisite: Phys 192 or Phys 194 or Phys 198 or Phys 206 or permission of instructor. Two three-hour laboratories and two one-hour lectures a week.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI EN: BME T, DU, SU, TU

---

**L31 Physics 322 Physical Measurement Laboratory**

A variety of classical and modern experiments in physics, including five experiments in nuclear radiation. Use of computers in experiment control, data acquisition, and data analysis. Development of skills in writing lab notebooks and formal reports and giving short oral presentations on experiments. Two laboratory periods each week. Prerequisite: Physics 217 or permission of instructor; junior or senior level standing

Credit 3 units. A&S IQ: NSM, AN, WI Arch: NSM Art: NSM BU: SCI EN: TU

---

**L31 Physics 3330 Planets and Life in the Universe**

In this course, we will explore the history, methods, outcomes, and broad impacts of exoplanet research and how these are connected to our search for life beyond planet Earth. Following an engaging contextual introduction at the beginning of the lectures, topics will be presented with an accessible mathematical treatment (e.g., geometrical derivations of the two-body transit problem). Prerequisite: Physics 191 and 192 or Physics 193 and 194.

Credit 3 units. A&S IQ: NSM, AN Art: NSM

---

**L31 Physics 341 Selected Topics in Physics III**

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form <https://physics.wustl.edu/independent-study>

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L31 Physics 342 Selected Topics in Physics III**

Topics of special interest (e.g., holography, relativity, nuclear power, computer application in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form <https://physics.wustl.edu/independent-study>

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L31 Physics 350 Physics of the Brain**

Concepts and techniques of physics are applied to study the functioning of neurons and neuronal circuits in the brain. Neurons and neural systems are modeled at two levels: (i) at the physical level, in terms of the electrical and chemical signals that are generated and transmitted and (ii) at the information-processing level, in terms of the computational tasks performed. Specific topics include: neuronal electrophysiology, neural codes, neural plasticity, sensory processing, neural network architectures and learning algorithms, and neural networks as dynamical and statistical systems. Course grade is based primarily on an individualized term project. Prerequisite: Phys 191-192 or Phys 193-194 or Phys 197-198 or Phys 205-206, or permission of the instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI EN: BME T, SU, TU

---

**L31 Physics 351 Introduction to Biomedical Physics**

Principles and application of key physical methods used in the diagnosis and treatment of diseases, and in biomedical research.

Topics include interaction of radiation with living systems; fundamentals of optical and electron microscopy; imaging via X-rays, magnetic resonance, and ultrasound; and electrical properties of organs and cells. Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206.

Credit 3 units. Arch: NSM Art: NSM BU: SCI EN: BME T, TU

---

**L31 Physics 352 Physics of Biomolecules**

This course emphasizes the application of physical laws and concepts in understanding biomolecules and their interactions, and in developing tools to investigate their biological properties and functionalities. Topics include (1) a general introduction to biomolecules and cells, (2) physics of biopolymers as modeled by stochastic analyses, (3) transport processes in biological systems including diffusion, reaction kinetics, and "life at low Reynolds number," and (4) the physics of fluorescence and its contemporary applications to dynamics of biomolecules, such as optical tweezers. Prerequisite: Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206. Some familiarity with thermodynamics; Chemistry 111A-112A recommended.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM

---

### L31 Physics 354 Physics of Living Systems

One of the grand challenges in contemporary biophysics is placing our understanding of cellular systems on a firm quantitative footing. How does the collective activity of molecules enable the cell to sense its environment, make decisions, grow and develop? This course, aimed at physical and life science students, will serve as an introduction to the physical principles and mathematical techniques underlying the analysis of systems and synthetic biology. Topics will include modeling gene and signaling networks, the regulation of intracellular structures, and pattern formation in development. Students in this course can expect to learn both analytical and computer simulation approaches to fundamental problems in biology, biophysics, and biotechnology. Graduate students will explore the subject in more depth. Pre-requisites: Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206. or Math 217 or Math 309, or permission of instructor. 3 units

Credit 3 units. A&S IQ: NSM Arch: NSM BU: SCI EN: BME T, TU

---

### L31 Physics 355 Physics of Vision

How do the eyes capture an image and convert it to neural messages that ultimately result in visual experience? This lecture and demonstration course will cover the physics of how we see. The course is addressed to physics, premedical, and life-sciences students with an interest in biophysics. Topics include physical properties of light, evolution of the eyes, image formation in the eye, image sampling with an array of photoreceptors, transducing light into electrical signals, color coding, retinal organization, computing with nerve cells, compressing the 3-D world into optic nerve signals, inferring the 3-D world from optic nerve signals, biomechanics of eye movement, engineered vision in machines. The functional impact of biophysical mechanisms for visual experience will be illustrated with psychophysical demonstrations. Corequisite: Phys 117A, Phys 197 or permission of instructor. 3 units.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI EN: BME T, SU, TU

---

### L31 Physics 360 Biophysics Laboratory

This laboratory course consists of "table-top" experiments in biological physics that are designed to introduce the student to concepts, methods, and biological model systems in biophysics. Most experiments combine experimentation with computer simulations. The list of available experiments includes electrophysiology, human bioelectricity, optical tweezers, ultrasonic imaging, mass spectrometer, and viscosity measurements. Prior completion of Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206 or permission of instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

### L31 Physics 400 Physical Science in 12 Problems

Exercises related to general chemistry, classical mechanics, quantum mechanics, statistical mechanics, thermodynamics, and kinetics, will be solved with numerical software. Each exercise will be accompanied by a lecture, a software template solving a problem and presenting a related take-home problem. The software will allow us to focus on, and treat in a transparent fashion, physical problems without the unwieldy idealizations and contrivances found in textbooks. Prerequisites: Chem 106/112A and/or Physics 192/194, and prior or concurrent enrollment in either Chem 401 or Phys 217. The lectures will be in-person however a complete set of taped lectures will also be available. A remote help session will be scheduled at a mutually agreed to time. There are no quizzes, exams or a final.

Same as L07 Chem 400

Credit 1 unit. A&S IQ: NSM Arch: NSM Art: NSM

---

### L31 Physics 4080 Artificial Intelligence and Machine Learning Methods with Applications to Physics

The course will introduce key ideas of AI and machine learning from a statistical physics perspective. Essentials of statistical distributions, kernel methods, neural networks, large language models, diffusion models, and many other tools will be presented from this physics based approach. Students will apply these techniques to problems in physics. Apart from the very first assignments, nearly all homework problems will assume the use of Python. If you do not know Python, there will be an additional very brief introduction to Python that the instructor will give in addition to the course lectures. Prerequisites: L24 132 (Calculus III) and L24 429 (Linear Algebra)

Credit 3 units. A&S IQ: NSM, AN

---

### L31 Physics 411 Mechanics

Motion of a point particle, rotational motion, oscillation, gravitation and central forces, Lagrangian and Hamiltonian formulation. Prerequisite: Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206, Math 217, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L31 Physics 421 Electricity and Magnetism

Starting from Coulomb's law, the Biot-Savart law, and Faraday's law, the electrical and magnetic fields are defined and applied. Maxwell's equations are derived and their consequences, such as electromagnetic waves and relativity, are explored. Prerequisites: Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206., Math 217, or permission of instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: SCI EN: BME T, DU, SU, TU

---

### L31 Physics 422 Electricity and Magnetism II

The second course in a two part series covering the classical theory of electricity and magnetism leading to the derivation and application of Maxwell's equation. Topics in electrodynamics including Faraday's law, the displacement current and Maxwell's equations in vacuum and in matter are covered. Electromagnetic waves and radiation, special relativity and relativistic electrodynamics will also be discussed. Prerequisites: Phys 421 or permission of instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM EN: BME T, DU, SU, TU

---

### L31 Physics 427 Introduction to Computational Physics

What does it mean to solve a research problem using a computer? What is the difference between "someone ran a simulation" and an interesting research result? And what skills does it take? Familiarity with a programming language is, of course, essential, but that is only the beginning. This course will focus on the methodology of computational research, touching also on topics in numerical analysis, statistics and visualization. The format will combine lectures and hands-on experience, with emphasis on research-style small-group projects. Prerequisites: Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206, Calculus, and familiarity with a programming language.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

### L31 Physics 435 Nuclear and Radiochemistry Lab

Application of radiochemistry to problems in chemistry, physics, and nuclear medicine, with emphasis on particle detectors and experimental techniques. Prerequisites: 3 units of physical chemistry or quantum mechanics, or permission of instructor. Five hours of laboratory a week.

Same as L07 Chem 435

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

---

**L31 Physics 436 Introduction to the Atomic Nucleus**

Introduction to the interaction of radiation with matter, the production and decay of radioactive nuclides, the structure and properties of nuclei, and various applications of nuclear science (including nuclear power) are all presented. Prerequisites: General Chemistry and/or Physics, and prior or concurrent enrollment in either Chemistry 401 or Physics 217. Lectures will be in-person but a complete set of taped lectures will also be available. A weekly, in-person or remote, help session will be scheduled at a mutually agreed to time. There will be about 6 timed quizzes, one midterm and one final, all of which must be taken in-person on mutually agreed dates.

Same as L07 Chem 436

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L31 Physics 441 Selected Topics in Physics IV**

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form <https://physics.wustl.edu/independent-study>

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L31 Physics 442 Selected Topics in Physics IV**

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form <https://physics.wustl.edu/independent-study>

Credit variable, maximum 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L31 Physics 446 Galactic Astrophysics**

In these lectures, the focus is on the dynamics and statistical mechanics of a collection of stars, which is treated as a collisionless system. The course begins with a discussion of potential theory and proceeds to discuss the density and phase distributions of stars in star clusters and galaxies, thus leading to an understanding of the equilibria and stability of these systems. Topics such as Chandrasekhar's dynamical friction, galaxy formation and dark matter will constitute the final topics of discussion.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

**L31 Physics 450 Physics of the Brain**

Contents are the same as Phys 350. Also intended for graduate students. Includes a more sophisticated term project than Phys 350. Prerequisite: Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206 or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI EN: BME T, SU, TU

---

**L31 Physics 453 Topics in Theoretical Biophysics**

Application of a range of physical models to biological systems. Topics include protein folding, self-assembling molecular systems, and mechanical properties of biological materials. Background material will be provided, but some exposure to statistical mechanics or thermodynamics is necessary. Prerequisite: experience with ordinary differential equations (as in Mathematics 217).

---

Credit 3 units. A&S IQ: NSM BU: SCI

---

**L31 Physics 454 Physics of Living Systems**

Contents are the same as Phys 354. Graduate students will explore the subject in more depth. Pre-requisites: Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206. or Math 217 or Math 309, or permission of instructor. 3 units

Credit 3 units. A&S IQ: NSM Arch: NSM EN: TU

---

**L31 Physics 455 Physics of Vision**

Contents are the same as Phys 355. Also intended for graduate students. Includes a more sophisticated term project than Phys 355. Corequisite: Prerequisite: Physics 191 or Phys 193 or Phys 197 or Phys 206 or permission of instructor. 3 units.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L31 Physics 456 Stellar Astrophysics**

In the second semester, the focus is on the dynamics and statistical mechanics of a collection of stars which is treated as a collisionless system. The course begins with a discussion of potential theory and proceeds to discuss the density and phase space distributions of stars in star clusters and galaxies, thus leading to an understanding of the equilibria and stability of these systems. Topics such as Chandrasekhar's dynamical friction and dark matter will constitute the final topics of discussion. This course is also available for advanced undergraduates, with the prerequisites as noted. Prerequisites: Physics 411, 421, and 463, or permission of the instructor.

Same as L31 Physics 556

Credit 3 units.

---

**L31 Physics 460 X-ray & Gamma-ray Astrophysics**

Observers started to use X-ray and gamma-rays in the sixties and seventies to explore the cosmos with high-energy photons. The sky looks dramatically different at these energies with bright flares from mass accreting black holes and gamma-ray bursts and large diffuse emission from supernova remnants and cosmic rays interacting with galactic matter and magnetic fields dominating the emission. This course gives a comprehensive overview of the underlying physics and observable phenomenology. Topics that will be covered include the history of X-ray and gamma-ray astronomy, high-energy radiation processes, particle heating and acceleration, accretion physics, blast waves and shocks, black holes, neutron stars, supernova remnants, gamma-ray bursts, and galaxy clusters. Prerequisite L31 312.

Credit 3 units. A&S IQ: NSM Arch: NSM

---

**L31 Physics 463 Statistical Mechanics and Thermodynamics**

Basic methods of classical and quantum statistical mechanics, thermodynamics, and transport theory. Prerequisite: Phys 217 or permission of instructor.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

**L31 Physics 471 Quantum Mechanics**

Origins of quantum theory, wave packets and uncertainty relations, Schrodinger's equation in one dimension, step potentials and harmonic oscillators, eigenfunctions and eigenvalues, Schrodinger's equation in three dimensions, the hydrogen atom, symmetry, spin and the periodic table, approximation methods for time independent problems, quantum statistics. Prerequisite: Math 217, Physics 217, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM EN: BME T, SU, TU

---

**L31 Physics 472 Solid State Physics**

Crystal structures, binding energies, thermal properties, dielectrics, magnetism, free electron theory of metals, band theory, semiconductors, defects in solids. Prerequisite: Phys 471.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

**L31 Physics 474 Introduction to Particle Physics**

Introduction to the standard model of particle physics, including symmetries, conservation laws, the weak interaction, the strong interaction, quark confinement, and some more exotic ideas such as grand unified theories. Prerequisite: Phys 217.  
Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

**L31 Physics 476 Astrophysics**

This Astrophysics course focuses on cosmic rays. Victor Hess discovered in 1912 that ionizing radiation impinges on the top of Earth's atmosphere. Even though physicists have been studying cosmic rays (the ionizing radiation) for more than 100 years now with a fantastic repertoire of experimental and theoretical tools, cosmic rays never stop to surprise us and cosmic ray physicists are still pushing the frontier of cosmic exploration in many ways. This course gives an introduction into this exciting topic covering historical and recent cosmic ray measurements at all energies, particle and antiparticle observations, and neutrino observations. The presently favored models of cosmic ray acceleration and transport are discussed in detail, and some topics of current interest are highlighted (including the production of particles and antiparticles by dark matter). The course also covers radio astronomy and highlights the clues about the origin of the cosmic rays that can be obtained from radio observations. Prerequisite Physics 312 or permission of instructor.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

**L31 Physics 477 Physics of Finite and Infinite Nuclear Systems**

Quantum mechanics of finite and infinite systems of protons and neutrons. Interaction between nucleons. Independent-particle model of nuclei and shell structure. Contrast with atomic shell model. Isospin symmetry. Information from weakly and strongly interacting probes of nuclei. Nuclear decay properties and some historical context. Many-particle description of nuclear systems. Single-particle versus collective phenomena. Properties of excited states. Bulk properties of nuclei. Nuclear and neutron matter. Role of different energy scales in determining nuclear properties: influence of long-range, short-range, and medium-induced interactions. Pairing correlations in nuclear systems. Relevance of nuclear phenomena and experiments for astrophysics and particle physics. Prerequisites: Phys 318 or Phys 471, or permission of instructor  
Credit 3 units. A&S IQ: NSM Arch: NSM

**L31 Physics 478 From Black Holes to the Big Bang**

An introduction to general relativity. The goal will be to illustrate important features of general relativity without the full-blown mathematics of Einstein's equations by restricting attention to spherically symmetric spacetimes. Topics will include: principle of equivalence; curved spacetime; spherical stars and black holes; the Big Bang model, observational cosmology. Prereq: Physics 411 or permission of instructor.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

**L31 Physics 481 Critical Analysis of Scientific Data**

Data science is most commonly associated with topics in computer science. However, efficient algorithms, specific software packages, neural nets, and so on are only tools, and they are easily misused. In a research setting, working with data is primarily an exercise in critical thinking. The purpose of this interactive, hands-on course is to learn from mistakes by making them in a safe environment. After

covering/reviewing probability theory, Bayesian inference, elements of information theory, and random matrix theory, the course will focus on case studies of real-world biological data, such as quantitative imaging data, next-generation sequencing (metagenomics), and neural recordings. These modules will involve the critical reading of research papers and working through puzzle-based assignments. The primary modules will be supplemented by shorter presentations on topics chosen by students. Fair warning: This is explicitly not a course on "big data" or machine learning, although students may choose to explore some of these topics in their presentations (required for credit). Experience with MatLab or Python strongly encouraged or will need to be acquired during the course. Open to undergraduates with prior programming experience and a quantitative background (Phys 197/198, Math 203 or similar; contact instructor if unsure). Experience with data or statistics not required. Course mimics a research environment, and undergraduates considering an academic research track are especially encouraged.  
Credit 3 units. Arch: NSM Art: NSM BU: SCI

**L31 Physics 482 Research Seminar**

Designed to introduce students to current developments in physics and to research carried out by faculty. Topics vary each year. Each member of the department addresses their particular specialty. Interested undergraduates may take this seminar in their junior or senior year. Must be taken pass/fail.  
Credit 1 unit. A&S IQ: NSM Arch: NSM Art: NSM

**L31 Physics 499 Honors Program**

Prerequisites: junior standing, an average grade of B or better, and apply for approval using the Physics independent study web form <https://physics.wustl.edu/independent-study>. Program and credit to be determined; maximum 6 units.  
Credit variable, maximum 3 units.

## Astrophysics Major Program Requirements

- **Total units required:** 52-59

Students must complete all course work for the astrophysics major with a grade of at least a C-.

### Required Introductory Courses

Majors in astrophysics are required to complete a series of introductory courses.

They may take either:

Code	Title	Units
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1
<b>Total Units</b>		<b>8</b>

or (recommended for majors):

Code	Title	Units
Physics 193	Focused Physics I	4
Physics 193L	Focused Physics I Laboratory	1
Physics 194	Focused Physics II	4
Physics 194L	Physics II Laboratory	1
<b>Total Units</b>		<b>10</b>

## Required Courses

In addition, majors in astrophysics are required to complete the following courses:

Code	Title	Units
Physics 217	Introduction to Quantum Physics	3
Physics 312	Introduction to Astrophysics	3
Physics 322	Physical Measurement Laboratory	3
Physics 411	Mechanics	3
Physics 421	Electricity and Magnetism	3
<b>Total Units</b>		<b>15</b>

**One additional laboratory course** must be chosen from the following:

Code	Title	Units
Physics 316	Optics and Wave Physics Laboratory	3
Physics 321	Electronics Laboratory	3
Physics 427	Introduction to Computational Physics	3
Physics 435	Nuclear and Radiochemistry Lab	3

## Required Advanced Courses

In addition to the above requirements, students who are earning the astrophysics major are required to complete three advanced electives (300 level and above). Students who declare an astrophysics major *and* who complete both Physics 125A Solar System Astronomy and Physics 126A Stars, Galaxies, and Cosmology will be required to complete two advanced electives (300 level and above). They will choose courses from the following list. Students must receive letter grades for these advanced courses.

Code	Title	Units
Physics 446	Galactic Astrophysics	3
Physics 456	Stellar Astrophysics	3
Physics 460	X-ray & Gamma-ray Astrophysics	3
Physics 476	Astrophysics	3
Physics 478	From Black Holes to the Big Bang	3
Physics 3330	Planets and Life in the Universe	3

They must also complete one additional course from the preceding list of five courses or one from the following list of courses:

Code	Title	Units
EEPS 353	Earth Forces	4
EEPS 407	Remote Sensing	3
Physics 422	Electricity and Magnetism II	3
Physics 474	Introduction to Particle Physics	3
Physics 477	Physics of Finite and Infinite Nuclear Systems	3
Physics 547	Intro to Elementary Particle Physics	3
Physics 558	Relativistic Astrophysics	3
MEMS 3410	Fluid Mechanics	3

## Required Math Courses

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 217	Differential Equations	3
Math 233	Calculus III	3
<b>Total Units</b>		<b>12</b>

Students who have completed Math 203 Honors Mathematics I and Math 204 Honors Mathematics II will have fulfilled the requirement for Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III.

## Science-Breadth Requirement

Majors must select one of the following courses to satisfy the science-breadth requirement:

Code	Title	Units
Chem 105	Principles of General Chemistry I	3
Chem 106	Principles of General Chemistry II	3
Chem 111A	General Chemistry I	3
Chem 112A	General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 401	Physical Chemistry I	3
Chem 402	Physical Chemistry II	3
Chem 445	Instrumental Methods: Physical Chemistry	3
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 247	Data Structures and Algorithms	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3

Students who receive Advanced Placement credit or the equivalent of advanced placement credit (indicated with the use of CHEM 103 Advanced Placement Chemistry I and/or CHEM 104 Advanced Placement Chemistry II by the Chemistry department) may use those credits toward the science-breadth requirement.

## Additional Information

### Senior Honors

Students are encouraged to work toward Latin honors (p. 1130) (i.e., cum laude, magna cum laude, and summa cum laude). To qualify, students must meet the academic requirements of the College and successfully complete a suitable project under the supervision of a faculty member in the department. The project, whether experimental or theoretical, should demonstrate the student's capacity for independent work. Honors candidates must apply to the Undergraduate Studies Committee no later than the first day of classes of their senior year. The application should include a description of the proposed project, co-signed by the supervising professor. A written report of the completed work must be submitted to the committee by a March deadline. By enrolling in Physics 499, students may earn up to 6 units of credit for the honors project.

The physics department also offers physics majors the possibility to earn departmental distinctions. These distinctions require the same grade point average cutoffs as Latin honors (p. 1130) but are calculated exclusively from the grades in physics courses (i.e., all courses with the prefix L31). Three levels of distinction are offered: 1) highest distinction; 2) high distinction; and 3) distinction. The highest and high distinctions require at least one semester of undergraduate research and a senior thesis describing the results; these distinctions are limited to the top 15% (highest distinction) and the top 15% to 50% (high distinction) of the physics majors in their senior year as ranked by their GPA in the physics courses. Students who meet the GPA cutoff but who do not undertake undergraduate research and a senior thesis may only receive the third level of distinction.

### Transfer Credit and Study Abroad

Students may transfer up to 9 credits of advanced course work (300+ level) to satisfy major requirements by taking comparable physics courses at another institution. Prior approval by the department is needed. Online or other distance learning courses are not eligible for transfer credit.

Website: <http://physics.wustl.edu>

## Physics Major

### Program Requirements

- **Total units required:** 42-44

### Required Introductory Courses

Majors in physics are required to complete a series of introductory courses. They may take either:

Code	Title	Units
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1

or (recommended for majors):

Code	Title	Units
Physics 193	Focused Physics I	4
Physics 193L	Focused Physics I Laboratory	1
Physics 194	Focused Physics II	4
Physics 194L	Physics II Laboratory	1

### Required Courses

In addition, **majors in physics are required to complete the following courses:**

Code	Title	Units
Physics 217	Introduction to Quantum Physics	3
Physics 322	Physical Measurement Laboratory	3
Physics 411	Mechanics	3
Physics 421	Electricity and Magnetism	3
<b>Total Units</b>		<b>12</b>

They must also complete **one additional upper-level laboratory course**, chosen from the following:

Code	Title	Units
Physics 316	Optics and Wave Physics Laboratory	3
Physics 321	Electronics Laboratory	3
Physics 360	Biophysics Laboratory	3
Physics 427	Introduction to Computational Physics	3
Physics 435	Nuclear and Radiochemistry Lab	3

**Upper-level courses:** Majors are required to complete a minimum of 21 units of advanced courses (300 level or higher) in Physics, excluding Physics 341, Physics 342, Physics 441, Physics 442, Physics 499 and Physics 500. These 21 units may include courses listed above and may also include *one* upper level engineering class chosen from the following:

Code	Title	Units
ESE 351	Signals and Systems	3
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
ESE 436	Semiconductor Devices	3
ESE 438	Applied Optics	3
ESE 441	Control Systems	3
ESE 482	Digital Signal Processing	3
ESE 531	Nano and Micro Photonics	3



ESE 532	Introduction to Nano-Photonic Devices	3
ESE 582	Fundamentals and Applications of Modern Optical Imaging	3
MEMS 3410	Fluid Mechanics	3

Students must receive letter grades for these advanced courses, and the course must be completed with a grade of at least a C-.

**Math courses required for the physics major:**

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 217	Differential Equations	3
Math 233	Calculus III	3
<b>Total Units</b>		<b>12</b>

Students who have completed Math 203 Honors Mathematics I and Math 204 Honors Mathematics II will have fulfilled the requirement for Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III.

**Math courses recommended for the physics major:**

- Math 308 Mathematics for the Physical Sciences **or** ESE 318 Engineering Mathematics A (We recommend that this course precede Physics 421 Electricity and Magnetism.)
- Math 309 Matrix Algebra (We recommend that this course precede Physics 474 Introduction to Particle Physics.)
- Physics 501 Theoretical Physics/Math 501C Theoretical Physics and Physics 502 Methods of Theoretical Physics II/Math 502C Methods of Theoretical Physics II also are recommended.

**Science-breadth requirement:** Majors must select three of the following courses to satisfy the science-breadth requirement. One of the three courses must be Chem 103 Advanced Placement Chemistry I, Chem 104 Advanced Placement Chemistry II, Chem 105 Principles of General Chemistry I, Chem 106 Principles of General Chemistry II, Chem 111A General Chemistry I, Chem 112A General Chemistry II, Chem 401 Physical Chemistry I or Chem 402 Physical Chemistry II.

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Chem 103	Advanced Placement Chemistry I	3
Chem 104	Advanced Placement Chemistry II	3
Chem 105	Principles of General Chemistry I	3
Chem 106	Principles of General Chemistry II	3
Chem 111A	General Chemistry I	3
Chem 112A	General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 401	Physical Chemistry I	3
Chem 402	Physical Chemistry II	3
Chem 445	Instrumental Methods: Physical Chemistry	3
CSE 131	Introduction to Computer Science	3

CSE 132	Introduction to Computer Engineering	3
CSE 247	Data Structures and Algorithms	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3

Students who have received credit for Chem 103 Advanced Placement Chemistry I and Chem 104 Advanced Placement Chemistry II can use them toward the science-breadth requirement.

## Additional Information

### Senior Honors

Students are encouraged to work toward Latin honors (p. 1130) (i.e., cum laude, magna cum laude, and summa cum laude). To qualify, students must meet the academic requirements of the College and successfully complete a suitable project under the supervision of a faculty member in the department. The project, whether experimental or theoretical, should demonstrate the student's capacity for independent work. Honors candidates must apply to the Undergraduate Studies Committee no later than the first day of classes of their senior year. The application should include a description of the proposed project, co-signed by the supervising professor. A written report of the completed work must be submitted to the committee by a March deadline. By enrolling in Physics 499, students may earn up to 6 units of credit for the honors project.

The physics department also offers physics majors the possibility to earn departmental distinctions. These distinctions require the same grade point average cutoffs as Latin honors (p. 1130) but are calculated exclusively from the grades in physics courses (i.e., all courses with the prefix L31). Three levels of distinction are offered: 1) highest distinction; 2) high distinction; and 3) distinction. The highest and high distinctions require at least one semester of undergraduate research and a senior thesis describing the results; these distinctions are limited to the top 15% (highest distinction) and the top 15% to 50% (high distinction) of the physics majors in their senior year as ranked by their GPA in the physics courses. Students who meet the GPA cutoff but who do not undertake undergraduate research and a senior thesis may only receive the third level of distinction.

### Transfer Credit and Study Abroad

Students may transfer up to 9 credits of advanced course work (300+ level) to satisfy major requirements by taking comparable physics courses at another institution. Prior approval by the department is needed. Online or other distance learning courses are not eligible for transfer credit.

Website: <http://physics.wustl.edu>

# Physics Major, Biophysics Specialization

## Program Requirements

- **Total units required:** 46-48

### Required Introductory Courses

Majors in physics are required to complete a series of introductory courses. They may take either:

Code	Title	Units
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1

or (recommended for majors):

Code	Title	Units
Physics 193	Focused Physics I	4
Physics 193L	Focused Physics I Laboratory	1
Physics 194	Focused Physics II	4
Physics 194L	Physics II Laboratory	1

### Required Courses

Majors in physics are required to complete the following courses:

Code	Title	Units
Physics 217	Introduction to Quantum Physics	3
Physics 322	Physical Measurement Laboratory	3
Physics 411	Mechanics	3
Physics 421	Electricity and Magnetism	3
<b>Total Units</b>		<b>12</b>

They must also complete **one additional upper-level laboratory course**, chosen from the following:

Code	Title	Units
Physics 316	Optics and Wave Physics Laboratory	3
Physics 321	Electronics Laboratory	3
Physics 360	Biophysics Laboratory	3
Physics 427	Introduction to Computational Physics	3
Physics 435	Nuclear and Radiochemistry Lab	3

**Upper-level courses:** Majors are required to complete a minimum of 21 units of advanced courses (300 level or higher) in Physics, excluding Physics 341, Physics 342, Physics 441, Physics 442, Physics 499 and Physics 500. These 21 units may include courses listed above and may also include *one* upper level engineering class chosen from the following:

Code	Title	Units
ESE 351	Signals and Systems	3
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
ESE 436	Semiconductor Devices	3
ESE 438	Applied Optics	3
ESE 441	Control Systems	3
ESE 482	Digital Signal Processing	3
ESE 531	Nano and Micro Photonics	3
ESE 532	Introduction to Nano-Photonic Devices	3
ESE 582	Fundamentals and Applications of Modern Optical Imaging	3
MEMS 3410	Fluid Mechanics	3

Students must receive letter grades for these advanced courses, and the course must be completed with a grade of at least a C-.

**Math courses required for the physics major:**

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 217	Differential Equations	3
Math 233	Calculus III	3
<b>Total Units</b>		<b>12</b>

Students who have completed Math 203 Honors Mathematics I and Math 204 Honors Mathematics II will have fulfilled the requirement for Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III.

**Math courses recommended for the physics major:**

- Math 308 Mathematics for the Physical Sciences **or** ESE 318 Engineering Mathematics A (We recommend that this course precede Physics 421 Electricity and Magnetism.)
- Math 309 Matrix Algebra (We recommend that this course precede Physics 474 Introduction to Particle Physics.)
- Physics 501 Theoretical Physics/Math 501C Theoretical Physics and Physics 502 Methods of Theoretical Physics II/Math 502C Methods of Theoretical Physics II also are recommended.

**Science-breadth requirement:** Majors must select three of the following courses to satisfy the science-breadth requirement. One of the three courses must be Chem 103 Advanced Placement Chemistry I, Chem 104 Advanced Placement Chemistry II, Chem 105 Principles of General Chemistry I, Chem 106 Principles of General Chemistry II, Chem 111A General Chemistry I, Chem 112A General Chemistry II, Chem 401 Physical Chemistry I or Chem 402 Physical Chemistry II.

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
Chem 103	Advanced Placement Chemistry I	3
Chem 104	Advanced Placement Chemistry II	3
Chem 105	Principles of General Chemistry I	3
Chem 106	Principles of General Chemistry II	3

Chem 111A	General Chemistry I	3
Chem 112A	General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 401	Physical Chemistry I	3
Chem 402	Physical Chemistry II	3
Chem 445	Instrumental Methods: Physical Chemistry	3
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 247	Data Structures and Algorithms	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3

Students who have received credit for Chem 103 Advanced Placement Chemistry I and Chem 104 Advanced Placement Chemistry II can use them toward the science-breadth requirement.

## Requirements for the Biophysics Specialization

Physics majors may concentrate in the subfield of biophysics by taking the following courses (as part of their distribution requirements):

### Physics requirement:

Code	Title	Units
Physics 463	Statistical Mechanics and Thermodynamics	3

### One of the following:

Code	Title	Units
Physics 350 or Physics 450	Physics of the Brain	3
Physics 355 or Physics 455	Physics of Vision	3

### One of the following:

Code	Title	Units
Physics 354 or Physics 454	Physics of Living Systems	3
Physics 453	Topics in Theoretical Biophysics	3
Physics 481	Critical Analysis of Scientific Data	3
Physics 509	Nonlinear Dynamics	3
Physics 563	Topics in Theoretical Biophysics	3

### Biology requirements:

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
<b>Total Units</b>		<b>8</b>

**Note:** Students who want to have the biophysics track displayed on their transcript must inform the Department of Physics at least one semester before their graduation date. Contact the Director of Undergraduate Studies ([dus@physics.wustl.edu](mailto:dus@physics.wustl.edu)) with any questions.

## Additional Information

### Senior Honors

Students are encouraged to work toward Latin honors (p. 1130) (i.e., cum laude, magna cum laude, and summa cum laude). To qualify, students must meet the academic requirements of the College and successfully complete a suitable project under the supervision of a faculty member in the department. The project, whether experimental or theoretical, should demonstrate the student's capacity for independent work. Honors candidates must apply to the Undergraduate Studies Committee no later than the first day of classes of their senior year. The application should include a description of the proposed project, co-signed by the supervising professor. A written report of the completed work must be submitted to the committee by a March deadline. By enrolling in Physics 499, students may earn up to 6 units of credit for the honors project.

The physics department also offers physics majors the possibility to earn departmental distinctions. These distinctions require the same grade point average cutoffs as Latin honors (p. 1130) but are calculated exclusively from the grades in physics courses (i.e., all courses with the prefix L31). Three levels of distinction are offered: 1) highest distinction; 2) high distinction; and 3) distinction. The highest and high distinctions require at least one semester of undergraduate research and a senior thesis describing the results; these distinctions are limited to the top 15% (highest distinction) and the top 15% to 50% (high distinction) of the physics majors in their senior year as ranked by their GPA in the physics courses. Students who meet the GPA cutoff but who do not undertake undergraduate research and a senior thesis may only receive the third level of distinction.

### Transfer Credit and Study Abroad

Students may transfer up to 9 credits of advanced course work (300+ level) to satisfy major requirements by taking comparable physics courses at another institution. Prior approval by the department is needed. Online or other distance learning courses are not eligible for transfer credit.

Website: <http://physics.wustl.edu>

## Astrophysics and Astroparticle Physics Minor

### Program Requirements

- **Total units required:** 20-22

## Required Courses

### Required Introductory Courses

Minors in astrophysics and astroparticle physics are required to complete a series of introductory courses.

They may take either:

Code	Title	Units
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1
<b>Total Units</b>		<b>8</b>

or:

Code	Title	Units
Physics 193	Focused Physics I	4
Physics 193L	Focused Physics I Laboratory	1
Physics 194	Focused Physics II	4
Physics 194L	Physics II Laboratory	1
<b>Total Units</b>		<b>10</b>

### Other Required Courses

In addition, minors in astrophysics and astroparticle physics are required to complete the following courses:

Code	Title	Units
Physics 217	Introduction to Quantum Physics	3
Physics 312	Introduction to Astrophysics	3
<b>Total Units</b>		<b>6</b>

Minors must also take two of the following eight courses:

Code	Title	Units
Physics 319	Quantum Theory of Matter	3
Physics 446	Galactic Astrophysics	3
Physics 456	Stellar Astrophysics	3
Physics 460	X-ray & Gamma-ray Astrophysics	3
Physics 474	Introduction to Particle Physics	3
Physics 476	Astrophysics	3
Physics 478	From Black Holes to the Big Bang	3
Physics 3330	Planets and Life in the Universe	3

Website: <http://physics.wustl.edu>

## Biomedical Physics Minor

### Program Requirements

- **Total units required:** 17-19

This minor is for students interested in the discussion and application of methods and techniques from physics to topics in the areas of biology and medicine. The program may be of interest to the pre-medicine student or the research-oriented science major.

**Required courses:** Minors in biomedical physics are required to complete a series of introductory courses.

They may take either:

Code	Title	Units
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1

or:

Code	Title	Units
Physics 193	Focused Physics I	4
Physics 193L	Focused Physics I Laboratory	1
Physics 194	Focused Physics II	4
Physics 194L	Physics II Laboratory	1

**Elective courses:** Minors must take two of the following five courses:

Code	Title	Units
Physics 350	Physics of the Brain	3
Physics 354	Physics of Living Systems	3
Physics 355	Physics of Vision	3
Physics 453	Topics in Theoretical Biophysics	3
Physics 481	Critical Analysis of Scientific Data	3

They must also take one of the following four laboratory courses:

Code	Title	Units
Physics 316	Optics and Wave Physics Laboratory	3
Physics 321	Electronics Laboratory	3
Physics 322	Physical Measurement Laboratory	3
Physics 360	Biophysics Laboratory	3

Website: <http://physics.wustl.edu>

## Physics Minor

### Program Requirements

- **Total units required:** 17-19

### Required Introductory Courses

Minors in physics are required to complete a series of introductory courses. They may take either:

Code	Title	Units
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1

or:

Code	Title	Units
Physics 193	Focused Physics I	4
Physics 193L	Focused Physics I Laboratory	1
Physics 194	Focused Physics II	4
Physics 194L	Physics II Laboratory	1

## Required Courses

Minors in physics are required to complete the following courses:

Code	Title	Units
Physics 217	Introduction to Quantum Physics	3
Physics 318 or Physics 319	Introduction to Quantum Physics II Quantum Theory of Matter	3

## Elective Courses

Minors must take at least one additional course at the 300 level or above (with the exception of Physics 341 Selected Topics in Physics III, Physics 342 Selected Topics in Physics III, Physics 441 Selected Topics in Physics IV, Physics 442 Selected Topics in Physics IV, Physics 499 Honors Program and Physics 500 Independent Work) with a grade of C- or better.

Website: <http://physics.wustl.edu>

## Political Science

The Department of Political Science offers undergraduates the opportunity to study all aspects of politics using cutting-edge technical and theoretical tools. Our courses are animated by long-standing problems related to the use of power, its rightful exercise by governments and individual actors, and the institutions that affect how that power is exercised. Reflecting the breadth of the discipline, we offer a range of classes, including courses on elections and electoral politics; international political economy; justice and the state; and comparative analyses of political institutions across states.

A major in political science thus exposes students to the primary themes of the discipline: American politics, comparative politics, international politics, judicial politics, political methodology, and political theory. A major in political science can prepare students well for professional training and advanced study in law, business, education, journalism, policy analysis, political science, public administration, social work, and urban planning. Political science graduates enter careers in business; federal, state, and local government; the media; and nonprofit organizations.

Because political science is a broad discipline, students often choose to combine the major with such related fields as African and African-American studies; American culture studies; anthropology; economics; environmental policy; history; international studies; Jewish, Islamic, and Middle Eastern studies; Latin American studies; philosophy; psychology; and women, gender, and sexuality studies.

Phone: 314-935-5810  
Email: [polisci@wustl.edu](mailto:polisci@wustl.edu)  
Website: <http://polisci.wustl.edu>

## Faculty

### Chair

#### Betsy Sinclair

Professor  
PhD, California Institute of Technology

### Associate Chair

#### Francis Lovett

Professor  
PhD, Columbia University

### Director of Graduate Studies

#### Keith Schnakenberg

Associate Professor  
PhD, Washington University

### Director of Undergraduate Studies

#### Daniel Butler

Professor  
PhD, Stanford University

## Department Faculty

#### Deniz Aksoy

Associate Professor  
PhD, University of Rochester

#### Zoe Ang

Lecturer  
PhD, Washington University

#### Timm Betz

Associate Professor  
PhD, University of Michigan

#### Zachary Bowersox

Lecturer  
PhD, The University of Missouri

#### Christy Boyd

Professor  
PhD, Washington University

**Randall Calvert**

Professor Emeritus  
PhD, California Institute of Technology

**Taylor Carlson**

Associate Professor  
PhD, University of California, San Diego

**David Carter**

Professor  
PhD, University of Rochester

**Dino Christenson**

Professor  
PhD, Ohio State University

**Brian F. Crisp**

Professor  
PhD, University of Michigan

**Ted Enamorado**

Assistant Professor  
PhD, Princeton University

**Lee Epstein**

Ethan A.H. Shepley Distinguished University Professor  
PhD, Emory University

**Justin Fox**

Associate Professor  
PhD, University of Rochester

**Matthew Gabel**

Professor  
PhD, University of Rochester

**James L. Gibson**

Sidney W. Souers Professor of Government  
PhD, University of Iowa

**Matthew Hayes**

Associate Professor  
PhD, University of Illinois

**Clarissa Hayward**

Professor  
PhD, Yale University

**William R. Lowry**

Professor Emeritus  
PhD, Stanford University

**Christopher Lucas**

Associate Professor  
PhD, Harvard University

**Andrew Martin**

Professor of Political Science and Law  
PhD, Washington University

**Gary Miller**

Professor Emeritus  
PhD, University of Texas at Austin

**Jacob Montgomery**

Professor  
PhD, Duke University

**Lucia Motolinia**

Assistant Professor  
PhD, New York University

**Diana O'Brien**

Bela Kornitzer Distinguished Professorship  
PhD, Washington University

**Michael Olson**

Assistant Professor  
PhD, Harvard University

**Sunita Parikh**

Associate Professor  
PhD, University of Chicago

**Peng Peng**

Postdoctoral Scholar  
PhD, Duke University

**Amy Pond**

Associate Professor  
PhD, University of Michigan

**Xiaoyan (Christy) Qiu**

Assistant Professor  
PhD, University of Michigan

**Andrew Reeves**

Professor; Director of the Weidenbaum Center on the Economy,  
Government, and Public Policy  
PhD, Harvard University

**Guillermo Rosas**

Professor  
PhD, Duke University

**Itai Sened**

Professor Emeritus  
PhD, University of Rochester

**Stephanie Shady**

Lecturer  
PhD, University of North Carolina

**Steven S. Smith**

Professor Emeritus  
PhD, University of Minnesota

**James Spriggs II**

Sidney W. Souers Professor of Government  
PhD, Washington University

**Michael Strawbridge**

Assistant Professor  
PhD, Rutgers University

**Margit Tavits**

William Taussig Professor in Arts & Sciences  
PhD, University of Pittsburgh

**Carly Wayne**

Assistant Professor  
PhD, University of Michigan

## Majors

- Environmental Policy Major (p. 927)
- Political Science Major (p. 928)
- Political Science Major, American Politics Specialization (p. 929)
- Political Science Major, Comparative Politics Specialization (p. 930)
- Political Science Major, International Politics Specialization (p. 932)
- Political Science Major, Political Methodology Specialization (p. 933)
- Political Science Major, Political Theory Specialization (p. 934)

## Minors

- Political Science Minor (p. 936)

## Courses

Visit online course listings to view semester offerings for L32 Pol Sci.

---

### L32 Pol Sci 101B American Politics

In a polarized era of American politics, it is critical to have a working knowledge of the American political process and the analytical skills with which to interpret contemporary events. This course is designed to accomplish these dual objectives. In the first few weeks of the semester, we will explore both the key principles of social scientific thinking and trace the evolution of the fundamental characteristics of American government. We will use this foundation throughout the remainder of the semester to assess the contemporary challenges to American institutions and the context in which they, and the general public, make decisions. At the end of the semester, students should be able to understand and critically engage with information about American politics, as well as actively engage with the American political system (should they choose to do so).

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: PSA

---

### L32 Pol Sci 1021 The Business of Elections

This course will focus on understanding the primary and presidential elections -- particularly the 2024 election -- through a multidisciplinary approach that primarily involves political science and business. Campaigns are start-ups that rely on strategy, branding, influencing consumers (voters), financing and other concepts to achieve the election of their candidate. At the same time, American politics is highly polarized, with voters who are increasingly hostile to listening to the other side. Given this context, how does a campaign succeed as an entrepreneurial venture? This course will allow students to compare and contrast how different candidates' policies and platforms may affect different constituencies/sectors of the business/labor world as well as the economy, how the media portrays them, and what role they will play in the general election. This course is for first-year (non-transfer) students only. Students who are not first-year students will be automatically unenrolled from this course.

Same as I60 BEYOND 102

Credit 3 units. Arch: SSC Art: SSC BU: BA EN: S

---

### L32 Pol Sci 102B Introduction to Comparative Politics

One of the primary goals of a course in comparative politics is to familiarize students with a broad array of political systems. The approach taken in this course can best be characterized as the active acquisition and use of a set of tools for looking at the political world. In other words, instead of putting emphasis on what textbook writers think political scientists know, in this course the emphasis is on "how we know what we know" and on building knowledge. This approach equips students with a set of tools to use long after the course is over. These comparative tools are focused on historical, recent, and current events, and students are provided the opportunity to delve more deeply into a study of the parts of the world most they find most interesting.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S UColl: PSC

---

### L32 Pol Sci 103B International Politics

This is an introductory survey course. Its goal is to familiarize students with the basic concepts of International Relations (IR) as a subfield of political science and to introduce them to important issues, such as cooperation and conflict, independence, in the era of globalization, human rights and human development, and the environment.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

---

### L32 Pol Sci 1041 First Year Seminar: Introduction to Political Theory I

Why is democracy a good form of government? What if a benevolent dictator arose who wrote and enforced laws that were just and equitable? What if she honored the sanctity of human life and its flourishing, guaranteed a full range of liberties to her citizens-including political ones, like the right of free speech and organization (but not including the right to rule)? Given the problems of most living democracies, why wouldn't this be a better regime than a democratic one? And are people really capable of governing themselves anyway; why should we trust them so? In short, what's so special about "democracy" and its corresponding idol, "public opinion" that people bow to them as hallowed virtues of a good society? In this class we will provide a framework in which these and other central questions of political theory have been and can be addressed. This course is designed to introduce students to the main theoretical issues of western political theory, including but not limited to the following concepts: justice, legitimacy, equality, democracy, liberty, sovereignty and the role of history in the political and social world. In short, the questions are meant to explore the underlying assumptions and themes of contemporary politics and political science research today. The course is designed around the careful reading of primary text materials and engagement with contemporary problems of politics available on the front pages of any daily newspaper. Although designed as a two semester class, students may enroll in either one or both. In this first semester we will lay out the fundamental themes of political theory in Plato's Republic and Aristotle's Politics asking, among other things, what justice is and what place democracy has among other forms of government. Passing briefly on Augustine and Aquinas's struggle with religion and civil society, we will emerge in modernity with Machiavelli's Prince and question whether the "good" and the "political" are or ought to be different aims. We conclude the semester with the social contract theory of Hobbes and Locke in which political legitimacy is based on the terms familiar to citizens of modernity: the right to rule is somehow related to a citizen's consent to be governed. In the Spring semester we will turn to the struggle that modernity and the Enlightenment raised for issues of politics including that of history, nature, institution building, and economics, guided by the texts of Rousseau, Hamilton and Madison, Tocqueville, Mill, Marx, Nietzsche and Weber.

Credit 3 units. A&S: FYS EN: S

---

### L32 Pol Sci 106 Introduction to Political Theory

This course offers an undergraduate level introduction to the field of political theory. We will focus on three major themes-social justice, power and freedom, and democracy-reading some canonical texts, such as Bentham's Introduction to the Principles of Morals and Legislation and Marx's Capital, but emphasizing contemporary works, such as those of John Rawls, Michael Walzer, Michel Foucault, and Robert Dahl.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: FAAM, SSC BU: BA EN: S

---

### L32 Pol Sci 2010 Introduction to Environmental Policy

This course provides an introduction to and overview of environmental policy. Subjects covered include the policy process, the behavior of interest groups and political parties, and the actions of policymakers like Congress and the President. We will also examine issues such as pollution control, climate change, and biodiversity.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L32 Pol Sci 2100 Introduction to Migration Policy and Politics

Migration is a phenomenon in which people, individually or in groups, move from one territory to another. In this course, we will trace the process of migration and discuss the impact of migration on sending and host societies as well as on the migrants themselves. What drives people to migrate from their home communities? What challenges do they face along migration routes? As humans move, languages, ideas, and ways of life diffuse across territories. This diffusion can be integrated into host societies, or it can become a source of tension within the society. What political, social, and economic conditions facilitate this integration or tension? In this course, we will begin to answer these questions through the lens of two primary systems: 1. Central and North America, and 2. the Middle East, North Africa, and Europe. As we study the process of migration, you will work towards a research paper that critically analyzes the migration process using a case of your choice.

Credit 3 units. A&S IQ: SSC EN: S

---

### L32 Pol Sci 2123 Sophomore Seminar in Ethnic Violence

This course introduces students to the principal concepts, questions and answers in the study of ethnic conflict. The goal of the course is to build foundational knowledge on the study of ethnic politics and ethnic conflict. The course begins by addressing why, how and when ethnicity matters. We will study different theories of ethnically-based identification and mobilization. We will then move on to examine different types of ethnic conflict, ranging from ethnic violence in civil war to ethnic riots. In addition, we will study consequences of and alternative solutions to ethnic conflict. This course counts towards the distribution requirement for the Political Science major.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L32 Pol Sci 2202 Disagreement, Extremism & Polarization

Americans are increasingly skeptical about the future of their democracy and about our ability to pursue equality and social justice within the existing political system, and many people identify irresolvable disagreement, political extremism, and partisan polarization as causes of the current crisis in American democracy. In this course, we will study disagreement, extremism, and polarization using insights and methods from philosophy, political science, and empirical psychology, with the aim of understanding these phenomena and the social and political challenges they pose. Our questions will include whether it is possible for reasonable people to disagree, whether democratic deliberation requires a background of agreement or "shared facts," how our moral psychology shapes our political beliefs, whether prejudice and bias can be eliminated from political

thinking, and whether there are some political positions that are so extreme they should not be taken seriously. There are no prerequisites for this course and no background in philosophy, political science, or psychology will be assumed

Same as L30 Phil 2201

Credit 3 units. A&S IQ: HUM EN: H

---

### L32 Pol Sci 226 The Immigrant Experience

This course explores the history and politics of immigrant groups in the 19th and 20th century United States. Topics include legislation, patterns of migration, comparisons of different waves of immigration, and changing social attitudes.

Same as L98 AMCS 202

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

---

### L32 Pol Sci 227 Just Do It! Skills That Turn Passion Into Policy

The course will focus on skills related to the democratic expression of political rights and responsibilities. The course will balance background knowledge of the issues with application. Students will explore how to use coalition building and advocacy skills to relate to personal issues to public issues. Students will research a current Missouri bill, create a strategic plan for its passage or failure, and prepare to give testimony on such bill in a mock House of Representatives committee hearing. Students will also learn about ethical dilemmas in policy and politics and create a plan for turning their passions into policy.

Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L32 Pol Sci 240 Jewish Political Thought

The question of Jewish belonging in the Christian West has played a defining role in the formation of the modern state, and the afterlives of "the Jewish question" in Europe, America, and Israel continue to have significant influence on how political life is understood and evaluated. This course begins with classical Jewish sources on politics--including the nature of authority, national belonging, and territory--and then moves to a consideration of several crucial modern Jewish thinkers likely including Spinoza, Marx, and Arendt. The course will consistently consider topical contemporary questions about liberal democracy, totalitarianism, nationalism, Zionism, race, and secularism.

Same as L57 RelPol 240

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

### L32 Pol Sci 2490 Reproducible Data Skills for Political Scientists

Reproducibility and open scientific practices are increasingly required of scientists and researchers. Training on how to apply these practices in data analysis has not kept up with demand. During this course, students will develop skills to meet this demand. This course uses a practical approach based on iterative application assignments that provide students with practical experience with real data problems.

Credit 3 units. A&S IQ: SSC, AN Arch: SSC Art: SSC EN: S

---

### L32 Pol Sci 2500 Zionism

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.

Same as L57 RelPol 250



Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L32 Pol Sci 258 Law, Politics, and Society

This course is an introduction to the functions of law and the legal system in American society. The course material will stress the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce you to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law. Not open to students who have previously taken L32 358.

Credit 3 units. A&S IQ: SSC Arch: SEM EN: S

---

### L32 Pol Sci 263 Data Science for Politics

We are on the doorstep of a new era of social science. Never before have political scientists had access to so much data about the attitudes and actions of individuals, institutions, and nations. Data on everything from the votes of members of the U.S. Senate in 1855 to terrorist attacks from around the globe are only a few clicks away. This class is designed to make you an active participant in this new data-rich world. The goal is to introduce you to the methods and practices by which you can use this data to answer questions that are important to us as political scientists and citizens. How many citizens currently approve of the president, and how do we know? What policies are most effective at reducing poverty? Which campaign ads are most effective at persuading voters? Can we affect the behavior of our Facebook friends just by sharing our opinions?

Credit 3 units. A&S IQ: SSC, AN Arch: SSC Art: SSC BU: BA EN: S

---

### L32 Pol Sci 299 Internship in Political Science

Please see department for more information.

Credit 3 units.

---

### L32 Pol Sci 3005 Fast Fashion and the Environment

Students will leave this term with a greater understanding of not just this phenomenon, but the policies that created and now maintain it. Students will have an opportunity to identify and evaluate fast fashion brand performance relative to their environmental obligations. They will also have an opportunity to design an international treaty mechanism to address the increased waste and harmful environmental consequences of the industry. Note: This course counts toward the undergraduate XXX subfield.

Credit 3 units. A&S IQ: SSC EN: S

---

### L32 Pol Sci 3008 The Stories that Win

We all know them. From fairy tales to bestsellers, legends of oral tradition to trend-setting points in the U.S. and global literary marketplace, they are the stories that win. These stories are rooted in a collective literary imagination that binds individual and community hopes + struggles. They are novels, or memoirs of political coming of age, tales of creative sparks that have led to iconic global brands and products, or narrative analyses that become collective origin stories. They speak to the relationship between expectations of justice and our varied political identities; they provide communal reference points during marked moments in history. These stories win by transcending the limits of time or through the entanglements of commercial success. This semester we delve into political memoirs; origin stories of athletes, iconic products, and CEOs; community narrative histories; fairy tales; and myths of national beginnings. We want to understand how power and the uses of history are central to making certain stories, especially "origin stories," the ones public figures deploy to represent their

identity, the stories we as a nation tell about ourselves over and over, and the ones that become our collective points of reference-that is, the stories that win. And we want to know why other stories-and the people they're about-are so often left out of our collective imagination.

Credit 3 units. A&S IQ: HUM EN: H

---

### L32 Pol Sci 3010 Gender, Politics, and Policy in the United States

This course surveys central topics in the study of gender and politics, covering such issues as women's participation in political parties and social movements, women as voters and candidates in political elections, feminism and the state, and gender and international politics. It will draw on examples from various world regions and time periods to analyze similarities and differences across cases around the globe.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L32 Pol Sci 3011 Computational Modeling in the Social Sciences

This course will introduce students to the theory and practice of computational modeling in social science. Computational modeling allows us to explore topics - including complexity, emergence, and dynamics - that are difficult to study using traditional analytic methods. This course will cover the theoretical foundations behind computational modeling in addition to offering an introduction to the design and programming of such models.

Credit 3 units. A&S IQ: SSC EN: S

---

### L32 Pol Sci 3012 Advanced Modeling in the Social Sciences

This course explores advanced topics and issues in the building and validation of models in the social sciences. The principal component of the course is the design and development of an individual research project by each student. The conclusion of the course involves a public research symposium with a poster session in which all students will present their models and findings to the broader campus community. PREREQUISITES: L32 Political Science 3011 Computational Modeling in Social Science.

Credit 3 units. A&S IQ: SSC EN: S

---

### L32 Pol Sci 3016 African American Politics

Race has been a central issue in United States politics since the country's founding. From debates about the South's "peculiar institution" to the Civil Rights Movement to contemporary discussions about a post-racial America, political discourse in the United States has often revolved around issues of race. In this course, we will examine the major political issues, struggles, and ideologies of African Americans in order to better understand U.S. Politics. Topics will include early and contemporary African American political thought, racism and segregation, inequality, the politics of the Civil Rights Movement, African American participation in electoral politics, and other contemporary issues. By the end of this course, students should be able to: examine current events related to race through the lens of political science concepts; understand the historical causes of ongoing conflicts and debates related to race in the United States; understand the arguments made by Black political thinkers; read and apply political science literature to major questions in the field of race.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

### L32 Pol Sci 3017 It's U.S. Against Them

The term "American Exceptionalism" is often used to refer to the special character of the United States as a uniquely free nation based on democratic ideals and personal liberty. Sometimes this special character is thought to be institutionalized in the American political system. In this course, we put the United States in comparative perspective, examining how it compares with other countries in

terms of -- among other things -- constitutional provisions, parties and elections, and the functioning of its branches of government. A major component of the course will involve data exploration and visualization.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

### L32 Pol Sci 3024 International Organizations

This course surveys in an historically and theoretically informed fashion the role of various international institutions in international relations. It addresses the fundamental question of the contribution of international institutions to world order. The course first traces the historical evolution of international organizations before turning to international institutions since World War II. It then focuses on the following: the most important regional international organization, the European Union; the most important international organizations dealing with the issues of peace and security, the United Nations and NATO; and the major international economic institutions, the WTO, the IMF, and the World Bank. Prerequisite: L32 103B.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

### L32 Pol Sci 3031 Race and Ethnicity in American Politics

This seminar will discuss the continuing importance of race and ethnicity in American politics and the politics of racial minority groups in America. It will examine the disadvantage minorities have in the American political structure including problems with political participation. It will examine how the structure and functions of the branches of government and its bureaucracy affect the aspirations of minorities. The roll of pressure groups on political structure will be discussed. Additional discussion will focus on urban politics and tensions.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

### L32 Pol Sci 3044 Foundations of American Democracy

Since its founding, the United States of America has been strongly identified with principles of democratic rule. This course provides an introduction to some philosophical and historical foundations of American democracy. Over the course of the semester, we will ask what democracy means, and what it requires. We will examine thinking about political rights and liberty at the American founding. We will ask what democratic inclusion and political equality entail. We will ask what democracy means, and what it should mean, in the American context, and whether and to what extent American institutions embody democratic ideals.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

### L32 Pol Sci 3055 The Comparative Study of Legislative Institutions

This course focuses on understanding the variation in legislative institutions around the world.

Credit 3 units. A&S IQ: SSC BU: IS EN: S

---

### L32 Pol Sci 306 American Political Thought

This is a course on American political and constitutional thought. The main theme is the problem of freedom: how it should be understood, and the constitutional and other conditions which sustain it. We will also touch on questions of leadership, class, and foreign policy as they relate to the main theme. We begin with the political thought of the American colonists, then turn to the Federalist/Anti-Federalist debate on the constitution, and trace these lines of thinking to a point just before the outbreak of the Civil War. Apart from writings of prominent American political thinkers such as Madison, Jefferson, Adams, Hamilton, and Calhoun, we will also consider the work of the foreign observer of American life and honorary American, Alexis de Tocqueville.

Credit 3 units.

---

### L32 Pol Sci 3070 Politics and Policymaking in the American States

The American federal system is often overlooked in discussions about politics in the United States; however, state governments unquestionably touch the lives of Americans everyday. As such, an education in American politics is not complete without serious examination of state governments and their political institutions. This course illuminates the importance of the American states in US politics and policymaking by critically examining topics such as : intergovernmental relations, the historical evolution of American federalism, the organization and processes associated with state legislative, executive, and judicial branches, state elections, political parties, interest groups and specific state policy areas such as - budgeting, welfare, education, and the environment. Prerequisites: Political Science L32 101B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L32 Pol Sci 3073 Global War on Terrorism

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

Same as L22 History 3073

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L32 Pol Sci 3074 United Nations Institutions and Processes

How do countries and non-state actors cooperate on issues that transcend international borders? What are the unique opportunities and challenges to addressing global issues in international organizations, especially the United Nations (UN)? In this course, we will examine the historical foundations of the UN, the structure of the UN, and the nature of representation in the United Nations. We will analyze the conditions under which the UN is likely to succeed or fail at addressing a range of security, economic and social, and human rights issues. To facilitate this analysis, we will examine historical and contemporary UN work to address climate change, conflict, humanitarian assistance, and human rights. This class is part of a Model United Nations program at Washington University in St. Louis, which will travel to the National Model United Nations conference in New York in the spring. It is the first course in a two-course series. Students must complete both the fall and the spring course to be eligible for the New York conference team.

Credit 3 units. A&S IQ: SSC EN: S

---

### L32 Pol Sci 3090 Civil War and Peace

This course examines the causes and consequences of intra-state conflict, as well as the potential solutions to it, drawing on examples from countries throughout the world, including Bosnia-Herzegovina, India, Iraq, Russia, Rwanda, Spain, et cetera. We will consider many potential causes of intra-state violence, including ethnic and religious identities, economic and security concerns, elite manipulation, and international diffusion. In order to understand the challenges countries face recovering from violence, we will subsequently examine different ways in which conflicts are conducted, as well as their consequences, including economic underdevelopment, rape, child soldiers, and disease. Finally, using what we have learned about the causes and consequences of conflict, we will analyze the utility of different tools for managing intra-state conflict, including, but not limited to, minority representation, consociationalism, decentralization and partition.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L32 Pol Sci 3093 Politics of the European Union**

This course is designed to introduce undergraduates at the junior and senior level to the history and politics of the European Union (EU) and European integration. In the first part of the course, students will learn about the interplay of theory and practice in the history of European integration. In the second part, they will study the institutions and decision-making processes with reference to the theoretical concepts developed earlier in the course. From there, we will examine some of the key EU policies and their implementation during the third part of the course. In the final two sections of the course, we will look at constitutional politics and some of the more recent policies and developments.

Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

---

**L32 Pol Sci 3104 Political Psychology**

Political psychology is a rapidly growing field of research located at the intersection of psychology and political science. Broadly, political psychology helps us understand how individuals think and feel about politics, and how these psychological factors shape political behavior. This course is designed to examine the major areas of research on how psychological factors explain important political phenomena, such as political participation, vote choice, polarization, partisanship, media consumption, political knowledge, political communication, and policy preferences. This course will also equip students with skills in information literacy that will improve their ability to conduct research, interrogate information sources, and evaluate biases in information processing that shape political decision-making

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 3172 Sports, Policy, and Politics**

The students participating in this class should expect to learn the ways in which sport and politics intersect; how sport is both the cause, and result, of political processes; how society's attachment to teams is linked to our identities, both social and political; how sport defines us physically, reflects class, and reproduces shared history. This is primarily a political science course, and no prior knowledge of sport in general, or any sport in particular, is necessary.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 3180 Democracy: Causes & Consequences**

This course will examine the major international and domestic causes and consequences of democracy worldwide.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L32 Pol Sci 3193 Politics of Migration in the European Union**

As the European Union has expanded both in membership and policy scope, so too have its physical borders and political constructions of membership. Migration patterns - both within the European Union and from outside of it - are closely connected to this deepening integration and changing patterns of multi-level governance. In this course, we will trace the process of migration and discuss the impact of migration on sending and host societies as well as on the migrants themselves. What drives people to migrate from their home communities? What challenges do they face along migration routes? As humans move, languages, ideas, and ways of life diffuse across territories. This diffusion can be integrated into host societies, or it can become a source of tension within the society. What political, social, and economic conditions facilitate this integration or tension? After discussing general frameworks and theories from the scholarship of migration, we will focus our inquiries on specific cases from within and near the European Union.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

---

**L32 Pol Sci 3199 Teaching Practicum in Political Science**

This course is an opportunity for students to assist in course instruction, tutoring, and preparation of problems, readings, and exam materials with permission and under supervision of instructor. Class hours to be arranged. Prerequisite: permission of instructor. Must be enrolled through department. See department for approval form.

Credit 3 units.

---

**L32 Pol Sci 321 Comparative European Politics**

This course is designed to provide students with an introduction to politics in Europe, with a focus on national politics. The course has two main goals. One goal is that students acquire a general understanding of the institutions of democratic governance and how they affect how voters preferences are translated into government policy. As most European states are variations of parliamentary democracies, we will pay particular attention to the connection between voters and policy-makers through parliamentary institutions. The second goal is that students achieve a basic understanding of specific political systems in Europe and appreciate current political issues particularly those related to democratic transitions in Eastern Europe. PREREQUISITES: L32 102B Intro to Comparative Politics, L32 363 Quantitative Political Methodology (can be taken concurrently)

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS

---

**L32 Pol Sci 3211 Public Opinion and American Democracy**

This course is about the salience of public opinion and its influence on American Politics. Topics to be covered include many of the theories developed to explain how public opinion is formed, if and why it changes, and the relationship between public opinion and the political behavior of citizens and elites. Therefore, the course will describe and analyze many of the factors that influence the formation, structure and variation in public opinion: information processing, education, core values, racial attitudes, political orientation (ideology and party identification), political elites, social groups, the media and religion. Additional topics include presidential approval, congressional approval, and the relationship between public opinion and public policy. The course will also train students in several concepts of statistical analysis (assuming no prior knowledge) so that students can use these tools as part of their own research projects. Prerequisites: Previous coursework in American politics or communications.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

**L32 Pol Sci 3240 The Political Economy of Public Goods**

This course explores the nature of public goods by investigating the economic and political rationales for providing them. We will explore the endogenous creation of public goods, such as the formation of mutually-agreed upon Constitutions to protect property rights and the exogenous imposition of public goods, such as the regulatory framework that provides clean air. Through the use of efficiency analysis, we will explore the costs and benefits to alternative institutional arrangements, such as private property or market exchanges, to the government or voluntary provision of public goods.

Credit 3 units.

---

**L32 Pol Sci 3255 Development of the American Constitution**

The U.S. Constitution has been so long maintained because it has adapted to new circumstances. Contrary to common mythology, this adaptation goes far beyond formal amendment and court interpretation. But past performance is no guarantee of future results. The course examines the processes through which American constitutional democracy has developed, considers its successes and failures, and assesses some of its most pressing challenges. In doing so the course treats topics such as: the Electoral College; the justice system; executive powers in war and peace; Congress versus the president; regulation and taxation; civil rights and Reconstructions; amendment politics; and constitutional rhetoric and beliefs.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

### L32 Pol Sci 326B Latin-American Politics

This course is an introduction to the politics in Latin America, focusing on the trend toward the establishment of democracy. We examine the impact of political culture, economic development, and the legacy of authoritarian regimes on contemporary politics. The course also reviews many of the most pressing challenges confronting governments Latin American governments: the role of the military in politics, the reform of political institutions, threats from radical guerrillas and drug traffickers, debt and economic restructuring, and relations with the United States. Country studies focus on Argentina, Brazil, Chile, Peru, Mexico, and Nicaragua. Prerequisites: 100-level introductory course in Political Science or its equivalent in History or IAS.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

### L32 Pol Sci 327B African Politics

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

---

### L32 Pol Sci 3292 Topics in Politics: Modern South Asian Politics

This course will focus on the recent political history and development of South Asia. It will begin with a review of the British colonial period and the Independence movement. The remainder of the course will examine different political issues in India, Pakistan, Bangladesh, and Sri Lanka. Topics will include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy. Course website: <http://artsci.wustl.edu/~polisci/parikh/asian/>

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

### L32 Pol Sci 3296 Race and Ethnicity in the United States

This course is designed to explore relations within and between the racial and ethnic groups of the United States. Students examine the social, economic, and political similarities and differences of African Americans, Asian-Americans, Latinos, and New Immigrants that distinguish their American experience. Of particular interest are their respective experiences in relation to one another and the majority population for understanding the origins of conflict and unanimity within and between the different groups. Students will pay specific attention to events in Ferguson, Missouri and the tensions between political leaders, policing and minorities more generally, the disproportionate levels of poverty experienced by African Americans and Mexican-Americans, and the vilifying of certain minorities by the majority population.

Same as L98 AMCS 3296

Credit 3 units. A&S IQ: HUM, SD BU: BA, HUM EN: H

---

### L32 Pol Sci 3300 Terrorism and Counterterrorism

What is terrorism, when is it used, and how can we stop it? This course will tackle these challenging questions, examining both the use of terrorism in political conflict and the ways in which states have responded to these threats. Crucially, we will engage in critical discussions about the definition of terrorism - is one person's terrorist really another person's freedom fighter, as the saying goes? We will also explore the strategic logic of terrorism - why do individuals choose to engage in this practice and why it is an effective or ineffective tactic of political violence? Importantly, we will also examine the psychology of terrorism, investigating how the mass public and state leaders react to and cope with terrorist violence. Specific examples of potential topics include: the use of terrorism in anti-colonial and separatist movements, the history of terrorism in the United States from the Ku Klux Klan to jihadism, the post 9/11 "War on Terror," and the resurgence of white nationalist terrorism around the world. By the end of this course,

students should have a clear understanding of what terrorism is, why groups choose this strategy, how citizens and political leaders respond to this violence, and the implications this has for countering terrorism and extremism around the globe today.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L32 Pol Sci 3302 Politics and Policies of Immigration in the United States

This class examines the history and politics of American immigration from colonial times to the present. It begins with an overview of the colonial period, then discusses the immigration waves of the 19th and early 20th centuries, and concludes with an examination of current topics and debates about immigration. Issues include racial, ethnic and class relations among groups; changes in immigration policies over time; comparative group experiences; transnational issues in immigration; and the impact of immigration on other American social and political processes and events. This class is a WI and modified version of L32-226/AMCS L98-202. If you have taken this course, then students should \*not\* take this course. Because this is a WI class, we also will spend time studying research paper design and writing.

Credit 3 units. A&S IQ: SSC, WI EN: S

---

### L32 Pol Sci 3313 Theories of Social Justice

This course overviews the leading contemporary conceptions of social justice, including utilitarian, liberal, libertarian, communitarian, and deliberative-democratic theories, and their implications for the design of political, economic, and social institutions. In addition, this course will examine special topics such as justice between generations, global justice, and the rights of resistance or disobedience.

Credit 3 units. A&S IQ: SSC EN: S

---

### L32 Pol Sci 331B Gender and American Politics

This course examines the ways in which issues pertaining to gender are salient in U.S. politics. The course is divided into four parts. First, we will examine theoretical approaches to the study of gender and politics, including the use of gender as an analytical category, and the relationship between gender, race, ethnicity and power. Second, we will study gender-based social movements, including the suffrage and woman's rights movements, women's participation in the civil rights movement, the contemporary feminist and anti-feminist movements, the gay rights/queer movement and the women's peace movement. Third, we will examine the role of gender in the electoral arena, in terms of how it affects voting, running for office and being in office. Finally, we will examine contemporary debates about public policy issues, including the integration of women and gays in the military, sexual harassment, pornography and equal rights.

Credit 3 units. BU: BA, ETH

---

### L32 Pol Sci 3321 Topics in Politics:

Credit 3 units. BU: BA

---

### L32 Pol Sci 3323 The Democracy Lab

The U.S. states are often called laboratories of democracy because the lessons learned from an "experiment" in one state or city can inform other governments. This course embraces the idea that we can act as scientists in the laboratories of local government. The course teaches students about research design. We also help them design their own experiments and then give students the opportunity to work with local officials to help design, conduct, and analyze an experiment relating to governance.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L32 Pol Sci 3326 Topics in Politics: Legal and Political**

This course is designed to be a readings and discussion course in Supreme Court decisions. The focus is on extensive coverage of the court's decisions in particular subject areas and their relationship to political and social factors and to public policies. The purpose of the course is to expose students in the social sciences to the decisions of the U.S. Supreme Court as indicators of political and sociological phenomena. PREREQUISITE: PERMISSION OF INSTRUCTOR ONLY. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L32 Pol Sci 332B Energy Politics**

This course considers the major issues in these increasingly important areas of public policy. We will discuss the importance of political processes and actors on such phenomenon as pollution, global warming and wilderness protection. This course emphasizes the American experience but also considers international implications. Two lectures and one section meeting each week. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

---

**L32 Pol Sci 333B Individual and Community**

What social, political, and cultural forces shape the individuality of people and yet make them part of not just one community but many, each of which is greater than the sum of the individuals that comprise it? What role do families and friends fill in this process? Students explore answers to these questions by reading theories and case studies that try to explain the foundations of individuals' sense of self and the interdependence and responsibilities of individuals, families, and communities to one another. Cases students read highlight (1) how family and communal experiences (like school) influence individuals and (2) how virtual (online) and non-virtual communities are structured and sustained as social entities. In addition to readings, the class will rely on guests from the "real world" as well as field trips into virtual and non-virtual communities. AMCS Majors may count this course for Fieldwork credit with permission of instructor; a supplemental assignment might be required. Same as L98 AMCS 301B. Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA, ETH, IS EN: S

---

**L32 Pol Sci 3341 Topics in Politics: Free Speech on Campus**

Credit 1 unit.

---

**L32 Pol Sci 335A International Organizations**

The students participating in this course will have an opportunity to answer some of the most pressing questions about governance in the international system today. Why did the U.K. leave the European Union, and what does it mean for the remaining members? Is there a chance for international governance to address the climate crisis? How does NGO advocacy affect the behavior of nations? The course will resemble a graduate-level seminar; we will spend most of the class period in discussion of the weekly readings. Students will have an opportunity to independently study an issue or organization of their choosing, thus gaining a measure of expertise in an area of personal interest. Credit 3 units.

---

**L32 Pol Sci 336 Topics: American Elections and Voting Behavior**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

**L32 Pol Sci 3363 Interchangeables, Influentials, and Essentials**

Do you want to know how to obtain power? How to influence the powerful? Or even how to unseat those in power? In this course, we will focus on how leaders, of all types, get and keep their jobs. Regardless of setting - democratic or dictatorial (or corporate, for that matter) - it is all about those whom the leader finds to be interchangeable, those the leader finds influential, and those who are essential. You will learn the "Rules to Rule By" and why, when leaders follow them, they often behave badly causing those they govern to suffer. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L32 Pol Sci 3399 Political Violence**

This course studies the ways non-state groups use violence in pursuit of political goals. During the semester we will engage with contemporary research on political violence, including civil war, ethnic conflict, terrorism and communal riots. The goal of the course is to introduce students to major questions related to the study of political violence. What explains the onset of violence? Why do individuals choose to join violent movements? Is non-violent protest more effective than the use of violent tactics? During the semester, we will read a large volume of within-country and cross-national quantitative research on political violence and also examine several cases in detail, including ethnic riots in India, Rwandan genocide, and Kurdish conflict in Turkey. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 3400 Social and Political Philosophy**

Study of certain fundamental issues concerning government, society, and culture. For example: what are the nature and limits of legitimate political authority? Are ordinary human beings capable of governing themselves justly? Do citizens have a duty to obey the state? If so, to what extent, if at all, is that duty grounded in consent or contract? Should the state limit or regulate the personal relationships of citizens, such as marriage, family, and sexuality? How should social institutions rectify a history of political or social injustice against oppressed groups? Readings from historical and contemporary sources. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP. Same as L30 Phil 340F. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L32 Pol Sci 3401 Topics in Political Thought**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH

---

**L32 Pol Sci 3403 The Politics of Congressional Elections**

This course will introduce students to the study of American legislative elections. The first part of the course will focus on congressional election campaigns, in which we discuss who runs for office, the incumbency advantage, campaign finance, congressional primaries, electoral competition, voter turnout, and vote choice. The second part of the course examines how electoral factors affect legislative politics, focusing on questions involving representation, accountability, and lawmaking. PREREQ: L32 101B Intro to American Politics. Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

**L32 Pol Sci 342 The American Presidency**

Consideration of part played by the president in American politics and public policy. The powers of the president; the staffing and organization of the executive office; the relations of the president with Congress, the bureaucracy, and other participants in American politics; presidential elections. Recommended: Pol Sci 101B. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L32 Pol Sci 3431 Constitutional Law

Introduction to constitutional law and practice in the United States. Emphasis on the role of the U.S. Supreme Court as an interpreter of the Constitution.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L32 Pol Sci 344 Courts and Civil Liberties

This course focuses on constitutional law principles in the Bill of Rights, and examines how Supreme Court decisions influence these principles in everyday life. We explore how the courts, and particularly the Supreme Court, have interpreted these rights in light of changing times and emerging issues. Topics include the First Amendment; free exercise of religion and the establishment clause; freedom of speech, assembly and association; freedom of the press; the Fourth Amendment and the rights of those accused and convicted of crimes; the right to privacy, including reproductive freedom and the right to die; equal protection and civil rights, including race, gender, sexual orientation; immigrants' rights and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, HUM

---

### L32 Pol Sci 3441 Defendant's Rights

This course explores the operations of the American criminal justice system. Substantial emphasis on the constitutional rights accorded to the criminally accused. Readings consist primarily, but not exclusively, of Supreme Court cases.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, ETH EN: S

---

### L32 Pol Sci 345 The Legislative Process

Structure and behavioral patterns of American legislative bodies. Primary emphasis on the U.S. Congress, with attention to state legislatures for comparative purposes. Representation, internal patterns of influence, and policy-making processes. Prerequisite: junior standing.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

### L32 Pol Sci 3462 The Politics of Privacy in the Digital Age

This course explores the changing nature of privacy in contemporary society.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S UColl: PSA, PSC

---

### L32 Pol Sci 3470 Representation and Political Accountability

Political representation deals with the correspondence between citizen preferences and public policies. This course examines the critical role elections play in linking the two. Topics to be covered include the influence of interest groups, the media, and political parties on elections and policymaking. We will also explore how variation in the electoral rules, such as the rules governing campaign finance and methods of conducting party primaries, influence electoral politics. Finally, we will examine how separation of powers potentially attenuates the electoral connection between voters and elected officials.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L32 Pol Sci 349 Politics in Bureaucracies

Focuses on politics and political conflicts involving bureaucratic organizations, primarily but not exclusively those of the federal government. Attention given to the characteristics of bureaucratic organizations and their members; their relations with one another as well as with other participants in policy making also considered.

Major activities within bureaucracies--planning, program development, organizing, budgeting, and service delivery--discussed with a view to clarifying their political implications and consequences; problems associated with controlling and changing bureaucracies.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

### L32 Pol Sci 3490 Survey Design and Analysis

Survey research is an important method that political scientists often use to understand people in the world around us. By asking a standardized set of questions to a random sample of respondents, we can make inferences regarding the opinions and behavior of the larger population from which it was drawn. Surveys also offer numerous opportunities for experimental research, allowing scholars to make confident causal claims about the determinants of public opinion and behavior. In recent years, the advent of Internet-based surveying and online recruitment of respondents has "democratized" survey research, allowing many researchers and scholars with limited resources to design and conduct their own surveys from scratch. Surveys are also increasingly conducted around the world, outside of the context of advanced democracies where this method originated. Yet these developments have introduced new challenges in terms of ensuring that inferences drawn from survey research are valid. Topics include sampling, survey modes, questionnaire design, survey experiments, pre-analysis plans, ethics and the Institutional Review Board, and analyzing survey data. Prerequisites: L32 263, L32 363 or equivalent or with instructor permission.

Credit 3 units. A&S IQ: SSC, AN Arch: SSC Art: SSC EN: S

---

### L32 Pol Sci 3507 Legal Conflict in Modern American Society

Thousands of lawsuits are filed daily in the state and federal courts of the United States. The disputes underlying those lawsuits are as messy and complex as the human, commercial, cultural and political dynamics that trigger them, and the legal processes for resolving those disputes are expensive, time-consuming and, for most citizens, seemingly impenetrable. At the same time law and legal conflict permeate public discourse in the United States to a degree that is unique in the world, even among the community of long-established democracies. The overarching objective of the course is to prepare our undergraduate students to participate constructively in that discourse by providing them with a conceptual framework for understanding both the conduct and resolution of legal conflict by American legal institutions, and the evolution of - - and values underlying - - the substantive law American courts apply to those conflicts. This is, at core, a course in the kind of legal or litigation "literacy" that should be expected of the graduates of first-tier American universities. Some of the legal controversies that will be used to help develop that "literacy" include those surrounding the permissible use of lethal force in self-defense, the constitutionality of affirmative action in university admissions, contracts that are unconscionably one-sided, sexual harassment in the workplace, the duty of landlords to prevent criminal assaults on their tenants, groundwater pollution alleged to cause pediatric cancers, and warrantless searches of cellphone locator data by police.

Same as L98 AMCS 3507

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L32 Pol Sci 3510 Topics in American Politics: The Supreme Court

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA

---

### **L32 Pol Sci 3511 The Politics of the US Supreme Court**

The principal purpose of this course is to provide students with a systematic understanding of the U.S. Supreme Court. After discussing the social scientific study of the Court, we will examine theoretical issues regarding judicial process and politics. This course, unlike the constitutional law classes, does not focus on legal doctrine; rather, it examines political aspects of the Supreme Court, with an emphasis on the social scientific literature on law and politics. We will seek to understand phenomena such as the following: (1) Why does the Court change law? (2) Under what circumstances does the Court overrule precedent? (3) Do elected politicians (such as members of congress) influence how the Court decides cases (4) How does bargaining among the Justices influence the development of legal doctrine? One of the themes in this course is how we can understand the judiciary in terms of a political "game." That is, we will examine how the various participants in the judiciary attempt to achieve their goals within the constraints of the institution and its surrounding environment. Additionally, students will write a major research paper in which they will explain a specific set of judicial behaviors or events. The paper requires each student to undertake original research (i.e., the gathering of original evidence) in an effort to test their explanation.  
Credit 3 units. A&S IQ: SSC EN: S

---

### **L32 Pol Sci 3512 The Supreme Court, Law, and Public Policy**

Learning how courts interpret policy has become an important component of the policymaker's toolkit. This course aims to introduce policy-oriented students to how Constitutional interpretation touches upon pressing policy questions. Students will engage with what courts expect to see from policymakers, while also learning how to read cases from a lawyer's perspective. Topics covered include federalism, LGBT rights, race and ethnicity, criminal justice issues, voting rights, and political questions and official immunity. Texts will include cases decided by the Supreme Court (including cases from recent terms), and also contemporary scholarship on judicial politics and decision making. Although our focus will be on the Supreme Court, the pedagogical emphasis will be on what policy makers can expect from the courts in terms of federal and state policy implementation. Our goal is that by the end of this course you will be able to: 1. Understand when federal courts will and will not intervene, particularly with regard to key policy and political issues 2. Think critically and assess the ability of courts to be used as instruments of social change 3. Understand what oversight, if any, the courts exercise over federal policy making, including by administrative agencies The course content is divided into four broad units, all of which are essential for understanding the courts' role in the promotion and interpretation of national policy. These are (1) federal courts, their nature, and their limited powers, (2) the courts' role in social movements and as "protectors" of individual rights and liberties, (3) political questions and immunity, and (4) the complicated relationship between courts and administrative agencies. Note: This course counts toward the undergraduate American Politics subfield.  
Credit 3 units. A&S IQ: SSC EN: S

---

### **L32 Pol Sci 3551 The Welfare State and Social Policy in America**

How can we understand the recent debate about fundamental health care reform? Should social security be partially or wholly privatized? Was the 1996 welfare reform a success? Contemporary political questions frequently focus on the American welfare state and the social policies that comprise it. The first half of this course describes the American welfare state broadly construed, places it in a comparative context, and elucidates major political science explanations for the size and scope of American social policy. We touch on several areas of social policy while constructing the generalized lenses through which particular political outcomes can be understood. The second part of the course then focuses on three major aspects of the American welfare state: health care, old age pensions, and policies related to work, poverty, and inequality.  
Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

### **L32 Pol Sci 3552 Political Economy of Democracy**

In the last few years a number of important books have appeared that combine elements of economics reasoning and political science, in an effort to understand the wide variation in economic development in the world. This course will deal with the logic apparatus underpinning these books. In addition, the course will introduce the student to the theoretical apparatus that can be used to examine democratic institutions in the developed world, and the success or otherwise of moves to democratization in the less developed world.  
Credit 3 units. A&S IQ: SSC EN: S

---

### **L32 Pol Sci 3561 Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

---

### **L32 Pol Sci 3565 Understanding Political Protest and Violence**

Collective action in the political sphere ranges from nonviolent demonstrations to violent conflict. We will study a range of cases of political protest, from historical to contemporary, using theories and evidence from political science and other disciplines, to identify individual motivations, political contexts, and patterns across time and space. We will analyze a handful of cases in depth, using previously collected data that ranges from interviews to social media accounts and applying techniques suitable to non-quantitative data.  
Credit 3 units. A&S IQ: SSC EN: S

---

### **L32 Pol Sci 357B Gender and Politics in Global Perspective**

This course surveys central topics in the study of gender and politics, covering such issues as women's participation in political parties and social movements, women as voters and candidates in political elections, feminism and the state, and gender and international politics. It will draw on examples from various world regions and time periods to analyze similarities and differences across cases around the globe.  
Credit 3 units. A&S IQ: SSC, SD Arch: SEM, SSC Art: SSC BU: HUM

---

### **L32 Pol Sci 358 Law, Politics and Society**

This course is an introduction to the functions of law and the legal system in American society. The course material will stress the realities of the operation of the legal system (in contrast to legal mythology) as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives of this course: (1) to introduce students to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### **L32 Pol Sci 358A Conscience and Religion in American Politics**

Conscience is as American as apple pie and baseball, but its meaning and implications are deeply contested in American religion and politics. What is conscience? To what extent is conscience laden with theological -- and, more specifically, Christian -- commitments? What role should conscience, whether religious or ethical, play in political life? By considering what conscience means and what vision of politics it implies, we will reflect on what it means to be American: how religion should relate to politics, how individuals should engage with democratic laws and norms, and how religious and political dissenters might oppose American politics. We will focus on key moments in the history of American religion and politics through the lens of conscience, from the Interwar Period, the perceived threat of communism during

the Cold War, the Civil Rights Movement, and the Vietnam War to the "culture wars" on abortion, marriage equality, LGBTQ rights, and the death penalty. This course draws on interdisciplinary sources from religious studies, political theory, law, and history in 20th- and 21st-century American politics.

Same as L57 RelPol 358

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

### L32 Pol Sci 359 The Mathematics of Elections

Voting procedures provide the commonest means of aggregating the preferences of individuals into societal outcomes. These procedures play an integral role in our daily lives; from having a show of hands to decide which type of pizza to order for a club meeting, to electing a president. This course will examine the effects that different voting procedures have on how groups make decisions. We will evaluate electoral systems mathematically, by considering the various properties that procedures may or may not satisfy. A classic example is Arrow's Impossibility Theorem, which tells us that every electoral system must fail to satisfy one or more criteria of fairness or sensibility. In addition to Arrow's claim we will examine other legislative paradoxes, and learn why the choice of electoral procedure is critical to our understanding of how "good" and "bad" decisions can be made. We will also discuss the comparative properties of electoral systems in operation, such as fairness, proportionality, representativeness, and legitimacy.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

### L32 Pol Sci 3610 Legislative Politics

This course is an introduction to the politics of the U.S. Congress and the federal lawmaking process. We will focus on the behavior of individual legislators and the role that they play in crafting federal legislation in policy areas such as healthcare, civil rights and the environment. In general we examine questions such as: Why do legislators behave as they do? Whose interests are being represented?

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

### L32 Pol Sci 362 Politics and the Theory of Games

This course is intended to cover through analytical discussion and illustrations the basic concepts and major achievements of Game Theory in different sub-fields of research in the social sciences today. We will discuss examples of the usefulness of cooperative and non-cooperative game theory to the study of human behavior in general and political science and political economy in particular.

Credit 3 units. A&S IQ: SSC, AN Arch: SSC Art: SSC BU: BA EN: S

---

### L32 Pol Sci 363 Quantitative Political Methodology

This is an introduction to research methodology and quantitative analysis for social scientists. Students will be introduced to the logic of social scientific inquiry, and to the basic statistical tools used to study politics. Students will learn and apply the following to answer substantive questions: measurement, descriptive analysis, correlation, graphical analysis, hypothesis testing, confidence intervals, analysis of variance, and regression analysis. Major components of the course include learning how to collect, manage, and analyze data using computer software, and how to effectively communicate to others results from statistical analyses. Students will work collaboratively on research projects where they pose their own questions, design a study, collect and analyze the data, and present their findings in a research paper.

Credit 3 units. A&S IQ: SSC, AN Arch: SSC Art: SSC EN: S

---

### L32 Pol Sci 3690 Politics of International Trade

In this course we will study the relationship between international trade and domestic politics. We will cover the basic models of international trade, the distributional consequences of international trade, the relationship between trade and economic development, an analysis of the trade protectionism (causes and consequences) and an analysis of international organizations related to international trade (special focus on the World Trade Organization). Prerequisites: L32 103B.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

### L32 Pol Sci 372 Topics in International Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC BU: IS EN: S

---

### L32 Pol Sci 3722 International Politics, Trust and Public Health

Trust in government shapes a range of important political and social behaviors. In general, low trust in government reduces individuals' willingness to engage and comply with its institutions and policies. Consequently, low levels of trust in government hinder the state's ability to effectively lead during crises, as citizens with a wary view of the state are unlikely to comply with state directives that have direct impact on their personal lives. The COVID-19 pandemic highlighted the potentially devastating consequences of low levels of trust in government, as individuals around the globe with lower levels of trust were less likely to follow government public health recommendations meant to slow infections and deaths. Furthermore, the adverse consequences of trust deficits extend well beyond the recent COVID-19 pandemic to perceptions of health services more generally. This course analyzes the links between trust and public health outcomes, paying special attention to the different sources of low trust. For example, low trust in government can stem from perceptions of recent performance, and thus be amenable to public relations campaigns to improve citizens' perceptions. This view is consistent with the approach of international organizations such as the Organization for Economic Cooperation and Development (OECD) and the United Nations (UN), who have focused on short-term programs to promote public trust in government as a means to achieve widespread vaccination. Alternatively, trust may result from the lingering effects of influential and traumatic historical events, such as armed conflicts or systematic repression against a particular group or geographic area. Indeed, prominent research in political science and economics indicates that trust in government has enduring geographic variation and is, at least in part, a product of deeply historical factors. We explore how the sources of low trust among different groups of citizens influences possible policy solutions to improving levels of trust and, consequently, key public health outcomes. We also explore factors other than trust that influence individuals' adherence to public health recommendations.

Credit 3 units. A&S IQ: SSC EN: S

---

### L32 Pol Sci 373 International Political Economy

Analysis of the interplay of economics and politics in the world arena, focused primarily on the political basis of economic policies in both advanced and less developed societies. Treating differing perspectives on the international economy, production, trade and finance, and international economic relations. Prerequisite: junior standing, or permission of instructor.

Credit 3 units. A&S IQ: SSC BU: IS

---

### L32 Pol Sci 374 Contemporary American Foreign Policy

This course surveys post-War American foreign policy in historical perspective. It begins by evaluating the rise of the United States as a world power during the twentieth century, its current position of primacy and its consequences in the post Cold period, and the distinctive traditions and institutions shaping the making of



American foreign policy. It then examines the origins of the strategy of containment in the early Cold War period before considering how these debates animated the changing course of American foreign policy through the various phases of the Cold War conflict. The course concludes by analyzing American foreign policy since the end of the Cold War, up to and including debates about the consequences of September 11th 2001 for the United States' position of primacy, the Bush Doctrine and the American led intervention in and subsequent occupation of Iraq.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

**L32 Pol Sci 3752 Topics in American Politics**

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

**L32 Pol Sci 3760 Globalization, Urbanization, and the Environment**

Urbanization was a dominant trend in the twentieth century and globalization only acted to accelerate it. The consequence has been a multitude of ecological and social challenges that policy makers and citizens continue to confront. The students participating in this course should expect to learn about these challenges, their relationship to our present environmental emergency, and the potential policy solutions being debated. Students will have an opportunity to propose and defend their own solutions to these challenges.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 3772 Topics in International Politics**

Credit 3 units.

---

**L32 Pol Sci 378 Topics in International Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L32 Pol Sci 3781 Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

---

**L32 Pol Sci 3782 Topics in Comparative Politics: Terrorism and Political Violence**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L32 Pol Sci 381 The Politics of Electoral Systems**

It is impossible to appreciate the variety of electoral systems used to select legislative bodies without taking a comparative perspective. We will begin this course with a brief consideration of what goals political founders and reformers are pursuing when they design an electoral system. Then we will define the conceptual dimensions along which electoral rules can vary. With these basic concepts in hand we can then study specific national cases to assess the impact of electoral laws on party systems, legislator behavior, and interbranch relations. After completing a series of case studies, we will return to a comparative perspective to discuss recent scholarly research in this field. This research conceives of electoral systems as incentive structures for voters, candidates, parties, and politicians. To wrap up the course, we will return to the question of what founders and reformers can hope to achieve when selecting electoral systems.

Credit 3 units. A&S IQ: SSC, WI BU: BA EN: S

---

**L32 Pol Sci 3881 The Politics of Electoral Systems**

It is impossible to appreciate the variety of electoral systems used to select legislative bodies without taking a comparative perspective. We will begin this course with a brief consideration of what goals political founders and reformers are pursuing when they design an electoral system. Then we will define the conceptual dimensions along which electoral rules can vary. With these basic concepts in hand we can then study specific national cases to assess the impact of electoral laws on party systems, legislator behavior, and interbranch relations. After completing a series of case studies, we will return to a comparative perspective to discuss recent scholarly research in this field. This research conceives of electoral systems as incentive structures for voters, candidates, parties, and politicians. To wrap up the course, we will return to the question of what founders and reformers can hope to achieve when selecting electoral systems.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

**L32 Pol Sci 389 Power, Justice, and the City**

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs. In addition, the course devotes considerable attention to honing students' writing skills, through class assignments that stress rewriting and revising, and also through four in-class writing workshops devoted to formulating a thesis and making an argument, revising and rewriting, writing with style, and peer consultation.

Credit 3 units. A&S IQ: SSC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

---

**L32 Pol Sci 389A Power, Justice, and the City**

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L32 Pol Sci 391 History of Political Thought I: Justice, Virtue, and the Soul**

This course offers a critical introduction to the main issues and debates in western political theory, including but not limited to the topics of justice, legitimacy, equality, democracy, liberty, sovereignty, and the role of history in the political and social world. This course is designed to be the first in a three-semester sequence on the history of political thought, and students are encouraged, but not required, to take the courses in chronological sequence. The first semester begins with ancient Greek political thought, and follows its development up to the early 16th century.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ML

---

**L32 Pol Sci 391A Democracy and Citizenship Seminar II**

What does it mean to be a citizen in a democratic society? What are the rights of citizenship and what are its responsibilities? How are the answers to these questions different for citizens of the United States of America, with its particular history, values, and status in the world? Enrollment in this seminar is limited to freshmen who have been admitted to the "Democracy and Citizenship" Focus Program.

Credit 1 unit.

---

**L32 Pol Sci 392 History of Political Thought II: Legitimacy, Equality, and the Social Contract**

Government is often justified as legitimate on the grounds that it is based on the consent of the governed. In History of Political Thought II, "Legitimacy, Equality, and the Social Contract," we examine the origins of this view, focusing our attention on canonical works in the social contract tradition, by Thomas Hobbes (1588-1679), John Locke (1632-1704), Jean-Jacques Rousseau (1712-1778), David Hume (1711-1776), and Immanuel Kant (1724-1804). This course is the second in a three-semester sequence on the history of political thought. Students are encouraged but not required to take all three courses. Prerequisite: One previous course in political theory or political philosophy.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L32 Pol Sci 393 History of Political Thought III: Liberty, Democracy, and Revolution**

How, if at all, should the political institutions of the modern state express and secure the liberty and equality of citizens? What is the political significance of private property? Is world history to be understood as progress towards one best form of government - capitalist democracy, perhaps, or communism? What forces drive history? We shall address these and other timeless political questions through close reading and rigorous analysis of classic texts in the history of Western political thought. Authors to be studied will include Kant, Hegel, Marx, Tocqueville, John Stuart Mill, and Nietzsche. Prerequisite: one previous course in political theory or political philosophy. The course is designed to be the third in a three-semester sequence on the history of political thought, and students are encouraged but not required to take the courses in chronological sequence.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L32 Pol Sci 398 Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit variable, maximum 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 399 Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

**L32 Pol Sci 4001 American Democracy and the Policy-Making Process**

This course is part of the Semester in DC Program

Credit 3 units. EN: S

---

**L32 Pol Sci 4010 Pluralism, Liberalism, and Education**

How should liberal democratic states respond to religious and cultural pluralism? In what ways is pluralism different from mere disagreement, and what normative implications does pluralism have for public policy? How can liberal states justify using their coercive power against a background of pluralism and in ways that systematically disadvantage certain religious and cultural groups in society? In particular, what is to be done when religious parents and the liberal state make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? Readings are taken from contemporary political philosophy. Prerequisites: Poli Sci 106, Poli Sci 107, Phil 340, or permission of instructor.

Credit 3 units. A&S IQ: SSC EN: S

---

**L32 Pol Sci 4013 Negotiating Major Legislation in Congress**

This course examines the outcomes of the legislative process in the United States. The first third of the course will examine key concepts and major determinants of the negotiation process: majority rule instability, agenda control, political parties, the amendment process, and the uncovered set. The rest of the course will examine the negotiations that led to some of the most significant legislation in the past 100 years, from the Federal Reserve Act of 1913 through the Voting Rights Act of 1965 to the immigration bill of 2006. Along with other assignments, each student will write several drafts of a major research project on a major piece of legislation. Each research project will examine the amendments offered, the strategic intentions of the amendments' sponsors, the agenda process, and the role of party. Prerequisite: Poli Sci 101B.

Credit 3 units. A&S IQ: SSC, WI EN: S

---

**L32 Pol Sci 402 Topics in Political Thought**

Credit 3 units. A&S IQ: SSC EN: S

---

**L32 Pol Sci 4025 Experiments in Politics**

This will be a lab-style seminar in which we will design, field, and analyze an experimental study on political attitudes or political behavior. Our ultimate goal will be to publish a scholarly article in a peer-reviewed journal in political science. PREREQUISITE: L32 363 Quantitative Political Methodology or L32 263 Data Science for Politics (can be taken concurrently)

Credit 3 units. BU: BA

---

**L32 Pol Sci 4026 Domestic Politics and International Relations**

Advanced undergraduate course that looks at the domestic components of international relations.

Credit 3 units. A&S IQ: SSC

---

**L32 Pol Sci 4030 Political Theory of Education**

This course explores issues of authority, legitimacy, citizenship, freedom, and equality through contemporary readings in the political theory of education. What is to be done when parents, citizens, and educational experts make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? How should public schools aim to equip their students for the responsibilities of citizenship in a diverse liberal democratic state? What do the concepts of equality and equality of opportunity mean in the context of education, and (how) should governments pursue these values through education policy? We shall explore these issues through contemporary works of political theory as well as through considering a number of important U.S. court cases, including those dealing with the schooling of children from minority religious and cultural groups, affirmative action in university admissions, and school desegregation plans. Prerequisite: one previous course in political theory or political philosophy.

Credit 3 units. A&S IQ: SSC BU: ETH EN: S

---

**L32 Pol Sci 4040 Capstone Seminar in International Politics: Public Policy Responses to Global Poverty**

This course is designed for senior political science majors with a background in international politics (see prerequisites). In this course we will examine the theoretical and empirical literature on the causes of global poverty, and evaluate public policy responses from the international community. topics will include: foreign aid (including micro-finance), debt relief, trade reform, global health initiatives, and private-public partnerships. Students are expected to have a strong

theoretical background in the tools and concepts in political science and a strong interest in development topics. As a capstone class the teaching style will focus on a student centered classroom, where students will run the class and help moderate discussions with outside speakers. Prerequisites: L32 103B, one advanced course in international politics, and a second advanced course in either international or comparative politics.

Credit 3 units. A&S IQ: SSC EN: S

---

**L32 Pol Sci 4043 Public Policy Analysis, Assessment and Practical Wisdom**

This course provides an introduction to the study, professional practice, ex-ante and ex-post assessment of public policy and the professional practice of public analysis. We will rely heavily on David L. Weimer and Aidan R. Vining's text, *Policy Analysis: Concepts and Practice*. This course covers a series of critical concepts in the understanding of practicing, analyzing and assessing public policy.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 4046 Forced Displacement and the Politics of Seeking Refuge**

In the last decade, the number of people who are forcibly displaced has more than doubled, and today the United Nations High Commissioner for Refugees estimates that 108.4 million people are forcibly displaced. Among this group, people face distinct legal, social, economic, and political challenges according to their status as refugees, asylum seekers, internally displaced persons, and others who do not fit these categories. In this course, we will examine the political conditions that forcibly displace people across and within countries including persecution, conflict, and environmental disasters exacerbated by climate change as well as their experiences of seeking refuge. How do international, state, local, and non-governmental institutions cooperate to manage the needs of forcibly displaced persons? In what ways do political pressures create opportunities for and barriers to effective policies to address refugee issues? How do these structural challenges affect forcibly displaced persons, and what strategies do advocates use to improve the human rights of these populations? Throughout the course, we will bear in mind the interconnectedness of macro-level policy-making and micro-level issues that affect the daily lives of individual humans experiencing forced displacement.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 405 Topics in Political Thought**

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH

---

**L32 Pol Sci 4050 Political Representation**

In this class we will study the concept of representation. Historically, how has representation been conceived? Conceptually, what should count as political representation, and must it always be democratic? As a normative problem what should representatives do? And how should institutions be designed to foster these normative ends? Readings will provide a broad overview of the subject, and address enduring questions including problems of minority representation, voting rights, and redistricting. Prerequisites: Political Science L32 106 or L32 107.

Credit 3 units. A&S IQ: SSC BU: ETH EN: S

---

**L32 Pol Sci 4053 Citizenship: Historical, Cross-Cultural, and Interdisciplinary Perspectives**

Although some have posited that citizenship may become obsolete in an increasingly globalizing and interconnected world, citizenship has never been more relevant. Discussions of migration, statelessness, naturalization policies, borders, and so many other contemporary topics hinge on questions of citizenship. In this course, we will be taking an interdisciplinary approach to the study of citizenship, drawing on a wide range of work from historians, social scientists, journalists, and

writers. This is an interdisciplinary and transnational course intended for advanced undergraduate and graduate students. Examples will draw from around the world and from a variety of disciplines. Assigned materials include the work of historians, anthropologists, political scientists, sociologists, and journalists as well as novels, films, and audio and visual sources.

Same as L93 IPH 4052

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L32 Pol Sci 406 Topics in Political Thought**

Credit 3 units. A&S IQ: SSC Art: SSC BU: HUM EN: S

---

**L32 Pol Sci 4060 Senior Seminar: Religion, Politics, and Community**

Religion is a powerful social, economic, and political force across the globe. Its formal authorities and informal influences have changed over time and across space and traditions. Yet even where regular religious practice has become less common, religion remains a means of constructing communities, be it a diaspora, a unique nation within a state, or state-wide national identity or nationalism. Religion intersects with race, gender, and other important social identities, and it overlaps with organized political power from the grassroots to the government. Human relationships with the divine have influenced everyday norms and values, have marked key moments in our life cycle, and have provided material and social psychological resources for communities. In this course, we will examine the political relationships between religion and community from a variety of social scientific perspectives. As a core part of this inquiry, you will conduct an original research paper on a topic of your choice relating to religion, politics, and community. We will work through each step of the scientific method over the course of the semester using religion and community as a lens and set of thematic examples and hold guided workshops to facilitate your research process. Prereq: L32 263 OR L32 363 OR department approved equivalent

Credit 3 units. A&S IQ: SSC EN: S

---

**L32 Pol Sci 4070 Global Justice**

This course examines contemporary debates and controversies regarding global justice. Seminar discussions will be arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distant needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course will be of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 4080 Voting Rights**

This course will study legal concepts of voting rights and election law that impact the ability of citizens to access and participate in the democratic process. It will include the opportunity for students to directly engage in observing, monitoring, or advancing the right to vote during the 2008 elections. Election law changes rapidly and is the subject of legal and political dispute in a number of areas that will affect the franchise during the 2008 elections. This course will examine federal constitutional and statutory law governing the right of suffrage and assess current controversies in these areas. While there is no specific "right to vote" explicitly stated in the U.S. Constitution, over time, it has been amended or interpreted to protect the right of franchise from being abridged based on race, gender, property ownership, age and other qualifications. Legislative enactments have also established rights with respect to voting. Each extension of voting rights has been a product of and resulted in social and political change. This course will examine the interplay of law and politics in the right to vote. The course will begin with the study of constitutional foundations, statutory protections and case law. We will then apply these principles

to current issues in voting rights, including voter registration, voter identification, provisional ballots, voting machines, access for people with disabilities, felony disenfranchisement, voter suppression and voter fraud. Students will apply this knowledge to voting rights during the 2008 elections through hands-on involvement in voter education, monitoring or advocacy. The course will conclude with an assessment of the current issues in light of observations made by students during the 2008 elections, with an eye toward the advancement of election law and full enfranchisement in the future. The course involves the study of fundamental Supreme Court cases, interactive discussion of contemporary debates, and review of current litigation and legislative proposals. The course will be supplemented by occasional guest visits by election officials, lawyers, legislators, voting rights advocates or others.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

### **L32 Pol Sci 4100 Fascism and the Far Right in Europe**

Across Europe and beyond, parties on the far right have become a substantial force in contemporary politics. Some analysts have raised questions about these parties' ties to fascism, as characterized regimes such as Mussolini's Italy, Franco's Spain, and Hitler's Germany. How do today's far right actors compare to those of the past, and what can we learn from the comparison of the present moment to history? In this class, we will study both the extreme and radical right in Europe over time through the lens of three cases: Italy, Spain, and Germany. We will analyze both the conditions for popular support (demand) and political opportunity structures (supply) that allow(ed) far right actors to gain and maintain authority. We will also assess the strategies of these actors through themes of race and migration, security and foreign policy, gender, and religion. As we develop this discussion, you will conduct further research into a single topic that interests you, in the course cases or another case of your choice. Since an essential element of far right politics is the rejection of either the liberal elements of democracy (e.g. minority rights) or the principles of democracy entirely (including the electoral process), you will present your research through a creative medium aimed at a public audience, with the goal of promoting civic engagement. Prereqs: Intro to Comparative Politics OR Intro to International Politics

Credit 3 units. A&S IQ: SSC EN: S

---

### **L32 Pol Sci 412 Directed Readings**

This is a course of readings in political science taken under the direction of an instructor in the department.

Credit variable, maximum 3 units.

---

### **L32 Pol Sci 413 Directed Research**

Research activities or project in political science done under the direction of an instructor in the department.

Credit variable, maximum 3 units.

---

### **L32 Pol Sci 4131 Intolerance and Prejudice**

Consideration of selected contemporary topics in social psychology. Participation in a research project of appropriate scope. Prerequisite: Psych 315.

Same as L33 Psych 413

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC

---

### **L32 Pol Sci 414 Directed Fieldwork**

This course is a field work project carried out under the direction of an instructor in the department.

Credit variable, maximum 9 units.

---

### **L32 Pol Sci 415 Senior Thesis Research**

Intensive research. To be conducted under the supervision and guidance of a faculty sponsor of the thesis.

Credit 3 units.

---

### **L32 Pol Sci 419 Teaching Practicum in Political Science**

This course is an opportunity for undergraduates to assist in course instruction, tutoring, and preparation of problems, readings, and exam materials with permission and under supervision of instructor. This course will count towards up to 6 hours of credit in an advanced field for the Political Science Major.

Credit variable, maximum 3 units.

---

### **L32 Pol Sci 4212 Elections**

This course examines how politicians and policies are selected by citizens in democracies. The literature exploring the rules and procedures that govern elections is perhaps the most theoretically and empirically sophisticated body of knowledge in the study of politics. We will explore how differences in these institutional rules across a variety of democracies shape the types of strategic choices voters make, the coalitions that legislators form, whose interests are represented, the structure of parties, the career paths of politicians, and the policies that governments pursue. We will further investigate how, when, and why electoral rules are changed with reference to several recent cases of electoral reform.

Credit 3 units. A&S IQ: SSC EN: S

---

### **L32 Pol Sci 4231 Contemporary Issues in Latin America**

How do the institutional designs of contemporary democratic governments help us understand the nature and quality of representation? We will concentrate on variations in the powers granted presidents by constitutions as well as the institutional determinants of whether executives are likely to find support for their policies in the legislature. In addition, we will explore how incentives established by electoral laws influence the priorities of members of congress. Given all these variations in democratic institutional design, can voters go to the polls with the confidence that politicians will implement the economic policies for which their parties have long stood or which they promised in their campaigns?

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

---

### **L32 Pol Sci 4241 Topics in American Politics: Race and Politics**

From the moment enslaved Africans were brought to American shores, race and racism has been central to the American political project. In this class we will examine how notions of race and racism inform conceptions of citizenship, the allocation of state resources, the development of political parties, and political participation. We will also examine the way that race and racism influence public opinion.

Credit 3 units.

---

### **L32 Pol Sci 425 Law, Religion, and Politics**

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians, and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Same as L57 RelPol 425

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L32 Pol Sci 426 Topics in American Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Prerequisites: L32 101B American Politics  
Credit 3 units. A&S IQ: SSC, SD Art: SSC EN: S

---

**L32 Pol Sci 4260 Writing about Civil Rights**

The substantive goal of this course will be to study the civil rights movement in order to learn more about the role of social movements, federalism, the legislative process, the presidency, political parties, and the courts in American politics. This will be a writing intensive seminar, limited to 18 students, each of whom will write three essays. Each student will submit an early draft of each essay, which will be edited and returned to the student for polishing. There will be review sessions on grammar, punctuation, word usage, and paragraph construction. The readings for the course will include some of the best essays on the subject of civil rights by W.E.B. DuBois, Malcolm X, Martin Luther King and others. Prerequisite: L32 101B  
Credit 3 units. A&S IQ: SSC, SD, WI EN: S

---

**L32 Pol Sci 4271 Topics in Politics**

Credit 3 units. BU: BA

---

**L32 Pol Sci 428 Topics in Comparative Politics: Politics and Identity**

In this course, we will examine the relationship between politics and identity and the consequences for political stability and cohesion as a result of those relationships. We will consider different cases and explanations for the United States and, in comparative perspective, for how identity works with respect to gender, race, ethnicity, class and sexual orientation in the pursuit of political or social goals. How do these different identities impact social and political conflict, local and national cohesiveness, and political participation?  
Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 4280 Political Intolerance in World Politics**

This course is an investigation into the meaning, causes, and consequences of political intolerance. My goal is to expose you to contemporary research on a) how political intolerance is conceptualized and understood, especially within the context of theories of democracy; b) how political intolerance can be measured, both at the level of the individual and the institution/society; c) where intolerance originates, both in terms of individual psychology and system-level politics; and d) what consequences flow from intolerance, especially in terms of legal and extra-legal political repression, as well cultural consequences (e.g., a "culture of conformity"). The course makes little distinction between American politics and politics in other parts of the world (although no knowledge of specific non-U.S. systems is required as a prerequisite).

Credit 3 units. A&S IQ: SSC Arch: SSP Art: SSP BU: BA EN: S

---

**L32 Pol Sci 4281 Comparative Political Parties**

An introduction to theories and concepts used in the analysis of political parties in democratic regimes, with emphasis on the classic literature covering West European advanced industrial democracies and the more recent scholarship on Latin American party systems. The course illuminates the complex aims consequences, and characteristics of modern party politics.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

**L32 Pol Sci 4291 Topics in Politics: Polarization in American Politics**

This course examines the political polarization of the American political parties and explores its effects on the mass public and American democracy more generally. We will examine what exactly is polarization, how it is measured, historical changes, potential causes, and its potential effects on the mass public and governance. PREREQUISITES: L32 101B Intro to American Politics, L32 363 Quantitative Political Methodology or equivalent  
Credit 3 units.

---

**L32 Pol Sci 4299 Feminist Political Theory**

This course asks how feminist thinkers from various political and intellectual traditions critique, adopt and transform political theories of justice, citizenship, property and the state. To uncover how different feminist theories have been adopted in the struggle for political transformation and social justice, we will pursue two main lines of inquiry. The first asks how feminist thinkers from various traditions critique and engage the history of political thought within the social contract tradition. We will ask, in particular, how gender, race, slavery, colonialism and empire shape conceptions of citizenship and property. We will also examine transnational feminist critiques of the public/private division in the Western political theory canon as it impacts the role of women and the social construction of women's bodies. During the second half of the semester, we will ask how various transnational social movements have engaged and adopted feminist theories in efforts to resist state violence, colonialism, labor exploitation and resource extraction. In following these lines of inquiry we will draw from postcolonial, decolonial, liberal, Black, radical, Marxist and Chicana feminist perspectives. Part of our goal will be to uncover how various feminist theories treat the relationship between politics and embodied experience, how gendered conceptions of family life affect notions of political power and how ideas about sexuality and sexual conquest intersect with empire-building. Majors and minors in WGSS receive first priority. Other students will be admitted as course enrollment allows. Same as L77 WGSS 429

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L32 Pol Sci 4302 Topics in Ethics: Civil Society**

Selected advanced topics in ethics. Prerequisite: 6 units of philosophy, or permission of instructor.  
Same as L30 Phil 430

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L32 Pol Sci 4331 Topics in Politics: The Two Dimensions of Electoral Politics**

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

**L32 Pol Sci 4373 Immigration, Identity, and the Internet**

This class examines a critical issue in contemporary societies: How do changes in technology affect the process of immigration and how immigrant identity is shaped?

Credit 3 units. A&S IQ: LCD, SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 4400 Advanced Social and Political Philosophy**

A selective investigation of one or two advanced topics in the philosophical understanding of society, government, and culture. Readings may include both historical and contemporary materials. Possible topics include: liberalism, socialism, communitarianism, citizenship, nationalism, cosmopolitanism, social contract theory, anarchism, and the rights of cultural minorities. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.

Same as L30 Phil 4400

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L32 Pol Sci 4402 Topics in Political and Social Theory: Constitutionalism**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

**L32 Pol Sci 440A Religion, Politics, and the University**

This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest to Professor John Inazu. Details on how and where to submit this statement can be found at <http://law.wustl.edu/COURSES/INAZU/seminar1/summaries/>.

Same as L57 RelPol 440

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L32 Pol Sci 4442 The Supreme Court and Public Opinion**

Credit 3 units. A&S IQ: SSC EN: S

---

**L32 Pol Sci 4451 Contemporary Politics in India**

This seminar will examine current topics and controversies in contemporary Indian politics. The course will have three main foci: the links between politics and economic liberalization over the last two decades; the links between ascriptive identities such as religion, caste and gender and contemporary political processes, including ethnic and gender quotas; and the changes in party politics at the national and state levels that have accompanied the decline of Congress party dominance. Specific topics include the role of caste and religion in contemporary politics; the rise of state parties and its effects on federal relations; the effects of economic reform and globalization on economy and society; urbanization and migration flows; the rise of modern Hindu nationalism; and the links between collective violence and electoral politics.

Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

---

**L32 Pol Sci 450 Topics in American Politics**

Credit 3 units.

---

**L32 Pol Sci 4504 Contemporary Democratic Theory**

Contemporary debates in democratic theory have produced a number of challenging and provocative accounts of how democratic institutions can and should work. In this course we will analyze a number of competing theories of democracy and assess the similarities and differences among them. Although the course focuses primarily on theoretical issues, special attention will be given to how empirical research in the social sciences on democratic institutions and procedures informs and clarifies these debates.

Credit 3 units.

---

**L32 Pol Sci 4505 American Political Parties**

This seminar will introduce students to core literature on political parties with a strong bias towards recent research.

Credit 3 units. A&S IQ: SSC EN: S

---

**L32 Pol Sci 451 Topics in American Politics: Supreme Court**

This seminar has two purposes: to introduce students to the state of the art in studies of the Supreme Court and to cover a series of particular topics with emphasis on the major controversies within the field of law and the courts.

Credit 3 units.

---

**L32 Pol Sci 4513 Topics in Politics: Criminal Law and Criminal Justice: Homicide**

Seminar investigates current controversies surrounding the homicide laws. Topics include the definitions of homicide and claims of self-defense, the controversies about admissions of evidence at various stages of prosecution, and the debates about the use of capital punishment (including the capital punishment of youths). Includes general academic readings, readings of recent court opinions, and guest discussants from the legal community.

Credit 3 units. A&S IQ: SSC, WI Art: SSC BU: BA

---

**L32 Pol Sci 4522 Topics in American Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units.

---

**L32 Pol Sci 4551 Seminar in Political Economy**

This research seminar will introduce the student to recent work on the political economy of democracy. We shall start with a historical account of the development of democratic institutions in Britain and the United States, and then continue with recent work on modeling elections. We shall compare elections in countries that make use of proportional electoral systems, such as Israel, with those like the United States and Britain that are highly majoritarian. Finally we shall discuss the forces of democratization and globalization. The required work for the seminar is a research paper approximately 20pp (double spaced) in length.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 4552 Comparative Political Economy**

This seminar will introduce the student to aspects of social choice theory, applied to themes to do with the economic origins of democracy, democratization and the stability of social orders. We shall read and discuss a number of recent books: Acemoglu and Robinson on Economic Origins; North, Weingast and Wallis on Violence and Social Order; Przeworski on Democracy and Development; Ferguson on Money; Collier on Wars Guns and Votes. If time permits I also hope to discuss recent work by Stern on the Economics of Climate Change. Students will be expected to work on two short research paper, either empirically or theoretically based, and make a presentation of their work near the end of the semester.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 4621 Politics and the Theory of Games**

This course covers basic primitives and more sophisticated tools of game theory as they are used in contemporary political science. It will cover some issues of the forefront of contemporary research in game theory as the central analytical tool in studying the science of politics. The main substantive issues will be the emergence of law and order in society, markets versus political mechanisms and the distinctive characteristics of parliamentary versus presidential democratic systems. The course also includes some real case studies, basic experiments and, in general, a lot of fun.

Credit 3 units. A&S IQ: SSC Art: SSC

---

**L32 Pol Sci 4625 Topics in Politics**

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

**L32 Pol Sci 464 Topics in American Politics: The United States in Vietnam: Origins, Developments, and Consequences**

This course will focus on America's involvement in Vietnam from the era of French colonialism through the collapse of United States intervention. Special attention will be given to political, military, economic, and cultural aspects, as well as to international relationships, and the significance of the experience and subsequent developments upon both American and Vietnamese societies.

Same as L22 History 4894

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L32 Pol Sci 4646 Democracy: Theory and Practice**

What does it mean to govern democratically? Why value democratic government? What role, if any, should notions of rights, representation, and deliberation play in theorizing about and empirical research into problems of democratic governance? What lessons can we learn about democracy from scholars writing in the traditions of feminist theory and critical race theory? What is the relation between democracy and knowledge? Should democracy extend beyond the boundaries that define the nation-state? Should (some aspects of) the economy be democratized? During the fall of 2018, we will have the opportunity to ask these and related questions in the context of the U.S. midterm election. We will engage in debates about contemporary democratic theory while we follow developments in the campaigns leading up to the November election.

Credit 3 units. A&S IQ: SSC EN: S

---

**L32 Pol Sci 4652 Democracy and Inequality in an Age of Globalization**

This is a course on comparative political economy that explores whether open, liberal democratic societies can provide relative economic equality while at the same time guaranteeing untrammelled flows of goods and services across borders. The course is based on close reading of recent research in economics and political science.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 4731 Global Political Economy**

This course will borrow on the insights of international relations scholarship and economic theory to develop a broad understanding of international economic relations. Specifically, this course attempts to address the following two sets of questions: 1) How do global economic relations fit into the broader category of international relations? How do the existing theories in international relations (liberalism, realism, and Marxism) help us understand international economic relations between nation-states? 2) What are the effects of these international economic forces (trade, finance, and multinational production) on domestic governments and societies?

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

---

**L32 Pol Sci 4755 Psychology of War**

Why does war occur? Why does it last so long? What are its long-term effects on the people that lived through them? This course is designed to shed light on these questions, examining the interaction of psychological and strategic processes in international war and conflict. We will critically examine how psychological factors such as emotions, identity, cognition, and motivation impact (and are impacted by) political violence. We will examine these processes in the context of crisis diplomacy, national security policy, war, post-conflict reconstruction, and more. Specific examples of potential topics include: the global "War on Terror," ongoing intractable conflicts such as the Israeli-Palestinian conflict, diplomatic standoffs between the US and adversaries such as North Korea and Russia, and refugee and migration

crises around the globe. By the end of this course, students should have a clear understanding of how political conflict both affects and is affected by human psychology, and the implications this has for addressing a host of political problems and challenges.

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

---

**L32 Pol Sci 4761 Politics of International Finance**

In this course we will examine the complex relationship between international finance, economic development, and domestic politics by drawing on the recent scholarly literature in economics, political science, and finance. The focus will be on the theoretical literature on both the determinants of international financial flows and its effects on domestic societies. Specially, we focus on five forms of international finance: 1) international equity markets (stocks), 2) flows of foreign direct investment (multinational corporations), 3) currency markets (with a special focus on currency crisis), 4) international debt, 5) and international aid.

Credit 3 units. EN: S

---

**L32 Pol Sci 480 Topics in International Politics: Growth and Development**

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

**L32 Pol Sci 4861 Seminar on American Election and Voting**

Survey of major contributions to the study of American elections and voting behavior; patterns of voting through time as well as contemporary cross-sectional patterns.

Credit 3 units.

---

**L32 Pol Sci 489 Politics of Regulation**

Events such as the Gulf oil spill and the economic meltdown have dramatized the importance of regulation in the United States, and at the same time called into question the most fundamental beliefs about the nature of the regulatory process. This course reviews the notion of market failure as basic to understanding the rationale for government regulation; it also examines theories of governmental failure as a source of skepticism and concern regarding impediments to effective regulation. Much of the course will review the development of regulatory machinery in the twentieth century. We will examine the political forces that have resulted in expansion of the institutions of regulation-interest groups, partisan conflict, legislative negotiation, and executive leadership. We will examine these forces in detail in examining the political and legislative response to recent financial and environmental crises.

Credit 3 units. A&S IQ: SSC, WI EN: S

---

**L32 Pol Sci 491 Collection and Analysis of Qualitative Data**

This course will cover basic techniques for collecting, interpreting, and analyzing qualitative data. Students will select a research project, collect appropriate qualitative data, and conduct a preliminary analysis. Students will learn how to gather several types of qualitative data, including participant observation and open- and closed-ended interviews. In addition, they will evaluate and analyze primary data collected by others including oral histories, archival records, interview transcripts. We will consider the advantages and disadvantages of non-randomly collected data, such as those gathered through ethnographic and archival methods. We will assess the utility of building statistical datasets from such data, and students will learn the basic techniques of using computer programs for qualitative data such as Nvivo and Atlas.ti. Biweekly assignments that focus on different aspects of collection and analysis are designed to help students produce a research paper as a final project.

Credit 3 units. A&S IQ: SSC EN: S

### L32 Pol Sci 495 Research Design and Methods

This course provides an introduction to qualitative and quantitative research methods in political science. Topics address issues related to theory building as well as theory testing. Technical issues related to these methods are not the focus of this course, as are theoretical issues regarding the advantages and disadvantages of the different approaches. Ultimately, the goal of this course is twofold: (1) to instruct students to critically analyze scholarly articles with particular attention to research design, and (2) to guide students in how to design an original research project. Both the reading assignments, including methodological and applied readings, and the written assignments are directed toward these goals.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

### L32 Pol Sci 496 Game Theory and Collective Choice

An introduction to models of collective choice important in political science, including game theory, the spatial voting model, and axiomatic social choice theory. The course concentrates primarily on noncooperative game theory, whose main topics include: strategic and sequential forms, Nash equilibrium, solution by backward induction, imperfect information, repeated games; and applications to voting, campaigning, public goods, agenda design, bargaining, and collective action. With noncooperative games as a foundation, the course then examines cooperative game theory (games in coalition form), voting as a social choice mechanism (including the median voter theorem and global cycling theorems), and social-choice possibility theorems, and social-choice possibility theorems (such as Arrow's Theorem). Prerequisites: MATH 131 (Calculus I) or Pol Sci 5052 (Mathematical Modeling) or equivalent

Credit 3 units. A&S IQ: SSC EN: S

### L32 Pol Sci 49PK The Founding Fathers' Government in an Electronic Age

This is a research seminar that examines how Americans sought to translate their notions of government into a realistic set of priorities and a functioning set of public institutions. Extending from 1789 through the 1820s, this course investigates how the federal government came into being, what it did, and who populated the civilian and military rank of American officialdom. This is also a course in digital history. Students will create new knowledge through their own contributions to an ongoing digital project that seeks to reconstitute the early federal workforce. In the process, students will learn a variety of digital techniques, ranging from encoding languages to electronic systems to software packages.

Same as L22 History 49PK

Credit 3 units. A&S IQ: HUM EN: H

## Environmental Policy Major

### Program Requirements

- **Total units required:** 39 units with a C or better; 18-27 of the total units must be at the 300 or 400 level

## Required Courses

- 18 units from required foundation courses
  - **Intro to Political Science:** Pol Sci 101B American Politics; Pol Sci 102B Introduction to Comparative Politics; Pol Sci 103B International Politics; or Pol Sci 106 Introduction to Political Theory (**Note:** Students scoring a 4 or 5 on AP US Government and Politics or AP Comparative Government and Politics may place out of the introductory requirement and replace it with a 300- or 400-level Political Science course in the subfield related to the AP course.)
  - **Intro to Environmental Policy:** Pol Sci 2010 Introduction to Environmental Policy
  - **Natural Science on Enviro:** Biol 2950 Introduction to Environmental Biology
  - **Research Methods:** Pol Sci 263 Data Science for Politics or Pol Sci 363 Quantitative Political Methodology
  - **Policy Analysis:** Pol Sci 4043 Public Policy Analysis, Assessment and Practical Wisdom
  - **Normative:** Pol Sci 3313 Theories of Social Justice

## Elective Courses

- 15 units of 300- or 400-level electives with an environmental focus (from a preapproved list or by petition in advance), 6 units of which must be in Political Science or cross-listed with Political Science

## Capstone

- 6 units of capstone experiences; any combination of the following:
  - Internship (credits following Political Science rules)
  - Experiential Learning Course
  - Directed Research Project/Independent Study
  - Honors Thesis (following Political Science rules)

## Additional Information

### Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in Pol Sci 415 Senior Thesis Research. This credit counts toward the capstone requirement. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:



- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete Pol Sci 495 Research Design and Methods prior to their senior year.
- Apply during their junior year for admission into the program.

## Limitations

No more than 6 units from the following may count toward the major: study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

No more than 6 units from the following may count toward the major: internship, directed reading, directed research, or teaching practicum.

Phone: 314-935-5810  
Email: polisci@wustl.edu  
Website: <http://polisci.wustl.edu>

# Political Science Major

## Program Requirements

- **Total units required:** 30

Students who major in political science are required to complete 30 graded units (10 courses) in political science with a C or better, distributed as follows:

## Required Courses

### Substantive Introductory Courses

6 graded units must come from two 100-level introductory courses. (**Note:** Students scoring a 4 or 5 on the AP US Government and Politics exam and/or the AP Comparative Government and Politics exam may place out of the associated introductory course and replace it with a 300- or 400-level course in a related subfield.)

### Methodology Course

3 graded units must come from either Pol Sci 263 Data Science for Politics or Pol Sci 363 Quantitative Political Methodology. All majors are urged to complete this requirement during their sophomore year. (**Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their political science major. See the department website for more information.)

## Elective Courses

### Distribution Requirement

Students must complete at least one 3-unit course at the 200-, 300-, or 400-level in three of the following subfields: American politics, comparative politics, international politics, political methodology, or political theory.

## Upper-Level Requirement

18 graded units must come from any six 300- or 400-level courses, including at least one 400-level capstone course (see below).

### Other Courses

A student's remaining graded units may be earned by any political science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major. In addition, a student may complete an internship for Political Science credit.

## Capstone

All majors must complete at least one 400-level class, home-based in political science, as a capstone experience. Students writing a senior thesis satisfy this requirement by completing Pol Sci 495 Research Design and Methods.

## Limitations

**No more than 6 units from the following may count toward the major:** internship, directed reading, directed research, or teaching practicum.

**No more than 6 units from the following may count toward the major:** study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

## Additional Information

## Specializations

Political science majors may specialize in a subfield of political science by taking (as part of their distribution requirement) three courses with the same subfield distribution in any one of the five subfields (American politics, comparative politics, international politics, political methodology, or political theory). Students may earn specializations in up to two subfields. The successful completion of a subfield specialization will be listed on the student's transcript.

## Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in Pol Sci 415 Senior Thesis Research. However, this credit does not count toward the completion of the political science major. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete Pol Sci 495 Research Design and Methods prior to their senior year.
- Complete a subfield specialization (detailed in the Specializations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the specialization must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

## Senior Honors

To graduate with Latin Honors, students must successfully complete a senior thesis project and meet a GPA requirement set by the College of Arts & Sciences.

Phone: 314-935-5810  
Email: [polisci@wustl.edu](mailto:polisci@wustl.edu)  
Website: <http://polisci.wustl.edu>

# Political Science Major, American Politics Specialization

## Program Requirements

- **Total units required:** 30

Students who major in political science are required to complete 30 graded units (10 courses) in political science with a C or better, distributed as follows:

## Required Courses

### Substantive Introductory Courses

6 graded units must come from two 100-level introductory courses. (**Note:** Students scoring a 4 or 5 on the AP US Government and Politics exam and/or the AP Comparative Government and Politics exam may place out of the associated introductory course and replace it with a 300- or 400-level course in a related subfield.)

### Methodology Course

3 graded units must come from either Pol Sci 263 Data Science for Politics or Pol Sci 363 Quantitative Political Methodology. All majors are urged to complete this requirement during their sophomore year. (**Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their political science major. See the department website for more information.)

## Elective Courses

### Distribution Requirement

Students must complete at least one 3-unit course at the 200-, 300-, or 400-level in three of the following subfields: American politics, comparative politics, international politics, political methodology, or political theory.

### Upper-Level Requirement

18 graded units must come from any six 300- or 400-level courses, including at least one 400-level capstone course (see below).

#### Other Courses

A student's remaining graded units may be earned by any political science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major. In addition, a student may complete an internship for Political Science credit.

## Capstone

All majors must complete at least one 400-level class, home-based in political science, as a capstone experience. Students writing a senior thesis satisfy this requirement by completing Pol Sci 495 Research Design and Methods.

## Limitations

**No more than 6 units from the following may count toward the major:** internship, directed reading, directed research, or teaching practicum.

**No more than 6 units from the following may count toward the major:** study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

## Requirements for the American Politics Specialization

Students may specialize in American Politics by completing three courses within the American Politics subfield. Consult the department or review the details of a course in the Course Listings to learn about subfield designations.

Code	Title	Units
Pol Sci 3031	Race and Ethnicity in American Politics	3
Pol Sci 3044	Foundations of American Democracy	3
Pol Sci 3070	Politics and Policymaking in the American States	3
Pol Sci 3211	Public Opinion and American Democracy	3
Pol Sci 3240	The Political Economy of Public Goods	3
Pol Sci 3255	Development of the American Constitution	3
Pol Sci 3323	The Democracy Lab	3
Pol Sci 332B	Energy Politics	3

Pol Sci 336	Topics: American Elections and Voting Behavior	3
Pol Sci 3403	The Politics of Congressional Elections	3
Pol Sci 342	The American Presidency	3
Pol Sci 344	Courts and Civil Liberties	3
Pol Sci 3441	Defendant's Rights	3
Pol Sci 345	The Legislative Process	3
Pol Sci 3462	The Politics of Privacy in the Digital Age	3
Pol Sci 349	Politics in Bureaucracies	3
Pol Sci 3510	Topics in American Politics: The Supreme Court	3
Pol Sci 3551	The Welfare State and Social Policy in America	3
Pol Sci 3561	Topics in Politics	3
Pol Sci 358	Law, Politics and Society	3
Pol Sci 3752	Topics in American Politics	3
Pol Sci 398	Topics in Politics	-3
Pol Sci 399	Topics in Politics	3
Pol Sci 4001	American Democracy and the Policy-Making Process	3
Pol Sci 4013	Negotiating Major Legislation in Congress	3
Pol Sci 4025	Experiments in Politics	3
Pol Sci 4260	Writing about Civil Rights	3
Pol Sci 428	Topics in Comparative Politics: Politics and Identity	3
Pol Sci 4373	Immigration, Identity, and the Internet	3
Pol Sci 4505	American Political Parties	3
Pol Sci 4513	Topics in Politics: Criminal Law and Criminal Justice: Homicide	3
Pol Sci 4861	Seminar on American Election and Voting	3
Pol Sci 489	Politics of Regulation	3

## Additional Information

### Specializations

Political science majors may specialize in a subfield of political science by taking (as part of their distribution requirement) three courses with the same subfield distribution in any one of the five subfields (American politics, comparative politics, international politics, political methodology, or political theory). Students may earn specializations in up to two subfields. The successful completion of a subfield specialization will be listed on the student's transcript.

### Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in Pol Sci 415 Senior Thesis Research. However, this credit does not count toward the

completion of the political science major. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete Pol Sci 495 Research Design and Methods prior to their senior year.
- Complete a subfield specialization (detailed in the Specializations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the specialization must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

### Senior Honors

To graduate with Latin Honors, students must successfully complete a senior thesis project and meet a GPA requirement set by the College of Arts & Sciences.

Phone: 314-935-5810  
Email: [polisci@wustl.edu](mailto:polisci@wustl.edu)  
Website: <http://polisci.wustl.edu>

## Political Science Major, Comparative Politics Specialization

### Program Requirements

- **Total units required:** 30

Students who major in political science are required to complete 30 graded units (10 courses) in political science with a C or better, distributed as follows:

### Required Courses

#### Substantive Introductory Courses

6 graded units must come from two 100-level introductory courses. **(Note:** Students scoring a 4 or 5 on the AP US Government and Politics exam and/or the AP Comparative Government and Politics exam may place out of the associated introductory course and replace it with a 300- or 400-level course in a related subfield.)

## Methodology Course

3 graded units must come from either Pol Sci 263 Data Science for Politics or Pol Sci 363 Quantitative Political Methodology. All majors are urged to complete this requirement during their sophomore year. **(Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their political science major. See the department website for more information.)

## Elective Courses

### Distribution Requirement

Students must complete at least one 3-unit course at the 200-, 300-, or 400-level in three of the following subfields: American politics, comparative politics, international politics, political methodology, or political theory.

### Upper-Level Requirement

18 graded units must come from any six 300- or 400-level courses, including at least one 400-level capstone course (see below).

#### Other Courses

A student's remaining graded units may be earned by any political science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major. In addition, a student may complete an internship for Political Science credit.

## Capstone

All majors must complete at least one 400-level class, home-based in political science, as a capstone experience. Students writing a senior thesis satisfy this requirement by completing Pol Sci 495 Research Design and Methods.

## Limitations

**No more than 6 units from the following may count toward the major:** internship, directed reading, directed research, or teaching practicum.

**No more than 6 units from the following may count toward the major:** study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

## Requirements for the Comparative Politics Specialization

Students may specialize in Comparative Politics by completing three courses within the Comparative Politics subfield. Consult the department or review the details of a course in the Course Listings to learn about subfield designations.

Code	Title	Units
Pol Sci 3055	The Comparative Study of Legislative Institutions	3
Pol Sci 3090	Civil War and Peace	3
Pol Sci 3093	Politics of the European Union	3
Pol Sci 3180	Democracy: Causes & Consequences	3
Pol Sci 321	Comparative European Politics	3
Pol Sci 326B	Latin-American Politics	3
Pol Sci 3292	Topics in Politics: Modern South Asian Politics	3
Pol Sci 3326	Topics in Politics: Legal and Political	3
Pol Sci 3363	Interchangeables, Influentials, and Essentials	3
Pol Sci 3462	The Politics of Privacy in the Digital Age	3
Pol Sci 3552	Political Economy of Democracy	3
Pol Sci 3561	Topics in Politics	3
Pol Sci 359	The Mathematics of Elections	3
Pol Sci 372	Topics in International Politics	3
Pol Sci 3781	Topics in Politics	3
Pol Sci 381	The Politics of Electoral Systems	3
Pol Sci 4043	Public Policy Analysis, Assessment and Practical Wisdom	3
Pol Sci 4231	Contemporary Issues in Latin America	3
Pol Sci 428	Topics in Comparative Politics: Politics and Identity	3
Pol Sci 4281	Comparative Political Parties	3
Pol Sci 4331	Topics in Politics: The Two Dimensions of Electoral Politics	3
Pol Sci 4373	Immigration, Identity, and the Internet	3
Pol Sci 4551	Seminar in Political Economy	3
Pol Sci 4552	Comparative Political Economy	3

## Additional Information

### Specializations

Political science majors may specialize in a subfield of political science by taking (as part of their distribution requirement) three courses with the same subfield distribution in any one of the five subfields (American politics, comparative politics, international politics, political methodology, or political theory). Students may earn specializations in up to two subfields. The successful completion of a subfield specialization will be listed on the student's transcript.

### Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in Pol Sci 415 Senior Thesis Research. However, this credit does not count toward the

completion of the political science major. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete Pol Sci 495 Research Design and Methods prior to their senior year.
- Complete a subfield specialization (detailed in the Specializations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the specialization must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

## Senior Honors

To graduate with Latin Honors, students must successfully complete a senior thesis project and meet a GPA requirement set by the College of Arts & Sciences.

Phone: 314-935-5810  
Email: [polisci@wustl.edu](mailto:polisci@wustl.edu)  
Website: <http://polisci.wustl.edu>

# Political Science Major, International Politics Specialization

## Program Requirements

- **Total units required:** 30

Students who major in political science are required to complete 30 graded units (10 courses) in political science with a C or better, distributed as follows:

## Required Courses

### Substantive Introductory Courses

6 graded units must come from two 100-level introductory courses. (**Note:** Students scoring a 4 or 5 on the AP US Government and Politics exam and/or the AP Comparative Government and Politics exam may place out of the associated introductory course and replace it with a 300- or 400-level course in a related subfield.)

## Methodology Course

3 graded units must come from either Pol Sci 263 Data Science for Politics or Pol Sci 363 Quantitative Political Methodology. All majors are urged to complete this requirement during their sophomore year. (**Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their political science major. See the department website for more information.)

## Elective Courses

### Distribution Requirement

Students must complete at least one 3-unit course at the 200-, 300-, or 400-level in three of the following subfields: American politics, comparative politics, international politics, political methodology, or political theory.

## Upper-Level Requirement

18 graded units must come from any six 300- or 400-level courses, including at least one 400-level capstone course (see below).

### Other Courses

A student's remaining graded units may be earned by any political science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major. In addition, a student may complete an internship for Political Science credit.

## Capstone

All majors must complete at least one 400-level class, home-based in political science, as a capstone experience. Students writing a senior thesis satisfy this requirement by completing Pol Sci 495 Research Design and Methods.

## Limitations

**No more than 6 units from the following may count toward the major:** internship, directed reading, directed research, or teaching practicum.

**No more than 6 units from the following may count toward the major:** study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

## Requirements for the International Politics Specialization

Students may specialize in International Politics by completing three courses within the International Politics subfield. Consult the department or review the details of a course in the Course Listings to learn about subfield designations.

Code	Title	Units
Pol Sci 3024	International Organizations	3
Pol Sci 3090	Civil War and Peace	3
Pol Sci 3093	Politics of the European Union	3
Pol Sci 3180	Democracy: Causes & Consequences	3
Pol Sci 3292	Topics in Politics: Modern South Asian Politics	3
Pol Sci 3690	Politics of International Trade	3
Pol Sci 372	Topics in International Politics	3
Pol Sci 374	Contemporary American Foreign Policy	3
Pol Sci 378	Topics in International Politics	3
Pol Sci 4731	Global Political Economy	3
Pol Sci 4761	Politics of International Finance	3

## Additional Information

### Specializations

Political science majors may specialize in a subfield of political science by taking (as part of their distribution requirement) three courses with the same subfield distribution in any one of the five subfields (American politics, comparative politics, international politics, political methodology, or political theory). Students may earn specializations in up to two subfields. The successful completion of a subfield specialization will be listed on the student's transcript.

### Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in Pol Sci 415 Senior Thesis Research. However, this credit does not count toward the completion of the political science major. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete Pol Sci 495 Research Design and Methods prior to their senior year.
- Complete a subfield specialization (detailed in the Specializations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the specialization must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

### Senior Honors

To graduate with Latin Honors, students must successfully complete a senior thesis project and meet a GPA requirement set by the College of Arts & Sciences.

Phone: 314-935-5810  
Email: [polisci@wustl.edu](mailto:polisci@wustl.edu)  
Website: <http://polisci.wustl.edu>

## Political Science Major, Political Methodology Specialization

### Program Requirements

- **Total units required:** 30

Students who major in political science are required to complete 30 graded units (10 courses) in political science with a C or better, distributed as follows:

### Required Courses

#### Substantive Introductory Courses

6 graded units must come from two 100-level introductory courses. (**Note:** Students scoring a 4 or 5 on the AP US Government and Politics exam and/or the AP Comparative Government and Politics exam may place out of the associated introductory course and replace it with a 300- or 400-level course in a related subfield.)

#### Methodology Course

3 graded units must come from either Pol Sci 263 Data Science for Politics or Pol Sci 363 Quantitative Political Methodology. All majors are urged to complete this requirement during their sophomore year. (**Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their political science major. See the department website for more information.)

### Elective Courses

#### Distribution Requirement

Students must complete at least one 3-unit course at the 200-, 300-, or 400-level in three of the following subfields: American politics, comparative politics, international politics, political methodology, or political theory.

#### Upper-Level Requirement

18 graded units must come from any six 300- or 400-level courses, including at least one 400-level capstone course (see below).

Other Courses

A student's remaining graded units may be earned by any political science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major. In addition, a student may complete an internship for Political Science credit.

## Capstone

All majors must complete at least one 400-level class, home-based in political science, as a capstone experience. Students writing a senior thesis satisfy this requirement by completing Pol Sci 495 Research Design and Methods.

## Limitations

**No more than 6 units from the following may count toward the major:** internship, directed reading, directed research, or teaching practicum.

**No more than 6 units from the following may count toward the major:** study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

## Requirements for the Political Methodology Specialization

Students may specialize in Political Methodology by completing three courses within the Political Methodology subfield. Consult the department or review the details of a course in the Course Listings to learn about subfield designations.

Code	Title	Units
Pol Sci 3011	Computational Modeling in the Social Sciences	3
Pol Sci 3323	The Democracy Lab	3
Pol Sci 359	The Mathematics of Elections	3
Pol Sci 362	Politics and the Theory of Games	3
Pol Sci 363	Quantitative Political Methodology	3
Pol Sci 4025	Experiments in Politics	3
Pol Sci 4505	American Political Parties	3
Pol Sci 495	Research Design and Methods	3

## Additional Information

### Specializations

Political science majors may specialize in a subfield of political science by taking (as part of their distribution requirement) three courses with the same subfield distribution in any one of the five subfields (American politics, comparative politics, international politics, political methodology, or political theory). Students may earn specializations in up to two subfields. The successful completion of a subfield specialization will be listed on the student's transcript.

## Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in Pol Sci 415 Senior Thesis Research. However, this credit does not count toward the completion of the political science major. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete Pol Sci 495 Research Design and Methods prior to their senior year.
- Complete a subfield specialization (detailed in the Specializations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the specialization must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

## Senior Honors

To graduate with Latin Honors, students must successfully complete a senior thesis project and meet a GPA requirement set by the College of Arts & Sciences.

Phone: 314-935-5810  
Email: [polisci@wustl.edu](mailto:polisci@wustl.edu)  
Website: <http://polisci.wustl.edu>

## Political Science Major, Political Theory Specialization

### Program Requirements

- **Total units required:** 30

Students who major in political science are required to complete 30 graded units (10 courses) in political science with a C or better, distributed as follows:

## Required Courses

### Substantive Introductory Courses

6 graded units must come from two 100-level introductory courses. (**Note:** Students scoring a 4 or 5 on the AP US Government and Politics exam and/or the AP Comparative Government and Politics exam may place out of the associated introductory course and replace it with a 300- or 400-level course in a related subfield.)

### Methodology Course

3 graded units must come from either Pol Sci 263 Data Science for Politics or Pol Sci 363 Quantitative Political Methodology. All majors are urged to complete this requirement during their sophomore year. (**Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their political science major. See the department website for more information.)

## Elective Courses

### Distribution Requirement

Students must complete at least one 3-unit course at the 200-, 300-, or 400-level in three of the following subfields: American politics, comparative politics, international politics, political methodology, or political theory.

### Upper-Level Requirement

18 graded units must come from any six 300- or 400-level courses, including at least one 400-level capstone course (see below).

#### Other Courses

A student's remaining graded units may be earned by any political science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major. In addition, a student may complete an internship for Political Science credit.

### Capstone

All majors must complete at least one 400-level class, home-based in political science, as a capstone experience. Students writing a senior thesis satisfy this requirement by completing Pol Sci 495 Research Design and Methods.

### Limitations

**No more than 6 units from the following may count toward the major:** internship, directed reading, directed research, or teaching practicum.

**No more than 6 units from the following may count toward the major:** study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

## Requirements for the Political Theory Specialization

Students may specialize in Political Theory by completing three courses within the Political Theory subfield. Consult the department or review the details of a course in the Course Listings to learn about subfield designations.

Code	Title	Units
Pol Sci 3401	Topics in Political Thought	3
Pol Sci 389A	Power, Justice, and the City	3
Pol Sci 391	History of Political Thought I: Justice, Virtue, and the Soul	3
Pol Sci 392	History of Political Thought II: Legitimacy, Equality, and the Social Contract	3
Pol Sci 393	History of Political Thought III: Liberty, Democracy, and Revolution	3
Pol Sci 402	Topics in Political Thought	3
Pol Sci 4030	Political Theory of Education	3
Pol Sci 405	Topics in Political Thought	3
Pol Sci 4070	Global Justice	3
Pol Sci 4551	Seminar in Political Economy	3

## Additional Information

### Specializations

Political science majors may specialize in a subfield of political science by taking (as part of their distribution requirement) three courses with the same subfield distribution in any one of the five subfields (American politics, comparative politics, international politics, political methodology, or political theory). Students may earn specializations in up to two subfields. The successful completion of a subfield specialization will be listed on the student's transcript.

### Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in Pol Sci 415 Senior Thesis Research. However, this credit does not count toward the completion of the political science major. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete Pol Sci 495 Research Design and Methods prior to their senior year.



- Complete a subfield specialization (detailed in the Specializations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the specialization must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

## Senior Honors

To graduate with Latin Honors, students must successfully complete a senior thesis project and meet a GPA requirement set by the College of Arts & Sciences.

Phone: 314-935-5810  
Email: [polisci@wustl.edu](mailto:polisci@wustl.edu)  
Website: <http://polisci.wustl.edu>

## Political Science Minor Program Requirements

- **Total units required:** 15

### Required Courses

Students must complete a minimum of 15 graded units of course work with a C or better, including at least 9 advanced units.

### Additional Information

No more than 3 units may be counted from among the following: Pol Sci 3199 Teaching Practicum in Political Science, Pol Sci 412 Directed Readings, Pol Sci 413 Directed Research, summer school, courses in the School of Continuing & Professional Studies, or credits from another institution (including study abroad).

Phone: 314-935-5810  
Email: [polisci@wustl.edu](mailto:polisci@wustl.edu)  
Website: <http://polisci.wustl.edu>

## Psychological & Brain Sciences

The field of Psychology encompasses a large and diverse area of study that is empirical, theoretical, and practical. As the science concerned with the study of behavior, psychology includes such areas as: biological bases of behavior; brain-behavior interactions; learning; memory; cognition; motivation; sensation and perception; the study of social interactions, persuasion, and attitudes; aging and development; personality; clinical, abnormal, and health psychology; and leisure and work experiences. These areas may appear quite distinct from one another, but the study of one provides important implications and insights for the understanding of the others. As an example, knowledge of brain-behavior interactions, sensory processes, and

learning processes all are involved in identifying, understanding, and treating certain psychopathologies. A major aspect of all the sub-disciplines is their emphasis on research and the development and expansion of knowledge concerning behavior.

An undergraduate education in psychology cannot hope to cover all aspects and areas of the discipline in a substantive way. At the very least, however, it should provide specific tools that allow the student of psychological thought to appraise knowledgeably the logic and evidence that underlie the ongoing evolution of psychological science. This is provided by either the major in Psychological & Brain Sciences or the major in Psychological & Brain Sciences: Cognitive Neuroscience.

Completion of either of the two Psychological & Brain Sciences majors, that is Psychological & Brain Sciences, or Psychological & Brain Sciences: Cognitive Neuroscience, should provide students with the content of psychology, including breadth and depth. It also should provide students with the tools needed to evaluate critically psychological information, independent of specific content.

The student needs to learn how to gather data, conduct literature reviews, and write proficiently and scientifically. Our curriculum aims to accomplish these goals. We strive to ensure that our students understand the importance and become critical evaluators of empirical psychological research.

Psychology is a multi-purpose, valuable discipline in which to major. It has relevance for those considering careers in law, medicine, the health professions, education, and business. In addition, it provides important skills and knowledge for those who may not be planning additional schooling.

The Department of Psychological & Brain Sciences at Washington University has particular strengths in the following areas:

- Aging
- Behavioral economics
- Human development
- Diversity science
- Cognitive neuroscience
- Emotion
- Judgment and decision-making
- Learning and operant conditioning
- Neuropsychology
- Personality and individual differences
- Adult psychopathology
- Sensory processes in vision and audition
- Social theories of self and social processes
- Human emotion

There are also many opportunities for undergraduates in this department:

- Research involvement with faculty members
- Supervised internships with community service agencies
- Practicum in Applied Behavior Analysis: Autism Spectrum Disorder
- Study abroad

- Specializations within the majors
- Senior honors
- Membership in Psi Chi, the national honor society in psychology

Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: [skohlman@wustl.edu](mailto:skohlman@wustl.edu)  
Website: <https://psych.wustl.edu/undergraduate-program>

## Faculty

### Chair

#### Jeffrey M. Zacks

Edgar James Swift Professor in Arts & Sciences  
Professor of Psychological & Brain Sciences; Radiology  
PhD, Stanford University

### Associate Chair

#### Denise P. Head

Professor of Psychological & Brain Sciences  
Associate Professor of Radiology  
PhD, University of Memphis

### Directors of Graduate Studies

#### Julie M. Bugg

Professor of Psychological & Brain Sciences  
PhD, Colorado State University  
Director of the Behavior, Brain and Cognition

#### Brian D. Carpenter

Professor of Psychological & Brain Sciences  
PhD, Case Western Reserve University  
Interim Director of Clinical Training

### Director of Undergraduate Studies

#### Leonard Green

Professor of Psychological & Brain Sciences; Economics  
PhD, State University of New York–Stony Brook

### Department Faculty

#### Richard A. Abrams

Professor of Psychological & Brain Sciences  
PhD, University of Michigan

#### Deanna M. Barch

Gregory B. Couch Professor of Psychiatry  
Professor of Psychological & Brain Sciences; Radiology  
PhD, University of Illinois at Urbana-Champaign

#### John Baugh

Margaret Bush Wilson Professor in Arts & Sciences  
Professor of Psychological & Brain Sciences; Anthropology; Education;  
English; Linguistics; African and African-American Studies  
PhD, University of Pennsylvania

#### Brian Bergstrom

Senior Lecturer of Psychological & Brain Sciences  
PhD, Washington University

#### Ryan Bogdan

Dean's Distinguished Professor of Psychological & Brain Sciences  
PhD, Harvard University

#### Tim Bono

Lecturer of Psychological & Brain Sciences  
PhD, Washington University

#### Pascal R. Boyer

Luce Professor of Collective and Individual Memory  
Professor of Sociological Anthropology; Psychological & Brain Sciences

PhD, University of Paris

#### Todd Braver

William R. Stuckenberg Professor in Human Values and Moral  
Development  
Professor of Psychological & Brain Sciences; Radiology; Neuroscience  
PhD, Carnegie Mellon University

#### Andrew Butler

Associate Professor of Education; Psychological & Brain Sciences  
PhD, Washington University

#### Emily Cohen-Shikora

Senior Lecturer of Psychological & Brain Sciences  
PhD, Washington University

#### Shelly Cooper

Lecturer of Psychological & Brain Sciences  
PhD, Washington University

#### Rebecca Cox

Assistant Professor of Psychological & Brain Sciences  
PhD, Vanderbilt University

#### Ian G. Dobbins

Professor of Psychological & Brain Sciences  
PhD, University of California, Davis

#### Tammy English

Associate Professor of Psychological & Brain Sciences  
PhD, University of California, Berkeley

#### Ellen Fitzsimmons-Craft

Associate Professor of Psychological & Brain Sciences; Psychiatry  
PhD, University of North Carolina at Chapel Hill

#### Sandra S. Hale

Professor of Psychological & Brain Sciences  
PhD, University of Wisconsin–Milwaukee

**Alexander Hatoum**

Assistant Research Professor of Psychological & Brain Sciences  
PhD, University of Colorado Boulder

**Patrick Hill**

Professor of Psychological & Brain Sciences  
PhD, University of Notre Dame

**Derek Isaacowitz**

Professor of Psychological & Brain Sciences  
PhD, University Pennsylvania

**Joshua Jackson**

Saul and Louise Rosenzweig Associate Professor of Personality  
Science; Psychological & Brain Sciences  
PhD, University of Illinois at Urbana-Champaign

**Wouter Kool**

Assistant Professor of Psychological & Brain Sciences  
PhD, Princeton University

**Alan J. Lambert**

Associate Professor of Psychological & Brain Sciences  
PhD, University of Illinois at Urbana-Champaign

**Seanna Leath**

Assistant Professor of Psychological & Brain Sciences  
PhD, University of Michigan, Ann Arbor

**Lori Markson**

Professor of Psychological & Brain Sciences  
PhD, University of Arizona

**Kathleen B. McDermott**

Professor of Psychological & Brain Sciences; Radiology  
PhD, Rice University

**Joel Myerson**

Research Professor of Psychological & Brain Sciences  
PhD, Arizona State University

**John Nestojko**

Senior Lecturer of Psychological & Brain Sciences  
PhD, University of California, Los Angeles

**Josh Oltmanns**

Assistant Professor of Psychological & Brain Sciences  
PhD, University of Kentucky

**Zachariah Reagh**

Assistant Professor of Psychological & Brain Sciences  
PhD, University of California, Irvine

**Henry L. Roediger III**

James S. McDonnell Distinguished University Professor; Professor of  
Psychological & Brain Sciences  
PhD, Yale University

**Mitchell Sommers**

Professor of Psychological & Brain Sciences  
PhD, University of Michigan

**Michael J. Strube**

Professor of Psychological & Brain Sciences; Education; Physical  
Therapy  
PhD, University of Utah

**Jessie Sun**

Assistant Professor of Psychological & Brain Sciences  
PhD, University of California, Davis

**Renee J. Thompson**

Associate Professor of Psychological & Brain Sciences  
PhD, University of Illinois at Urbana-Champaign

**Kristin Van Engen**

Associate Professor of Psychological & Brain Sciences; Linguistics  
PhD, Northwestern University

**Emily Willroth**

Assistant Professor of Psychological & Brain Sciences  
PhD, University of California, Berkeley

## Affiliated Faculty

**Arpana Agrawal**

Professor of Psychiatry  
PhD, Virginia Commonwealth University

**Joe Barcroft**

Professor of Spanish and Second Language Acquisition  
PhD, University of Illinois at Urbana-Champaign

**Cindy Brantmeier**

Professor of Applied Linguistics; Global Studies  
Romance Languages and Literatures (by courtesy)  
PhD, Indiana University

**Robert Carney**

Professor Emeritus of Psychiatry  
PhD, Washington University

**Maurizio Corbetta**

Norman J. Stupp Professor of Neurology; Professor of Radiology;  
Anatomy; Neurobiology  
MD, University of Pavia

**Emma Covey Johnson**

Assistant Professor of Psychiatry  
PhD, University of Colorado Boulder

**Nico Dosenbach**

Associate Professor of Neurology  
MD, PhD, Washington University School of Medicine  
(Neurology, Pediatrics, Radiology, Occupational Therapy)

**James DuBois**

The Steven J. Bander Professorship in Medical Ethics and  
Professionalism; Professor of Medicine  
PhD, International Academy of Philosophy, Liechtenstein

**Hillary Elfenbein**

Professor of Organization Behavior  
PhD, Harvard University

**Kenneth Freedland**

Professor of Psychiatry  
PhD, University of Hawaii

**Robert Fucetola**

Professor of Psychiatry  
PhD, Washington University  
(Neurology)

**Kirsten Gilbert**

Assistant Professor of Psychiatry  
PhD, Yale University  
(Child Psychiatry)

**Brian Gordon**

Assistant Professor of Radiology  
PhD, University of Illinois

**Jason Hassenstab**

Associate Professor of Neurology  
PhD, Fordham University

**Andrew Heath**

Spencer T. Olin Professor of Psychology in Psychiatry; Professor of  
Psychiatry; Genetics  
DPhil, Oxford University

**Tamara Hershey**

James S McDonnell Professor of Cognitive Neuroscience; Professor of  
Psychiatry; Radiology  
PhD, Washington University

**Barry Hong**

Professor Emeritus of Psychiatry  
PhD, Saint Louis University

**Brett Hyde**

Associate Professor of Philosophy; Philosophy-Neuroscience-  
Psychology; Linguistics  
PhD, Rutgers University

**Brenda Kirchhoff**

Research Scientist  
PhD, Boston University  
(Psychological & Brain Sciences)

**Patrick Lustman**

Professor of Psychiatry  
PhD, Michigan State University

**Ilya Monosov**

Associate Professor of Neuroscience  
PhD, Brown University

**Alvitta Ottley**

Assistant Professor of Computer Science and Engineering  
PhD, Tufts University

**John Pruett**

Professor of Psychiatry (Child); Radiology  
PhD, Washington University

**Marcus E. Raichle**

Professor of Radiology; Neurology; Neurobiology; Biomedical  
Engineering  
MD, University of Washington

**Christopher Rozek**

Professor of Education  
PhD, University of Wisconsin–Madison

**Lawrence Snyder**

Professor of Neurobiology  
MD, PhD, University of Rochester

**David Van Essen**

Professor of Anatomy; Neurobiology  
PhD, Harvard University

**Robinson Welch**

Professor of Psychiatry  
PhD, University of Missouri-Columbia

**James V. Wertsch**

Marshall S. Snow Professor in Arts & Sciences; Professor of  
Anthropology; International and Area Studies; Education  
PhD, University of Chicago

**Denise E. Wilfley**

Scott Rudolph University Professor; Professor of Psychiatry; Medicine;  
Pediatrics  
PhD, University of Missouri

**David Wozniak**

Professor Emeritus of Psychiatry  
PhD, Washington University

## Faculty Emeritus

**David A. Balota**

Professor Emeritus of Psychological & Brain Sciences; Neurology  
PhD, University of South Carolina

**Janet M. Duchek**

Associate Professor Emerita of Psychological & Brain Sciences;  
Occupational Therapy  
PhD, University of South Carolina

**Stanley Finger**

Professor Emeritus of Psychological & Brain Sciences  
PhD, Indiana University Bloomington

**Larry Jacoby**

Professor Emeritus of Psychological & Brain Sciences  
PhD, Southern Illinois University Carbondale

**Brett Kessler**

PhD, Stanford University

**Mark A. McDaniel**

Professor Emeritus of Psychological & Brain Sciences  
PhD, University of Colorado

**Michael Merbaum**

Professor Emeritus of Psychological & Brain Sciences  
PhD, University of North Carolina at Chapel Hill

**Thomas F. Oltmanns**

Edgar James Swift Professor Emeritus of Arts & Sciences; Professor of  
Psychiatry  
PhD, State University of New York–Stony Brook

**Steven E. Petersen**

James S. McDonell Professor of Cognitive Neuroscience in Neurology;  
Professor of Radiology  
PhD, California Institute of Technology

**Anthony Schuham**

Associate Professor Emeritus of Psychological & Brain Sciences  
PhD, Washington University

**Martha Storandt**

Professor Emerita of Psychological & Brain Sciences  
PhD, Washington University

**Rebecca A. Treiman**

Burke and Elizabeth High Baker Professor Emerita of Child  
Developmental Psychology  
PhD, University of Pennsylvania

**Desirée A. White**

Professor Emerita of Psychological & Brain Sciences; Professor of  
Pediatrics in Psychiatry  
PhD, Washington University

## Majors

- Psychological & Brain Sciences Major (p. 948)
- Psychological & Brain Sciences: Cognitive Neuroscience Major (p. 949)

## Psychological & Brain Sciences Major Specializations

- Psychological & Brain Sciences Major, Cognition in Children Specialization (p. 951)
- Psychological & Brain Sciences Major, Cognitive Neuroscience Specialization (p. 954)
- Psychological & Brain Sciences Major, Experimental Psychopathology Specialization (p. 956)
- Psychological & Brain Sciences Major, Lifespan Development Specialization (p. 958)
- Psychological & Brain Sciences Major, Personality and Individual Differences Specialization (p. 961)

## Psychological & Brain Sciences: Cognitive Neuroscience Major Specializations

- Psychological & Brain Sciences: Cognitive Neuroscience Major, Cognition in Children Specialization (p. 963)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Experimental Psychopathology Specialization (p. 966)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Lifespan Development Specialization (p. 969)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Personality and Individual Differences Specialization (p. 972)

## Minors

- Psychological & Brain Sciences Minor (p. 976)

## Courses

Visit online course listings to view semester offerings for L33 Psych.

---

### L33 Psych 100B Introduction to Psychology

A survey and analysis of concepts, theory, and research covering the areas of biological psychology, human development, learning, memory, social psychology, and mental disorders and their treatment. This is a general survey course designed to introduce students to the diversity of topics, research methods, and theories that comprise the study of mind and behavior. Psych 100B is required of all majors and is a prerequisite to all upper-level courses in Psychological & Brain Sciences. Open to first-year students and above. NOTE: For first-year students with AP/IB exemption, and first- and second-year students enrolled in Psych 100B who are interested in exploring a few areas of Psychology within a seminar format, see Psych 102, First-Year Opportunity: Contemporary Issues in Psychology. Credit 3 units. A&S IQ: SSC Arch: SEM, SSC Art: SSC BU: BA EN: S

---

### L33 Psych 102 First-Year Opportunity: Contemporary Issues in Psychology

This seminar enables students to explore several of the ideas and issues in contemporary psychology. Each week a different issue is discussed, and students familiarize themselves with critical aspects of the issue and discuss and critically evaluate the pros and cons of each side. Open to First-Year students who are concurrently enrolled in or who have completed (or are exempt from) Psych 100B/1000. Also open to Sophomores who are concurrently enrolled in Psych 100B/1000. Sections are limited to 15 students. Credit 1 unit. A&S: FYO A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L33 Psych 105 First-Year Opportunity: Psychology of Young Adulthood

This course will cover selected topics relevant to the developmental, social, personal, and cognitive issues confronting young adults during their college years. Material will be drawn mainly from the field of psychology, and the emphasis will be on the scientific basis of concepts and on empirically supported strategies for growth and development. The knowledge gained may contribute to academic success, personal development, and a more rewarding social and academic experience over the course of college and beyond. This one-unit course is only open to first-year students. Credit/No Credit only.

Credit 1 unit. A&S: FYO

---

### L33 Psych 109 First-Year Opportunity: Research in Psychology

Weekly one-hour presentations by the Psychological & Brain Sciences Department faculty. Each week a member of the faculty will present a lecture in an area of interest. The seminar will introduce students to research areas and issues of current interest. The seminar is highly recommended for those individuals with an interest in Psychology. Open to First-Years and Sophomores only. Credit/No Credit option only. Credit 1 unit. A&S: FYO A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L33 Psych 111 First-Year Opportunity: Mindfulness Science & Practice

Mindfulness is a term that is becoming increasingly used in popular culture to refer to a set of skills associated with increased attentional focus, successful stress-management, and improved health, sleep, and emotional well-being. This course will expose students to the various facets of mindfulness from both an applied and scientific perspective, by teaching mindfulness skills through a set of easy-to-learn practices and exercises, and by surveying of empirical research regarding mindfulness effects on cognition, emotion, brain function, and health. The goal of the seminar will be to provide practical skills that can contribute to personal development, emotional well-being, and academic success, while also developing critical thinking skills in learning how to read and evaluate primary scientific literature on mindfulness. Open to freshman only. Credit 1 unit. A&S: FYO

---

### L33 Psych 219 The Infant Mind: Sophomore Seminar

What goes on inside the mind of an infant? In this course we will explore a variety of hot topics concerning how babies experience the world around them. We will cover topics such as temperament (Do babies get mad?), language and communication (How do infants learn words and what if a baby is exposed to more than one language?), the effects of poverty on the developing brain (Does it matter?), social categories and relationships (Do babies notice differences across people?), and morality (Do babies have a sense of justice?). We will also discuss how to put child development research into practice, for example, by considering research relevant to policies concerning vaccination, early childhood education, and whether screen time is okay for babies. Students will have ample opportunity to interact with children at a local childcare center, where they can experience first-hand the research they are learning about in class. If you are curious about the developing mind, human nature, or considering a career in a field that involves children (e.g., education, medicine, public policy) this course is for you. PREREQ: Sophomore standing, and is open to students from all majors. Enrollment is restricted to 20 sophomores or permission of instructor. Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

### L33 Psych 221 First-Year Seminar: Introduction to Memory Studies

This course focuses on memory not only as an individual phenomenon but also how our memories for historical events can be determined by the groups to which we belong (collective memory). We will survey such topics as experimental methods and findings in the study of individual memory; questions of accuracy and vividness of memory; false and illusory memories; eyewitness memory reports that are used in trials; methods to greatly enhance learning and memory; and people with extraordinary memories; . We then transition to the study of collective memory, or how our memories and identities are shaped by the groups to which we belong. The topics will include transmission of memories and identity through narratives; shared historical memories; battles over how the past is to be remembered; and revision of the memories of the past to meet concerns of the present. We also consider how memory is used in political arguments. Enrollment is restricted to first-year students..

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L33 Psych 225 Internship in Psychology

An opportunity to gain practical, applied experience in a non-academic, community service agency. For description of prerequisites, course goals, agency selection, registration policies, and course requirements, obtain a copy of "Internships in Psychology" available in room 207B in Somers Family Hall or on the P&BS website: <http://psychweb.wustl.edu/undergraduate>. This course can be taken only once, open to junior and senior P&BS majors only. Credit/No Credit only. Permission of Instructor Required. Credit 3 units.

---

### L33 Psych 235 Practicum in Applied Behavior Analysis: Autism Spectrum Disorder

An opportunity to be trained in applied behavior analytic techniques and to work with a child with autism spectrum disorder. Training and supervision will be arranged and coordinated by the family of the child and/or their consultant/agency. Students must complete the minimum number of hours of training and therapy, and attend regular therapy meetings. In addition, there is a required seminar for discussion of assigned readings and presentations on autism and therapy. Completion of a paper in the second semester also is required. For further information and petition form, pick up the Practicum brochure from the Department. Credit/No Credit only. Enrollment through the practicum coordinator only. Credit variable, maximum 3 units.

---

### L33 Psych 261 Applying the Science of Learning

This course is intended to cover the science of human learning, with special focus on areas, theory, and research that have potential to improve how students learn. Thus, the course will provide selective coverage of theoretical and empirical work in the science of learning that can inform and improve student learning. The applicability of these themes to the students in this course will be explicitly developed through students' explicit translation of the experimental findings from the literature to their own learning challenges. The course will be organized around three major integrated goals. First, the relevant basic theory and findings in select topics in the science of learning will be covered. Second, the implications of this work for improving learning outcomes in authentic educational contexts will be considered. Third, together we will develop concrete techniques and examples of how the principles that emerge can be adopted to significantly enhance outcomes of lifelong learning challenges. Prerequisite: Psych 100B. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L33 Psych 300 Introduction to Psychological Statistics

Descriptive statistics including correlation and regression. Inferential statistics including nonparametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, though knowledge of elementary algebra is essential. Psych 300 is required of all P&BS majors. PREREQ: Psych 100B. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

### L33 Psych 301 Experimental Psychology

This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation, whereas the laboratory sections provide an

introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project. Declared P&BS majors will have priority. Limited to 15 students per section. PREREQ: Psych 100B and 300. Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L33 Psych 3011 Experimental Psychology

Psych 3011 is limited to students who have not taken Psych 300 and want to enroll in Psych 300 and Experimental Psychology concurrently. Therefore, students who enroll in Psych 3011 must also register for Psychology 300. Psych 3011 fulfills the Psychology 301 requirement for the major. Topics in the two courses (i.e., Psych 300 and Psych 3011) will be coordinated in order to integrate the concepts from Statistics with those from Experimental Psychology. Experimental Psychology provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation while the laboratory component provides an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project of his or her own design under supervision of a faculty member. Enrollment limited to 15 students. Declared P&BS majors will have priority. PREREQ: Psych 100B and concurrent enrollment in Psy 300. Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA, SCI

---

### L33 Psych 304 Educational Psychology

This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters. Enrollment Note: Undergraduate students must enroll in Educ. 304. Graduate students must obtain approval of instructor and their advisor before enrolling in Educ. 5004. Same as L12 Educ 304. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L33 Psych 305 Health Psychology

Review and discussion of psychobiological approaches to health, as well as psychological aspects of physical illness. Topics: stress and coping, psychosocial factors in the etiology and progression of chronic illness, and psychological sequelae of chronic illness. There will be an emphasis on research methodology and results. PREREQ: Psych 100B. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L33 Psych 315 Introduction to Social Psychology

An introduction to the scientific study of social influence. Topics include person perception, social cognition, attitudes, conformity, group behavior, aggression, altruism, prejudice and psychology's interface with law, health, and climate change. PREREQ: Psych 100B/1000. Credit 3 units. A&S IQ: SSC Arch: SEM, SSC Art: SSC BU: BA EN: S

---

### L33 Psych 3175 Applied Statistical Analysis with R

This course is designed to introduce R as both a means of applied statistical analysis as well as a window into data organization and programming. The goal of the course is to teach the tools needed to take a raw dataset and not only perform a statistical test in R, but also learn how to arrange the dataset to perform a variety of tests, to

choose the appropriate test, and to visualize the results. Students will gain practical knowledge of how to use statistics in research. Please note that this is an introductory course and knowledge of R prior to enrollment is not expected. PREREQ: Psych 300. Credit 3 units. A&S IQ: NSM Art: NSM

---

### L33 Psych 3195 Abnormal Child Psychology

This course will familiarize students with current perspectives on the nature, causes, assessment, treatment, and prevention of child psychiatric disorders and related family dysfunction. Theoretical perspectives and research findings will be discussed pertaining to anxiety, depression, conduct disorder, attention-deficit/hyperactivity disorder, autism, learning impairments, and parent-child conflict. PREREQ: Psych 100B. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L33 Psych 321 Developmental Psychology

This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. PREREQ: Psych 100B. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L33 Psych 3211 Music Cognition

An introduction to modern research on music perception and cognition. The course covers four main topics: the perception of key, the psychoacoustics of dissonance, the relationship between attention and musical meter, and the process by which melodies establish, fulfill, and deny expectations. Students read and discuss research from both cognitive science and music theory, in addition to completing several projects. Same as L27 Music 3221. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: HUM

---

### L33 Psych 325 Psychology of Adolescence

This course concentrates on brain, cognitive, and social development during adolescence. This period of development is marked by transition and change. Special topics will include the vulnerability of the adolescent brain and the development of sexual orientation. Prerequisite: Psych 100B. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L33 Psych 326 Introduction to the Psychology of Aging

Study of the processes of aging in the individual in terms of their behavioral effects. Age changes in biological functions, sensation, perception, intelligence, learning, memory, and creativity studied to understand the capacities and potentials of the mature and older person. PREREQ: Psych 100B. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L33 Psych 330 Sensation and Perception

What's involved in seeing and hearing? This course will cover perception from the physical stimuli (light and sound) that impinge upon the sensory receptors through the higher-level percepts that the stimuli generate. Demonstrations and illusions will be used as we learn about the anatomy and physiology of the sensory systems and study the brain mechanisms that are involved in vision and audition. Prerequisite: Psych 100B/1000. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA, SCI

---

### **L33 Psych 333 Independent Study in Psychological and Brain Sciences**

PREREQ: Psych 100B and permission of a member of the faculty of the department (or other approved supervisor) who agrees to supervise the student's work. Credit to be arranged. A maximum of 6 units may be applied toward the major. The electronic Petition for Supervision of Independent Study form is available at the URL, <http://eyes.wustl.edu/psych333>. Students will be enrolled only after their form is approved by the faculty supervisor and forwarded to the Undergraduate Coordinator. Credit/ No Credit only. Credit variable, maximum 3 units.

---

### **L33 Psych 3401 Biological Psychology**

An introduction to biological mechanisms underlying behavior. Topics will include the physiology of nerve cells, anatomy of the nervous system, control of sensory and motor activity, arousal and sleep, motivation and higher mental processes. PREREQ: PSYCH 100B. Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

---

### **L33 Psych 344 Principles of the Nervous System**

This course will provide a broad introduction to neuroscience, starting at the level of cellular and molecular neuroscience, and ultimately ending at systems and theoretical neuroscience, with emphasis on the organization of the mammalian central nervous system. Topics will include neuronal structure, the action potential, information transmission between neurons, sensory/motor systems, emotion, memory, disease, drugs, behavior, and network dynamics. A fundamental goal of this course is to provide students with the ability to approach complex problems using the scientific method and to understand the limits of knowledge. This course will also expose students to some of the neuroscience community at WashU. Bio 2960, Bio 2970 recommended, Bio 3058 recommended or Psych 3401 and permission of instructor. (Biology Major Area B) Same as L41 Biol 3411. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### **L33 Psych 345 Genes, Environment, and Human Behavior**

This class will examine how genetic influences impact various dimensions of human behavior, ranging from traits (e.g. personality) to psychiatric disorders. Topics to be covered include methods used to study genetic influence, how genetic predispositions interact with the environment, and ethical implications. Modern methods for gene-identification, such as genomewide association studies, polygenic risk scores and epigenetic experiments will be examined in detail. Emphasis will be placed on understanding core concepts (e.g. what is identity-by-descent) as well as application (e.g. calculate heritability, interpretation of results from published studies). PREREQ: Psych 100B. 3 units. Same as L64 PNP 3451. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: SCI EN: S

---

### **L33 Psych 3501 Psychotherapy: Introduction to Practice and Research**

This is an introductory course in psychotherapy: The treatment of psychological problems through the application of interventions grounded in psychological theory and focusing on behavior or mental processes. Students will become familiar with the more popular schools of psychotherapy, including their historical context, characteristic techniques, theoretical underpinnings, and current research support. Students will also gain an appreciation of the problems and solutions in researching psychotherapy, as well as emerging variations on psychotherapy procedures. Prerequisite: Psych 100B. Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

### **L33 Psych 353 Psychology of Personality**

What is personality, and how can we scientifically study it? How did we become who we are today? Is personality fixed, or can we change? How does personality shape our everyday experiences and consequential life outcomes? Do we know ourselves and others? This course will address such questions by providing a contemporary overview of the field of personality psychology that will help students better understand themselves and others. PREREQ: Psych 100B. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### **L33 Psych 354 Psychopathology and Mental Health**

This is an introductory course in psychopathology or the scientific study of mental health disorders. The course will include definitions, theories, and classification of Psychopathological behavior. Content will focus on symptoms, classification, prevalence, etiology, and treatment of mental health disorders, including mood, anxiety, eating, schizophrenia spectrum, substance use, and personality disorders. PREREQ: Psych 100B. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA

---

### **L33 Psych 357 Introduction to Clinical Psychology**

A survey of clinical psychology. Emphasis is placed on historical and recent developments in the field (e.g., managed care), as well as the consideration of the roles, functions, and techniques of clinical psychologists including psychological testing and psychotherapy. Prerequisite: Psych 100B and either Psych 353 or Psych 354. Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

---

### **L33 Psych 358 Language Acquisition**

This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include; biological bases of language development; development of phonology, syntax, and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. Prerequisite: Psych 100B and Ling 170D. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### **L33 Psych 358W Language Acquisition**

This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include: biological bases of language development; development of phonology, syntax, and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. PREREQ: Psych 100B and Ling 170D and junior or senior standing. Writing intensive. Credit 3 units. A&S IQ: SSC, WI EN: S

---

### **L33 Psych 360 Cognitive Psychology**

Introduction to the study of thought processing from an information-processing approach. Emphasis will be placed on theoretical models that are grounded in empirical support. Topics include pattern recognition, attention, memory, reasoning, language processes, decision making, and problem solving. PREREQ: Psych 100B. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

---

### **L33 Psych 3604 Cognitive Neuroscience**

A general introduction to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis will be placed on how emerging methods and approaches from both neuroscience and cognitive psychology have been integrated to yield new insights into the organization and structure of higher mental processes. Topics include perception, attention, memory, language, and executive control. Prerequisite: Psych 100B/1000. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---



---

### L33 Psych 361 Psychology of Learning

The experimental analysis of behavior is presented with examination of Operant and Pavlovian conditioning, aversive control, theories of reinforcement, choice behavior, behavioral economics, etc. Theoretical and experimental approaches to the study of behavior as developed in the laboratory are emphasized. Consideration is given to applications from the laboratory to everyday behavior. PREREQ: Psych 100B. Enrollment limited to 30.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### L33 Psych 3645 Understanding Emotions

Emotions both shape and are shaped by our subjective experiences, physiology, behaviors, cognitions, social interactions, and health. Their complexity and significance make the study of emotions particularly exciting and challenging. This course offers an overview of theory and research on emotions with content stretching across psychological disciplines, including personality, social, clinical, developmental, and neuropsychology. Course content will include definitions of emotions, physiological changes associated with emotions, and individual differences in emotional experience. The course will also examine how culture, cognitions, and relationships affect and are affected by emotions and how emotion is related to physical and mental health. PREREQ: Psych 100B.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L33 Psych 380 Human Learning and Memory

A survey of issues related to the encoding, storage and retrieval of information in humans. Topics include memory improvement strategies, people with extraordinary memories, memory illusions and distortions, among other topics. Limited to 25 students. Prerequisite: Psych 100B/1000.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

---

### L33 Psych 386 Psychology of Black Women

This course is designed to provide a critical analysis of the distinctive experiences of Black women through a psychological lens. We will explore topics relating to Black women's experiences in home, school, and community contexts, such as identity development, socialization experiences, and misogyny. The class will also consider how Black women draw on individual strengths and cultural assets to support their personal wellbeing. This course will heavily center the narratives of Black women, and focus on mixed methods and qualitative research approaches. We will draw upon interdisciplinary frameworks (e.g., intersectionality, Black feminist thought, and liberation psychology) to help us understand Black women's experiences. PREREQ: L33 Psych 100B

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

### L33 Psych 3865 Community Psychology

Community psychology goes beyond an individual focus and integrates social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at individual and systemic levels. In this course, we will focus on identifying the root causes of various social problems and become familiar with community-defined priorities for addressing them. We will discuss how to use psychology as a scientific foundation to better understand social determinants of health and wellness, and discuss best practices on how to build collaborative relationships with community members, groups, and organizations to solve social problems.

Credit 3 units. A&S IQ: SSC EN: S

---

### L33 Psych 3885 The Mental Health Crisis in Higher Education

During the last decade, college campuses have seen unprecedented increases in the proportion of students suffering from mental health problems. Many institutions have responded by increasing the number of mental health counselors available in student health centers, making the accommodations at disability resource centers more robust, and providing safe spaces for students to process incidents and events that have triggered them. Are such interventions improving the well-being of today's students, or might they actually be further encumbering students' psychological health? This discussion-based course will explore arguments made on all sides of this provocative debate and examine research on the nature of today's college students and what resources and services most contribute to their psychological health and well-being. Enrollment is limited to 15 students. Prerequisite: at least 6 units of advanced home-based psychology courses.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L33 Psych 3890 Advanced Psychological Statistics: The General Linear Model and Beyond

The General(ized) Linear Model (GLM) refers to a common family of statistical techniques popular in the social sciences such as ANOVA, regression, and logistic regression. The primary goal of this course is for students to understand the basics and nuances of the GLM. We will also explore and introduce students to extensions of the GLM common in psychology and neuroscience research. These frameworks include multilevel modeling, generalized linear models, Bayesian analyses, machine learning, etc. Students will analyze data using each of these methods using R statistical software, therefore improving their advanced computing skills. By the end of the course, students will understand the general framework used in most statistical tests employed by psychological and neuroscientific researchers. Students will not be expected to know every detail of every test, but will instead have a conceptual understanding of these tools and practice in deploying these tools. PREREQ: L33 Psych 300, Mth 2200, Mth 3200, or DAT 120 and Fluency or proficiency with R statistical software (e.g., Psych 4175).

Credit 3 units. A&S IQ: NSM, AN Art: NSM

---

### L33 Psych 395 Prejudice, Stereotyping, & Discrimination

This course will trace prejudice, stereotyping, and discrimination from its ordinary origins in social cognition to its most extreme consequences in war and genocide. Topics include prejudice, the causes of stereotyping and discrimination, the development of prejudice in children, subtle and overt prejudice and stereotyping, group conflict, the role of social norms, the experience of being a target of discrimination, and interventions to reduce prejudice and discrimination. Areas covered include racism, sexism, ageism, homophobia, ableism, colorism, and religious discrimination. Prerequisite: Psych 100B.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

### L33 Psych 396 Psychological Dynamics of Empathy

In this course, we will explore the antecedents and consequences of empathic motivation, defined broadly. Along the way, we consider answers to several interesting questions: Why are some people generally more empathic than others? Are there cultural differences in levels of this trait? To what extent is empathy an "emotional" or "cognitive" phenomenon? We will also consider the conditions under which empathy is associated with prosocial outcomes (e.g., reducing racial prejudice) but with recognition that empathy has a "darker" side, one that can ironically exacerbate people's preexisting biases. The approach to empathy will be highly interdisciplinary as we consider research and theory within several fields within psychology (e.g., social, personality, cognitive) as well as areas that draw from other scholarly disciplines (e.g. social neuroscience, social anthropology). Prerequisite: Psych 100B/1000.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L33 Psych 4075 Advanced Research Methods & Design

This course is an advanced foray into research design and methods used in psychological science. This course is project-based, writing intensive, and will be supplemented heavily with readings and discussions of topics of broad importance to psychological research (e.g., reliability, validity, signal detection theory, philosophy of science). These readings will enhance your abilities to think critically about psychological research design and methods, as both a consumer and creator of psychological research. During the course of the semester you will complete two original research projects (e.g., an observation study and an experimental study). Together with your classmates you will devise research questions, design studies to test your research questions, collect data, and statistically analyze your results. Individually, you will write-up, and then revise, each research project in an APA-style paper. The writing requirements for this course build on the skills you acquired in Experimental Psychology and will further your abilities to communicate scientific ideas more skillfully, clearly, and accurately. Prerequisite: L33 Psych 301 or 3011  
Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM BU: BA

---

### L33 Psych 4099 Human Evolutionary Psychology

How did evolution by natural selection shape the way human beings think and behave? Does evolution explain human cooperation and friendship, human morality, reproductive decisions and social interactions? What sex differences in cognition or behavior are caused by evolution? This course introduces the concepts and findings of evolutionary psychology, mostly through reading of primary sources--articles from psychology and biology journals--and discussion and presentation of empirical cases. PREREQ: At least 6 units of upper-level, home-based Psychology coursework, OR Anthro 3383.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L33 Psych 413 Contemporary Topics in Social Psychology

Consideration of selected contemporary topics in social psychology. Participation in a research project of appropriate scope. Prerequisite: Psych 315.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC

---

### L33 Psych 4182 Perception, Thought, and Action

This course focuses on current topics in visual perception, visual attention, and the control of action. Readings consist of recent journal articles. Class meetings emphasize presentation and discussion of the material in the readings. Limited to 15 students. PREREQ: Psych 100B/1000 and one of the following: Psych 301/3010, Psych 330/3300, Psych 3401, Psych 344/3440, Psych 360/3600, Psych 361/3610, Psych 3604, Psych 380/3800, Psych 433/4330, or Psych 4604.  
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

---

### L33 Psych 427 Social Gerontology

This course provides an introduction to aging and growing old, from an interdisciplinary perspective. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, ethics, and death and dying. PREREQ: Junior or Senior standing and completion of 6 advanced units in Psychology.  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L33 Psych 4301 Contemporary Topics in Cognitive Development

Cognitive Developmental topics to be covered will include: Piagetian abilities (e.g., conservation, formal reasoning), basic cognitive abilities (e.g., processing speed), executive functions (e.g., working memory), and other current topics (e.g., processing facial stimuli). Prerequisite: Psych 321 or 360.  
Credit 3 units.

---

### L33 Psych 4302 Cognitive Psychology Applied to Education

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning, and comprehension with special focus on areas, theory, and research that have potential application to education. Thus, the course will provide selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes will be explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. PREREQ: Junior/Senior status, 9 units in Psychology and Psych 100B OR Junior/Senior status, 9 units in Education and Psych 100B.  
Credit 3 units. A&S IQ: SSC EN: S

---

### L33 Psych 4305 Psychological Science: Fact and Fiction

Skeptical analysis of psychological science as practiced and popularized in the media. Analysis of discrepancies between media and scientific claims regarding areas such as repressed memory, brain imaging, heritability, and psychotherapy. Additional examination of scientific career demands such as peer review, journal publication, and research funding. These topics are interwoven with a review of common errors in reasoning particularly with respect to probabilistic reasoning and the public misperception of the practice and principles of scientific psychology. PREREQ: Psych 100B, Junior or Senior standing, and completion of 6 units of advanced home-based psychology.  
Credit 3 units. A&S IQ: SSC, WI Arch: HUM Art: SSC EN: S

---

### L33 Psych 433 Psychology of Language

This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases, and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student will carry out an original research project on some aspect of psycholinguistics. Prereq: Ling 170D and Psych 100B  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L33 Psych 4355 Personality Development Across the Life Span

This seminar examines how individual differences develop over the lifespan. Or, in other words, how we become who we are. The scope of the class covers a multitude of individual differences constructs (e.g., happiness, intelligence, goals), but a particular focus will be on personality traits. Questions that will be examined include: How early in the lifespan does one's personality emerge? How much do parents matter in shaping who you become? Does your personality change across the lifespan? Readings will cover theories of development at different life stages and empirical research from childhood to older adulthood. PREREQ: Psych 100B and Psych 353  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

---

### L33 Psych 4367 Seminar in Positive Psychology

This course focuses on scientific research relevant to the pursuit of happiness and well-being. Topics include the nature and measurement of happiness, the biological basis of positive emotions, an overview of positive trait theories, self-esteem, gratitude, mindset, the mind-body connection, physical activity, emotional intelligence, resilience, prosocial behavior, decision-making, willpower, mindfulness meditation, and the characteristics of successful relationships. As an advanced seminar on these topics, students will parlay their course of study into real-world proposals that universities could use to address the mental health crisis. PREREQS: Intro Psych 100B, and at least 6 units of either upper-level home based psychology coursework OR upper-level coursework from other departments related to well-being.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L33 Psych 4412 Advanced Cognitive Neuroscience

An intensive, case-study based approach to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis will be placed on understanding and evaluating cutting-edge neuroscience research that has yielded new insights into the organization and structure of higher mental processes. Students will develop critical thinking via a strong class participation component. Topics include perception, attention, memory, language, emotion, and executive control. Declared Psychology majors will be given priority over others to enroll. PREREQ: Psych 100B/1000, and either Psych 3401 or Psy 344/Bio 3411 or Psych 3604.

Credit 3 units. A&S IQ: NSM Art: NSM

---

### L33 Psych 4413 Advanced Cognitive Neuroscience (Writing Intensive)

This course presents an intensive, case-study based approach to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis will be placed on understanding and evaluating cutting-edge neuroscience research that has yielded new insights into the organization and structure of higher mental processes. Students will develop critical thinking and writing skills via a strong class participation component and a writing-intensive format. Topics include perception, attention, memory, language, emotion, and executive control. Writing Intensive. Declared psychology majors will be given priority over others to enroll. Prerequisite: Psych 3401, Psych 344/Biol 3411, or Psych 3604.

Credit 3 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

---

### L33 Psych 444B Independent Study for the Major in P&BS: Cognitive Neuroscience

PREREQ: Acceptance into the P&BS Cognitive Neuroscience major. Permission of a member of the faculty of the department (or other approved supervisor) who agrees to supervise the student's work. In addition to the approved research in the area of cognitive neuroscience, an APA-style research paper must be satisfactorily completed to obtain credit. Petition for Supervision of P&BS 444B are available in Somers Family Hall, room 207B. Students will be enrolled only after they have completed the petition and returned it to the Undergraduate Coordinator in Psychology 207B. Open only to P&BS:CN majors and with prior approval only.

Credit 3 units. A&S IQ: SSC EN: S

---

### L33 Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences

PREREQ: Acceptance into a Concentration in Psychological and Brain Sciences. Written permission (Petition for Supervision of P&BS 444C) of a member of the faculty of the department (or other approved supervisor) who agrees to supervise the student's work is also required. In addition to the approved research for the concentration, an APA-style research paper must be satisfactorily completed to obtain

credit. Petition for Supervision of P&BS 444C are available in Somers Family Hall, room 207B. Students will be enrolled only after they have completed both the Petition for a Concentration in P&BS and the Petition for Supervision of P&BS 444C, and returned them to the Undergraduate Coordinator in 207B. Open only to P&BS majors and with prior approval.

Credit 3 units.

---

### L33 Psych 4512 Neurobiology of Learning & Memory

The brain is the most complex object in the known universe, and among its most incredible attributes is its ability to acquire and store vast amounts of information to guide behavior. Over a lifetime, our experiences shape our brains and our behavior, ultimately making each of us unique. What "information" is encoded by the brain? How is it stored? How is it retrieved? How does this occur at different spatial and temporal scales? Does stored information change over time? How do learning and memory change across the lifespan, and with neurological disorders? Can you trust your memories?

Credit 3 units. A&S IQ: NSM BU: BA

---

### L33 Psych 4555 Emotion Regulation

The purpose of this course is to provide an introduction to the field of emotion regulation. We will discuss theoretical and empirical work on emotion regulation from various areas of psychology, including social, personality, developmental, clinical, and neuroscience. Example topics include definitional issues, goals and strategies, personal and interpersonal consequences, sociocultural influences, life-span development, health and psychopathology. PREREQ: Psych 301.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L33 Psych 4557 Biopsychosocial Aspects of Eating Disorders and Obesity

This seminar examines the epidemiology, etiology, prevention, and treatment of body image, eating disorders, and obesity. An emphasis will be placed on understanding the characteristic symptoms of excessive dieting, body image disturbance, and binge eating, not only as formal psychiatric syndromes, but as a representation of dysregulatory processes reflecting social-cultural, psychological, and biological disturbances. Students will also learn about the clinical characteristics, medical sequelae, and physical aspects of eating disorders and obesity. PREREQ: Psych 100B and junior or senior standing, plus 6 units of advanced home-based psychology courses.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### L33 Psych 4591 The Development of Social Cognition

This course will explore what is known about the development of social cognition. Our starting point will be infants' capacity to navigate the social world, for instance, detecting agents, identifying social partners, and learning from those around us. We will consider what happens when the human ability to reason about others breaks down (as with autism), and what this can teach us about typical development. Each week we will cover one topic and a related set of readings. Class meetings will be devoted to active discussion and debate about the content of the readings. Students are required to write a weekly reaction paper to the readings to promote class discussion, and will give an in-class presentation on a novel research topic at the end of the semester. Graduate students may have additional course requirements. PREREQ: Psych 100B and one of the following: Psych 315 or 321 or 360.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

---

---

**L33 Psych 4592 Development of Social Cognition (Writing Intensive)**

This course explores current hot topics in social cognitive development. We will study this in children by examining the development of social groups/categories and identity in children, with a focus on language, race, and ethnicity. We will also explore the emergence and development of bias and prejudice and approaches to reducing its development in children. We will explore these issues in the context of innate knowledge and the effects of the environment on children's development. Each week we will cover a topic by reading one book chapter and two journal articles. Class time will be devoted to active discussion of these readings, with lecture and class activities as needed, to complement the readings and set the stage for discussion. This is a writing intensive course, so a second goal is to improve student writing. There will be several writing assignments that will receive extensive feedback from the instructor, and then students will write an improved final version. Students will also give class presentations: one that directly addresses writing and another on a research topic of their choice that is relevant to social cognitive development. Prerequisites: Psych 100B and either Psych 315, Psych 321, or Psych 360. Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

---

**L33 Psych 4593 Psychology of the Good Life**

What is the good life, and how can people achieve it? This discussion-based seminar class explores two aspects of the "good life": (1) "good" for oneself (living a personally fulfilled life), and (2) "good" for others (living an ethical life, being a good person). We will consider how psychological science can be used to conceptualize, uncover the causes of, and promote well-being for oneself and for others. There will be a particular focus on the ways in which these two aspects of the good life are in alignment or in conflict with each other. Classes will focus on critically evaluating research and integrating and connecting the weekly readings to students' personal research interests and lives, primarily through student-led discussions. PREREQ: Psych 100B, Psych 301/3011, and either Psych 315 or Psych 353 or Psych 367. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L33 Psych 461 Seminar in Selected Topics in Learning & Memory: Cognitive Illusions**

This course will consider illusions of perceiving, attending, remembering and, more broadly, thinking. The reading will be concentrated on three books - Blink, The Invisible Gorilla, and Thinking Fast and Slow - as well as selected journal articles. We will consider how processes that lead us astray in some situations are the same ones that aid us in other situations, which is why these processes exist. Students will write essays and a term paper on one illusion or class of illusions. Prerequisites: Psych 100B and either Psych 360 or Psych 380. Credit 3 units. BU: BA

---

**L33 Psych 4615 The Science of Paying Attention**

What processes underlie humans' ability to "pay" attention? This course will introduce students to theories of attention and cognitive control. Students will develop an understanding of empirical approaches to studying the control of attention, and examine factors that facilitate and impair humans' ability to pay attention. A final section will examine attention and cognitive control challenges that accompany aging and select psychological disorders such as ADHD, and applications of attention and cognitive control research to the classroom, driving, and other contexts. PREREQ: Psych 100B and Psych 301. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**L33 Psych 4631 Introduction to Computational Cognitive Science**

How does the mind work? Over the last few decades, cognitive psychologists have become increasingly interested in using computational models. These models are designed to describe cognitive processes and the behavior that is produced by them. This computational approach has several advantages. Computational theories of cognition are more specific than verbal theories. Therefore, they do not only afford precisely quantifying certain aspects of cognition, but they also make it possible to simulate cognitive processes. This course provides an introduction to several leading computational methods for understanding cognition, including model fitting and comparison, reinforcement learning, neural networks and Bayesian modeling. These methods will be applied to a wide range of cognitive phenomena, such as short-term memory, reinforcement learning, decision making, cognitive control, concept learning and visual perception. Prerequisites: Psych 100B and Psych 301/3011. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA

---

**L33 Psych 4651 History and Modern Systems of Psychology**

An introduction to the history of psychology. This course begins with a brief consideration of forces leading to the development of psychology in the mid-1800s. It then examines the birth of modern psychology in Germany and the schools of psychology that emerged early in the 20th century. Newer orientations and ideas are considered in the final segment of the course. We also consider the impact of psychology on American public life during the 20th century. Prerequisite: Psych 100B, junior or senior standing, and 6 units of advanced home-based psychology courses. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L33 Psych 4746 Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior**

This seminar will introduce students to methods and recent empirical literature evaluating links between genes, brain, and behavior. This research is beginning to illuminate specific biological pathways shaping risk for psychopathology. In particular, the course focuses on the design, analysis, and interpretation of multimodal research (e.g., fMRI, PET, EEG, pharmacology, molecular genetics, environmental assessment/manipulation) examining the biological underpinnings of behavior relevant to psychopathology. Primary journal articles, reviews, and book chapters are the readings for this seminar. PREREQ: Psych 100B and one of the following: Genes, Environment, and Human Behavior (Psych 345), Biological Psychology (Psych 3401), or Principles of Biology II (Biol 2970); OR Graduate Standing (prior coursework in psychology, neuroscience, and genetics is advised). Credit 3 units. A&S IQ: NSM Arch: SSC Art: SSC

---

**L33 Psych 4765 Inside the Disordered Brain: Biological Bases of the Major Mental Disorders**

How do subtle disturbances in brain circuits lead to abnormal behavior and psychopathology? This course provides students with a working knowledge of our rapidly evolving understanding of brain circuits that create order in our social, emotional and cognitive worlds, and how disorder within these circuits leads to a broad range of psychopathology including depression, anxiety, phobias, PTSD, OCD, addiction, schizophrenia, psychopathy and violence. PREREQ: Psych 100B and one of the following: Biological Psychology (Psych 3401), Abnormal Psych (Psych 354), or a basic Biology/Neuroscience course. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L33 Psych 494 Behavioral Psychology Readings Group**

This weekly journal-style readings course provides the opportunity to read and discuss seminal as well as current writings on the conceptual aspects of behavioral psychology and relevant research. Points of contact among behaviorism, cognitivism, and neuroscience and the natural lines of fracture will be examined. Prerequisites: Psych 100B and one of the following: Psych 361, Psych 360, or a Philosophy course. Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

**L33 Psych 498 Study for Honors**

Acceptance into the Honors Program is based on superior performance as evidenced by the student's record in undergraduate course work and the written agreement (Petition for Permission to Enroll) of a member of the faculty of the Department (or other approved supervisor) to supervise an Honors project. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the Department. Recommendation for an Honors degree will be based on the evaluation of the written thesis and the student's overall performance as an undergraduate. Students in the Honors Program meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Psych 498 is a writing intensive course. Permission of Instructor is required for this course. All students must meet with Dr. Sommers prior to registering. Prerequisite: Psych 301 or 3011. Credit 3 units. A&S IQ: SSC, WI EN: S

**L33 Psych 499 Study for Honors**

Acceptance into the Honors program is based on superior performance as evidenced by the student's record in undergraduate course work and the written agreement (Petition for Permission to Enroll) of a member of the faculty of the Department (or other approved supervisor) to supervise an Honors project, as well as the Honors Coordinator, Dr. Mitch Sommers. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the department. Recommendation for an Honors degree will be based on the evaluation of the written thesis and the student's overall performance as an undergraduate. All students must meet with Dr. Sommers prior to registering. Students in the Honors Program will meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. PREREQ: Psych 498. Credit 3 units. A&S IQ: SSC Art: SSC EN: S

# Psychological & Brain Sciences Major

## Program Requirements

- **Total units required:** 43-46 units (34, at least 25 of which must be at the 300 level or above, for the major requirements plus 9-12 units for the specialization)

## Required Courses

- Psych 100B Introduction to Psychology is a prerequisite for all upper-level courses (300 level and above). Exemption from Psych 100B Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- Psych 300 Introduction to Psychological Statistics
  - SDS 2200, SDS 3200, or DAT 120 may substitute for Psych 300 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for Psych 300 Introduction to Psychological Statistics.
- Psych 301 Experimental Psychology or Psych 3011 Experimental Psychology

In cases where an exemption is granted (e.g., Psych 100B, Psych 300), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives (approved by the major advisor).

## Core Requirements

Students must complete at least one course from each of the following five categories:\*

*Social/Personality:*

Code	Title	Units
Psych 305	Health Psychology	3
Psych 315	Introduction to Social Psychology	3
Psych 353	Psychology of Personality	3
Psych 396	Psychological Dynamics of Empathy	3
Psych 4099	Human Evolutionary Psychology	3

*Mental Health/Affective:*

Code	Title	Units
Psych 3195	Abnormal Child Psychology	3
Psych 354	Psychopathology and Mental Health	3
Psych 3645	Understanding Emotions	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

*Biological/Neurological Bases of Behavior:*

Code	Title	Units
Psych 330	Sensation and Perception	3
Psych 3401	Biological Psychology	3
Psych 345	Genes, Environment, and Human Behavior	3
Psych 3604	Cognitive Neuroscience	3
Psych 4182	Perception, Thought, and Action	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

*Behavior and Cognition:*

Code	Title	Units
Psych 360	Cognitive Psychology	3
Psych 361	Psychology of Learning	3
Psych 358	Language Acquisition	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3
Psych 433	Psychology of Language	3

*Lifespan Development:*

Code	Title	Units
Psych 219	The Infant Mind: Sophomore Seminar (this course can fulfill the Lifespan Development Core, but the credit counts in the "6 units Rule")	3
Psych 321	Developmental Psychology	3
Psych 325	Psychology of Adolescence	3
Psych 326	Introduction to the Psychology of Aging	3
Psych 358	Language Acquisition	3
Psych 427	Social Gerontology	3

\* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

## Elective Courses

Students must complete an additional 9 units of Psychology & Brain Sciences (P&BS) course work.

## 6-Units Rule

No more than 6 units from the following course types may be used to satisfy the minimum requirements for the P&BS major:

- 100-/200-level courses (other than Psych 100B Introduction to Psychology)
- Psych 333 Independent Study in Psychological and Brain Sciences
- Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences
- Psych 498 Study for Honors and Psych 499 Study for Honors
- Approved School of Continuing & Professional Studies psychology classes
- Approved psychology study abroad courses from a non-psychology study abroad program
- Cross-listed courses not home-based in P&BS
- Approved transfer credits (students transferring from another college should refer to the Transfer Credit section below)

## Additional Information

### Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the P&BS department for their applicability toward either major in P&BS.

### Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research advisor

Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: [skohlman@wustl.edu](mailto:skohlman@wustl.edu)  
Website: <https://psych.wustl.edu/undergraduate-program>

## Psychological & Brain Sciences: Cognitive Neuroscience Major

### Program Requirements

- **Total units required:** 45-49 units (36-37, as well as prerequisites, for the major requirements plus 9-12 units for the specialization)

How does the brain think? Cognitive neuroscience refers to how mental functions are linked to the operation of the brain and nervous system. The goal of cognitive neuroscience is to provide an understanding of psychological processes such as attention, memory, thinking, and emotion in terms of physical principles and biological components. At the same time, cognitive neuroscience aims to provide an understanding of the psychological constraints on how the brain functions, computes, and generates behavior. Students who pursue the undergraduate major in Psychological & Brain Sciences: Cognitive Neuroscience (P&BS:CN) will gain a strong foundation in how to study the brain and mind at various levels of analysis, including cellular biology, brain systems, cognitive and affective function, and neural computation. In addition, they will gain an appreciation of the relation

between healthy cognitive and brain function and its breakdown in various disease states and disorders. The P&BS:CN major provides excellent preparation for a career in health and medical professions, scientific research, computer fields, education, and law.

## Prerequisites

Students must complete the following courses outside of Psychological & Brain Sciences:

Code	Title	Units
Math 132	Calculus II	3
Biol 2960	Principles of Biology I	4
<b>Total Units</b>		<b>7</b>

**Note:** Each of these prerequisites has its own prerequisites: Math 132 Calculus II requires Math 131; for Biol 2960 Principles of Biology I, taking Chem 111A and Chem 112A (concurrently) is strongly recommended. These courses are biology and pre-med prerequisites as well, and they are typically completed during a student's first year. They may alternatively be satisfied through AP credit or any other mechanism approved by the respective department or the College. These prerequisites do not earn credit toward the P&BS:CN major, but must be completed with a passing grade (C- or above) by the end of the student's third-year to remain in good standing for the major.

## Required Courses

Code	Title	Units
Psych 100B	Introduction to Psychology	3
Psych 300	Introduction to Psychological Statistics	3
Psych 301 or Psych 3011	Experimental Psychology	4
Psych 3401 or Psych 344	Biological Psychology Principles of the Nervous System	3
Psych 360	Cognitive Psychology	3
Psych 3604	Cognitive Neuroscience	3
<b>Total Units</b>		<b>19</b>

**Note:** The first three requirements (i.e., Psych 100B Introduction to Psychology, Psych 300 Introduction to Psychological Statistics, and Psych 301 Experimental Psychology/Psych 3011 Experimental Psychology) are the same as those for the regular P&BS major. Psych 344 Principles of the Nervous System is home-based in Biology; students should register under the cross-listed Psych L33 course designation, not Biol 3411 Principles of the Nervous System.

Exemption from Psych 100B Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- SDS 2200, SDS 3200, or DAT 120 may substitute for Psych 300 Introduction to Psychological Statistics. No AP math course can substitute for Psych 300 Introduction to Psychological Statistics.

In cases where an exemption is granted (e.g., Psych 100B, Psych 300), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives (approved by the major advisor).

## Additional Cognitive and Biological Distributions

Students must complete two courses — one each from the Distribution A and B lists:

*Distribution A eligible courses:\**

Code	Title	Units
Psych 321	Developmental Psychology	3
Psych 330	Sensation and Perception	3
Psych 358	Language Acquisition	3
Psych 361	Psychology of Learning	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3
Psych 4182	Perception, Thought, and Action	3
Psych 433	Psychology of Language	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

*Distribution B eligible courses:\**

Code	Title	Units
Psych 345	Genes, Environment, and Human Behavior	3
Biol 3057	Physiological Control Systems	3
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 363	The Neuroscience of Movement: You Think, So You Can Dance?	3
Physics 350	Physics of the Brain	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

**Note:** Psych 3175 Applied Statistical Analysis with R or Psych 3890 Advanced Psychological Statistics: The General Linear Model and Beyond can be allowed to fulfill either Distribution A or B; students must complete at least one non-statistics course for the Additional Cognitive and Biological Distributions requirement.

## Computation Requirement

Students must complete one of the following courses:\*

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 4631	Introduction to Computational Cognitive Science	3
Psych 5007	Statistics and Data Analysis in MATLAB	2

With prior approval, another course involving a significant computational/programming component may be substituted.

## Capstone/Depth Requirement

Students must complete three of the following courses:\*

*Capstone/Depth eligible courses:*

Code	Title	Units
Psych 4182	Perception, Thought, and Action	3
Psych 4412	Advanced Cognitive Neuroscience (or Psych 4413 Advanced Cognitive Neuroscience (WI))	3
Psych 4512	Neurobiology of Learning & Memory	3
Psych 4631	Introduction to Computational Cognitive Science	3
Psych 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4030	Biological Clocks	3
Biol 4580	Principles of Human Anatomy and Development	3
Biol 4582	The Physiology and Biophysics of Consciousness	2
Phil 4212	Philosophy of Neuroscience	3

*Additional Capstone/Depth eligible courses:*

- Psych 333 (all 3 units must be completed in one semester and in one lab to be considered for approval; taken Credit/No-Credit) can be used satisfy up to 3 units of the Capstone/Depth requirement.
- FYP 3001 Ampersand: Research in Mind, Brain, Behavior (two consecutive semesters must be completed; 3 units total) can substitute for Psych 333.

- Psych 444B (3 units; taken for a letter grade and requiring a final paper) can be used to satisfy up to 6 units of the Capstone/Depth requirement.
- The Honors Program in Psychology (Psych 498/Psych 499 can be used to satisfy up to 3 units total of the Capstone/Depth requirement).

In total, no more than 6 units of the above may be applied toward the Capstone/Depth requirement.

**Note:** Unless a student explicitly petitions for an exception and is granted written prior approval, only the above Capstone/Depth eligible courses can be counted toward the Capstone/Depth requirement. Contact [skohlman@wustl.edu](mailto:skohlman@wustl.edu) for the petition.

\* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

## Acceptance Into the Psychological & Brain Sciences: Cognitive Neuroscience Major

Acceptance into the major is contingent upon an application and then approval by the major committee. As part of this application, the student will meet with an appropriate advisor who will carefully review the requirements and oversee the student's progress. A brief, one-page statement from the student about why they feel the cognitive neuroscience major is appropriate for them will be requested as part of the application.

Washington University students will be considered for admission to the P&BS:CN major no sooner than during their third semester (sophomore year). Decisions are based on the student's statement and academic record as well as the interview with the advisor. A minimum GPA of 2.0 is required for admission into the major.

Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: [skohlman@wustl.edu](mailto:skohlman@wustl.edu)  
Website: <https://psych.wustl.edu/undergraduate-program>

## Psychological & Brain Sciences Major, Cognition in Children Specialization

### Program Requirements

- **Total units required:** 43-46 units (34, at least 25 of which must be at the 300 level or above, for the major requirements plus 9-12 units for the specialization)



## Required Courses

- Psych 100B Introduction to Psychology is a prerequisite for all upper-level courses (300 level and above). Exemption from Psych 100B Introduction to Psychology is possible in the following circumstances:
  - Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
  - An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- Psych 300 Introduction to Psychological Statistics
  - SDS 2200, SDS 3200, or DAT 120 may substitute for Psych 300 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for Psych 300 Introduction to Psychological Statistics.
- Psych 301 Experimental Psychology or Psych 3011 Experimental Psychology

In cases where an exemption is granted (e.g., Psych 100B, Psych 300), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives (approved by the major advisor).

## Core Requirements

Students must complete at least one course from each of the following five categories:\*

### *Social/Personality:*

Code	Title	Units
Psych 305	Health Psychology	3
Psych 315	Introduction to Social Psychology	3
Psych 353	Psychology of Personality	3
Psych 396	Psychological Dynamics of Empathy	3
Psych 4099	Human Evolutionary Psychology	3

### *Mental Health/Affective:*

Code	Title	Units
Psych 3195	Abnormal Child Psychology	3
Psych 354	Psychopathology and Mental Health	3
Psych 3645	Understanding Emotions	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

### *Biological/Neurological Bases of Behavior:*

Code	Title	Units
Psych 330	Sensation and Perception	3
Psych 3401	Biological Psychology	3
Psych 345	Genes, Environment, and Human Behavior	3

Psych 3604	Cognitive Neuroscience	3
Psych 4182	Perception, Thought, and Action	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

### *Behavior and Cognition:*

Code	Title	Units
Psych 360	Cognitive Psychology	3
Psych 361	Psychology of Learning	3
Psych 358	Language Acquisition	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3
Psych 433	Psychology of Language	3

### *Lifespan Development:*

Code	Title	Units
Psych 219	The Infant Mind: Sophomore Seminar (this course can fulfill the Lifespan Development Core, but the credit counts in the "6 units Rule")	3
Psych 321	Developmental Psychology	3
Psych 325	Psychology of Adolescence	3
Psych 326	Introduction to the Psychology of Aging	3
Psych 358	Language Acquisition	3
Psych 427	Social Gerontology	3

- \* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

## Elective Courses

Students must complete an additional 9 units of Psychology & Brain Sciences (P&BS) course work.

## 6-Units Rule

No more than 6 units from the following course types may be used to satisfy the minimum requirements for the P&BS major:

- 100-/200-level courses (other than Psych 100B Introduction to Psychology)
- Psych 333 Independent Study in Psychological and Brain Sciences
- Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences
- Psych 498 Study for Honors and Psych 499 Study for Honors
- Approved School of Continuing & Professional Studies psychology classes
- Approved psychology study abroad courses from a non-psychology study abroad program
- Cross-listed courses not home-based in P&BS
- Approved transfer credits (students transferring from another college should refer to the Transfer Credit section below)

## Cognition in Children Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 400-level course; and
- A semester of research in an appropriate, approved lab consisting of Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences, which requires the successful completion of an American Psychological Association–style research paper or an approved Honors project. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of Psych 333 Independent Study in Psychological and Brain Sciences, depending on the nature of the project intended for Psych 444C; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

One course taken for a specialization may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

## Requirements for the Cognition in Children Specialization

This specialization allows students to acquire deeper knowledge of cognitive and social-cognitive processes that occur during infancy and early childhood. The courses for this specialization consider child development more generally and then explore in more depth the development of cognitive, conceptual, linguistic, and social abilities.

*Advisor/coordinator:* Professor Lori Markson

*Course work required:*

Code	Title	Units
Psych 321	Developmental Psychology	3

*Electives* (must include two courses, at least one of which is at the 400 level):

Code	Title	Units
Psych 219	The Infant Mind: Sophomore Seminar	3
Psych 358	Language Acquisition	3
Psych 4099	Human Evolutionary Psychology	3
Psych 4591	The Development of Social Cognition	3

*Research mentorship:* Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences or Psych 498 Study for Honors/Psych 499 Study for Honors)

*Relevant faculty:* Lori Markson and Seanna Leath (other potential faculty mentors from the Division of Child Psychiatry at Washington University School of Medicine may be approved)

## Additional Information

### Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the P&BS department for their applicability toward either major in P&BS.

### Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research advisor

Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: skohlman@wustl.edu  
Website: <https://psych.wustl.edu/undergraduate-program>

# Psychological & Brain Sciences Major, Cognitive Neuroscience Specialization

## Program Requirements

- **Total units required:** 43-46 units (34, at least 25 of which must be at the 300 level or above, for the major requirements plus 9-12 units for the specialization)

## Required Courses

- Psych 100B Introduction to Psychology is a prerequisite for all upper-level courses (300 level and above). Exemption from Psych 100B Introduction to Psychology is possible in the following circumstances:
  - Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
  - An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- Psych 300 Introduction to Psychological Statistics
  - SDS 2200, SDS 3200, or DAT 120 may substitute for Psych 300 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for Psych 300 Introduction to Psychological Statistics.
- Psych 301 Experimental Psychology or Psych 3011 Experimental Psychology

In cases where an exemption is granted (e.g., Psych 100B, Psych 300), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives (approved by the major advisor).

## Core Requirements

Students must complete at least one course from each of the following five categories:

*Social/Personality:*

Code	Title	Units
Psych 305	Health Psychology	3
Psych 315	Introduction to Social Psychology	3
Psych 353	Psychology of Personality	3
Psych 396	Psychological Dynamics of Empathy	3
Psych 4099	Human Evolutionary Psychology	3

*Mental Health/Affective:*

Code	Title	Units
Psych 3195	Abnormal Child Psychology	3
Psych 354	Psychopathology and Mental Health	3
Psych 3645	Understanding Emotions	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

*Biological/Neurological Bases of Behavior:*

Code	Title	Units
Psych 330	Sensation and Perception	3
Psych 3401	Biological Psychology	3
Psych 345	Genes, Environment, and Human Behavior	3
Psych 3604	Cognitive Neuroscience	3
Psych 4182	Perception, Thought, and Action	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

*Behavior and Cognition:*

Code	Title	Units
Psych 360	Cognitive Psychology	3
Psych 361	Psychology of Learning	3
Psych 358	Language Acquisition	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3
Psych 433	Psychology of Language	3

*Lifespan Development:*

Code	Title	Units
Psych 219	The Infant Mind: Sophomore Seminar (this course can fulfill the Lifespan Development Core, but the credit counts in the "6 units Rule")	3
Psych 321	Developmental Psychology	3
Psych 325	Psychology of Adolescence	3
Psych 326	Introduction to the Psychology of Aging	3
Psych 358	Language Acquisition	3
Psych 427	Social Gerontology	3

\* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

## Elective Courses

Students must complete an additional 9 units of Psychology & Brain Sciences (P&BS) course work.

## 6-Units Rule

No more than 6 units from the following course types may be used to satisfy the minimum requirements for the P&BS major:

- 100-/200-level courses (other than Psych 100B Introduction to Psychology)
- Psych 333 Independent Study in Psychological and Brain Sciences
- Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences
- Psych 498 Study for Honors and Psych 499 Study for Honors
- Approved School of Continuing & Professional Studies psychology classes
- Approved psychology study abroad courses from a non-psychology study abroad program
- Cross-listed courses not home-based in P&BS
- Approved transfer credits (students transferring from another college should refer to the Transfer Credit section below)

## Cognitive Neuroscience Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 400-level course; and
- A semester of research in an appropriate, approved lab consisting of Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences, which requires the successful completion of an American Psychological Association–style research paper or an approved Honors project. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of Psych 333 Independent Study in Psychological and Brain Sciences, depending on the nature of the project intended for Psych 444C; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

One course taken for a specialization may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

## Requirements for the Cognitive Neuroscience Specialization

This specialization allows students to acquire deeper knowledge of the relationship between the mind and the brain. The courses for the specialization consider the neurobiological basis of psychological function at a more general level and then explore, in greater depth, specialized topics related to how higher cognitive processes (e.g., memory, attention, perception, emotion) emerge from brain function.

*Advisor/coordinator:* Professor Todd Braver

*Course work required:*

Code	Title	Units
Psych 3604	Cognitive Neuroscience	3

*Electives* (must include two courses, at least one of which is at the 400 level):

Code	Title	Units
Psych 330	Sensation and Perception	3
Psych 3401	Biological Psychology	3
Psych 345	Genes, Environment, and Human Behavior	3
Psych 4182	Perception, Thought, and Action	3
Psych 4412	Advanced Cognitive Neuroscience	3
Psych 4631	Introduction to Computational Cognitive Science	3

Psych 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior (Biological Pathways to Psychopathology)	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders (Inside the Disordered Brain)	3

*Research mentorship:* Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences or Psych 498 Study for Honors/Psych 499 Study for Honors)

*Relevant faculty:* Todd Braver, Deanna Barch, Ryan Bogdan, Ian Dobbins, Denise Head, Wouter Kool, Zachariah Reagh, and Jeff Zacks (other potential faculty mentors may be approved)

## Additional Information

### Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the P&BS department for their applicability toward either major in P&BS.

### Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research advisor

Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: [skohlman@wustl.edu](mailto:skohlman@wustl.edu)  
Website: <https://psych.wustl.edu/undergraduate-program>

# Psychological & Brain Sciences Major, Experimental Psychopathology Specialization

## Program Requirements

- **Total units required:** 43-46 units (34, at least 25 of which must be at the 300 level or above, for the major requirements plus 9-12 units for the specialization)

## Required Courses

- Psych 100B Introduction to Psychology is a prerequisite for all upper-level courses (300 level and above). Exemption from Psych 100B Introduction to Psychology is possible in the following circumstances:
  - Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
  - An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- Psych 300 Introduction to Psychological Statistics
  - SDS 2200, SDS 3200, or DAT 120 may substitute for Psych 300 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for Psych 300 Introduction to Psychological Statistics.
- Psych 301 Experimental Psychology or Psych 3011 Experimental Psychology

In cases where an exemption is granted (e.g., Psych 100B, Psych 300), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives (approved by the major advisor).

## Core Requirements

Students must complete at least one course from each of the following five categories:\*

*Social/Personality:*

Code	Title	Units
Psych 305	Health Psychology	3
Psych 315	Introduction to Social Psychology	3
Psych 353	Psychology of Personality	3
Psych 396	Psychological Dynamics of Empathy	3
Psych 4099	Human Evolutionary Psychology	3

*Mental Health/Affective:*

Code	Title	Units
Psych 3195	Abnormal Child Psychology	3
Psych 354	Psychopathology and Mental Health	3
Psych 3645	Understanding Emotions	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

*Biological/Neurological Bases of Behavior:*

Code	Title	Units
Psych 330	Sensation and Perception	3
Psych 3401	Biological Psychology	3
Psych 345	Genes, Environment, and Human Behavior	3
Psych 3604	Cognitive Neuroscience	3
Psych 4182	Perception, Thought, and Action	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

*Behavior and Cognition:*

Code	Title	Units
Psych 360	Cognitive Psychology	3
Psych 361	Psychology of Learning	3
Psych 358	Language Acquisition	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3
Psych 433	Psychology of Language	3

*Lifespan Development:*

Code	Title	Units
Psych 219	The Infant Mind: Sophomore Seminar (this course can fulfill the Lifespan Development Core, but the credit counts in the "6 units Rule")	3
Psych 321	Developmental Psychology	3
Psych 325	Psychology of Adolescence	3
Psych 326	Introduction to the Psychology of Aging	3
Psych 358	Language Acquisition	3
Psych 427	Social Gerontology	3

\* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

## Elective Courses

Students must complete an additional 9 units of Psychology & Brain Sciences (P&BS) course work.

## 6-Units Rule

No more than 6 units from the following course types may be used to satisfy the minimum requirements for the P&BS major:

- 100-/200-level courses (other than Psych 100B Introduction to Psychology)
- Psych 333 Independent Study in Psychological and Brain Sciences
- Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences
- Psych 498 Study for Honors and Psych 499 Study for Honors
- Approved School of Continuing & Professional Studies psychology classes
- Approved psychology study abroad courses from a non-psychology study abroad program
- Cross-listed courses not home-based in P&BS
- Approved transfer credits (students transferring from another college should refer to the Transfer Credit section below)

## Experimental Psychopathology Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 400-level course; and
- A semester of research in an appropriate, approved lab consisting of Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences, which requires the successful completion of an American Psychological Association-style research paper or an approved Honors project. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of Psych 333 Independent Study in Psychological and Brain Sciences, depending on the nature of the project intended for Psych 444C; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

One course taken for a specialization may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

## Requirements for the Experimental Psychopathology Specialization

This specialization allows students to acquire more advanced knowledge of the ways in which psychologists study mental disorders. Current research demonstrates the importance of integrating psychological and biological variables to better understand the classification, etiology, and treatment of a wide variety of mental disorders, including schizophrenia, mood disorders, anxiety disorders, substance use disorders, and eating disorders. Students who pursue this specialization will develop a broad-based appreciation for conceptual and methodological issues that are central to research in psychopathology.

*Advisor/coordinator:* Professor Deanna Barch

*Course work required:*

Code	Title	Units
Psych 354	Psychopathology and Mental Health	3

*Electives* (must include two courses, at least one of which is at the 400 level):

Code	Title	Units
Psych 345	Genes, Environment, and Human Behavior	3
Psych 4557	Biopsychosocial Aspects of Eating Disorders and Obesity	3
Psych 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior (Biological Pathways to Psychopathology)	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders (Inside the Disordered Brain)	3

*Research mentorship:* Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences or Psych 498 Study for Honors/Psych 499 Study for Honors)

*Relevant faculty:* Deanna Barch, Ryan Bogdan, Josh Jackson, Renee Thompson, and Denise Wilfley (other potential faculty mentors may be approved)

## Additional Information

### Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the P&BS department for their applicability toward either major in P&BS.

### Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research advisor

Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: skohlman@wustl.edu  
Website: <https://psych.wustl.edu/undergraduate-program>

## Psychological & Brain Sciences Major, Lifespan Development Specialization

### Program Requirements

- **Total units required:** 43-46 units (34, at least 25 of which must be at the 300 level or above, for the major requirements plus 9-12 units for the specialization)

### Required Courses

- Psych 100B Introduction to Psychology is a prerequisite for all upper-level courses (300 level and above). Exemption from Psych 100B Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- Psych 300 Introduction to Psychological Statistics
  - SDS 2200, SDS 3200, or DAT 120 may substitute for Psych 300 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for Psych 300 Introduction to Psychological Statistics.
- Psych 301 Experimental Psychology or Psych 3011 Experimental Psychology

In cases where an exemption is granted (e.g., Psych 100B, Psych 300), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives (approved by the major advisor).

## Core Requirements

Students must complete at least one course from each of the following five categories:\*

### *Social/Personality:*

Code	Title	Units
Psych 305	Health Psychology	3
Psych 315	Introduction to Social Psychology	3
Psych 353	Psychology of Personality	3
Psych 396	Psychological Dynamics of Empathy	3
Psych 4099	Human Evolutionary Psychology	3

### *Mental Health/Affective:*

Code	Title	Units
Psych 3195	Abnormal Child Psychology	3
Psych 354	Psychopathology and Mental Health	3
Psych 3645	Understanding Emotions	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

### *Biological/Neurological Bases of Behavior:*

Code	Title	Units
Psych 330	Sensation and Perception	3
Psych 3401	Biological Psychology	3
Psych 345	Genes, Environment, and Human Behavior	3
Psych 3604	Cognitive Neuroscience	3
Psych 4182	Perception, Thought, and Action	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

### *Behavior and Cognition:*

Code	Title	Units
Psych 360	Cognitive Psychology	3
Psych 361	Psychology of Learning	3
Psych 358	Language Acquisition	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3
Psych 433	Psychology of Language	3

### *Lifespan Development:*

Code	Title	Units
Psych 219	The Infant Mind: Sophomore Seminar (this course can fulfill the Lifespan Development Core, but the credit counts in the "6 units Rule")	3
Psych 321	Developmental Psychology	3
Psych 325	Psychology of Adolescence	3
Psych 326	Introduction to the Psychology of Aging	3
Psych 358	Language Acquisition	3
Psych 427	Social Gerontology	3

\* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

## Elective Courses

Students must complete an additional 9 units of Psychology & Brain Sciences (P&BS) course work.

## 6-Units Rule

No more than 6 units from the following course types may be used to satisfy the minimum requirements for the P&BS major:

- 100-/200-level courses (other than Psych 100B Introduction to Psychology)
- Psych 333 Independent Study in Psychological and Brain Sciences
- Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences
- Psych 498 Study for Honors and Psych 499 Study for Honors
- Approved School of Continuing & Professional Studies psychology classes
- Approved psychology study abroad courses from a non-psychology study abroad program
- Cross-listed courses not home-based in P&BS
- Approved transfer credits (students transferring from another college should refer to the Transfer Credit section below)

## Lifespan Development Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.



A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 400-level course; and
- A semester of research in an appropriate, approved lab consisting of Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences, which requires the successful completion of an American Psychological Association–style research paper or an approved Honors project. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of Psych 333 Independent Study in Psychological and Brain Sciences, depending on the nature of the project intended for Psych 444C; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

One course taken for a specialization may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

## Requirements for the Lifespan Development Specialization

Many introductory courses in developmental psychology focus on the changes that occur from birth to adolescence. The specialization in lifespan development provides students with an understanding of the cognitive and physiological changes that occur over the lifespan, with a primary focus on older adulthood. A major goal of the specialization is to provide students with an understanding of the similarities and differences in development at different stages of the lifespan.

*Advisor/coordinator:* Professor Mitchell Sommers

*Course work required:*

Code	Title	Units
Psych 326	Introduction to the Psychology of Aging	3

*Electives:*

Code	Title	Units
Psych 321	Developmental Psychology	3
Psych 427	Social Gerontology	3
Psych 4355	Personality Development Across the Life Span	3

*Research mentorship or internship experience related to Lifespan*

*Development:* Students can complete this aspect of the specialization with either a prior approved research mentorship or an approved internship related to older adults (i.e., Psych 225 Internship in Psychology, Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences, or Psych 498 Study for Honors/Psych 499 Study for Honors). Successful completion of a paper is required in all cases.

*Relevant faculty for research mentorship:* Mitchell Sommers, Brian Carpenter, Sandra Hale, Denise Head, Patrick Hill, Derek Isaacowitz, Josh Jackson, and Lori Markson (other potential faculty mentors may be approved)

*Possible internships:* Students may complete a prior approved internship related to older adults as well as a paper about the internship experience. Options may include work in an assisted-living facility or another community-based program designed to assist older adults. Other internships are available; consult the Psychological & Brain Sciences department website for information about internship opportunities in psychology.

## Additional Information

### Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the P&BS department for their applicability toward either major in P&BS.

### Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research advisor

Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: 314-935-5169  
Website: <https://psych.wustl.edu/undergraduate-program>

# Psychological & Brain Sciences Major, Personality and Individual Differences Specialization

## Program Requirements

- **Total units required:** 43-46 units (34, at least 25 of which must be at the 300 level or above, for the major requirements plus 9-12 units for the specialization)

## Required Courses

- Psych 100B Introduction to Psychology is a prerequisite for all upper-level courses (300 level and above). Exemption from Psych 100B Introduction to Psychology is possible in the following circumstances:
  - Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
  - An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- Psych 300 Introduction to Psychological Statistics
  - SDS 2200, SDS 3200, or DAT 120 may substitute for Psych 300 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for Psych 300 Introduction to Psychological Statistics.
- Psych 301 Experimental Psychology or Psych 3011 Experimental Psychology

In cases where an exemption is granted (e.g., Psych 100B, Psych 300), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives (approved by the major advisor).

## Core Requirements

Students must complete at least one course from each of the following five categories:\*

*Social/Personality:*

Code	Title	Units
Psych 305	Health Psychology	3
Psych 315	Introduction to Social Psychology	3
Psych 353	Psychology of Personality	3
Psych 396	Psychological Dynamics of Empathy	3
Psych 4099	Human Evolutionary Psychology	3

*Mental Health/Affective:*

Code	Title	Units
Psych 3195	Abnormal Child Psychology	3
Psych 354	Psychopathology and Mental Health	3
Psych 3645	Understanding Emotions	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

*Biological/Neurological Bases of Behavior:*

Code	Title	Units
Psych 330	Sensation and Perception	3
Psych 3401	Biological Psychology	3
Psych 345	Genes, Environment, and Human Behavior	3
Psych 3604	Cognitive Neuroscience	3
Psych 4182	Perception, Thought, and Action	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

*Behavior and Cognition:*

Code	Title	Units
Psych 360	Cognitive Psychology	3
Psych 361	Psychology of Learning	3
Psych 358	Language Acquisition	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3
Psych 433	Psychology of Language	3

*Lifespan Development:*

Code	Title	Units
Psych 219	The Infant Mind: Sophomore Seminar (this course can fulfill the Lifespan Development Core, but the credit counts in the "6 units Rule")	3
Psych 321	Developmental Psychology	3
Psych 325	Psychology of Adolescence	3
Psych 326	Introduction to the Psychology of Aging	3
Psych 358	Language Acquisition	3
Psych 427	Social Gerontology	3

\* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

## Elective Courses

Students must complete an additional 9 units of Psychology & Brain Sciences (P&BS) course work.

## 6-Units Rule

No more than 6 units from the following course types may be used to satisfy the minimum requirements for the P&BS major:

- 100-/200-level courses (other than Psych 100B Introduction to Psychology)
- Psych 333 Independent Study in Psychological and Brain Sciences
- Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences
- Psych 498 Study for Honors and Psych 499 Study for Honors
- Approved School of Continuing & Professional Studies psychology classes
- Approved psychology study abroad courses from a non-psychology study abroad program
- Cross-listed courses not home-based in P&BS
- Approved transfer credits (students transferring from another college should refer to the Transfer Credit section below)

## Personality and Individual Differences Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 400-level course; and
- A semester of research in an appropriate, approved lab consisting of Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences, which requires the successful completion of an American Psychological Association–style research paper or an approved Honors project. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of Psych 333 Independent Study in Psychological and Brain Sciences, depending on the nature of the project intended for Psych 444C; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

One course taken for a specialization may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

## Requirements for the Personality and Individual Differences Specialization

This specialization allows students to acquire deeper knowledge of how and why individuals differ from one another and the ways in which individual (e.g., personality) and group (e.g., gender) differences influence behavior, emotion, experience, identity, and psychopathology. The core course for the specialization (Psych 353) considers personality more generally. The seminars explore, in depth, specific aspects of personality and individual differences, including biological bases of individual differences (i.e., genetics), the interpersonal processes associated with personality and personality judgment, individual differences in self and identity, group differences, and personality pathology.

*Advisor/coordinator:* Professor Tammy English

*Course work required:*

Code	Title	Units
Psych 353	Psychology of Personality	3

*Electives* (must include two courses, at least one of which is at the 400 level):

Code	Title	Units
Psych 345	Genes, Environment, and Human Behavior	3
Psych 3645	Understanding Emotions	3
Psych 413	Contemporary Topics in Social Psychology (with prior approval only)	3

Psych 4355	Personality Development Across the Life Span	3
Psych 4367	Seminar in Positive Psychology	3
Psych 4555	Emotion Regulation	3
Psych 4593	Psychology of the Good Life	3

*Research mentorship:* Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences or Psych 498 Study for Honors/Psych 499 Study for Honors)

*Relevant faculty:* Tammy English, Patrick Hill, Derek Isaacowitz, Josh Jackson, Michael Strube, Jesse Sun, Renee Thompson, and Emily Willroth (other potential faculty mentors may be approved)

## Additional Information

### Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the P&BS department for their applicability toward either major in P&BS.

### Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research advisor

Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: [skohlman@wustl.edu](mailto:skohlman@wustl.edu)  
Website: <https://psych.wustl.edu/undergraduate-program>

# Psychological & Brain Sciences: Cognitive Neuroscience Major, Cognition in Children Specialization

## Program Requirements

- **Total units required:** 45-49 units (36-37, as well as prerequisites, for the major requirements plus 9-12 units for the specialization)

How does the brain think? Cognitive neuroscience refers to how mental functions are linked to the operation of the brain and nervous system. The goal of cognitive neuroscience is to provide an understanding of psychological processes such as attention, memory, thinking, and emotion in terms of physical principles and biological components. At the same time, cognitive neuroscience aims to provide an understanding of the psychological constraints on how the brain functions, computes, and generates behavior. Students who pursue the undergraduate major in Psychological & Brain Sciences: Cognitive Neuroscience (PB&S:CN) will gain a strong foundation in how to study the brain and mind at various levels of analysis, including cellular biology, brain systems, cognitive and affective function, and neural computation. In addition, they will gain an appreciation of the relation between healthy cognitive and brain function and its breakdown in various disease states and disorders. The PB&S:CN major provides excellent preparation for a career in health and medical professions, scientific research, computer fields, education, and law.

## Prerequisites

Students must complete the following courses outside of Psychological & Brain Sciences:

Code	Title	Units
Math 132	Calculus II	3
Biol 2960	Principles of Biology I	4
<b>Total Units</b>		<b>7</b>

**Note:** Each of these prerequisites has its own prerequisites: Math 132 Calculus II requires Math 131; for Biol 2960 Principles of Biology I, taking Chem 111A and Chem 112A (concurrently) is strongly recommended. These courses are biology and pre-med prerequisites as well, and they are typically completed during a student's first year. They may alternatively be satisfied through AP credit or any other mechanism approved by the respective department or the College. These prerequisites do not earn credit toward the P&BS:CN major, but must be completed with a passing grade (C- or above) by the end of the student's third-year to remain in good standing for the major.

## Required Courses

Code	Title	Units
Psych 100B	Introduction to Psychology	3
Psych 300	Introduction to Psychological Statistics	3
Psych 301 or Psych 3011	Experimental Psychology	4
Psych 3401 or Psych 344	Biological Psychology Principles of the Nervous System	3
Psych 360	Cognitive Psychology	3
Psych 3604	Cognitive Neuroscience	3
<b>Total Units</b>		<b>19</b>

**Note:** The first three requirements (i.e., Psych 100B Introduction to Psychology, Psych 300 Introduction to Psychological Statistics, and Psych 301 Experimental Psychology/Psych 3011 Experimental Psychology) are the same as those for the regular P&BS major. Psych 344 Principles of the Nervous System is home-based in Biology; students should register under the cross-listed Psych L33 course designation, not Biol 3411 Principles of the Nervous System.

Exemption from Psych 100B Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- SDS 2200, SDS 3200, or DAT 120 may substitute for Psych 300 Introduction to Psychological Statistics. No AP math course can substitute for Psych 300 Introduction to Psychological Statistics.

In cases where an exemption is granted (e.g., Psych 100B, Psych 300), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives (approved by the major advisor).

## Additional Cognitive and Biological Distributions

Students must complete two courses — one each from the Distribution A and B lists:

*Distribution A eligible courses:\**

Code	Title	Units
Psych 321	Developmental Psychology	3
Psych 330	Sensation and Perception	3
Psych 358	Language Acquisition	3
Psych 361	Psychology of Learning	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3
Psych 4182	Perception, Thought, and Action	3

Psych 433	Psychology of Language	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

*Distribution B eligible courses:\**

Code	Title	Units
Psych 345	Genes, Environment, and Human Behavior	3
Biol 3057	Physiological Control Systems	3
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 363	The Neuroscience of Movement: You Think, So You Can Dance?	3
Physics 350	Physics of the Brain	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

**Note:** Psych 3175 Applied Statistical Analysis with R or Psych 3890 Advanced Psychological Statistics: The General Linear Model and Beyond can be allowed to fulfill either Distribution A or B; students must complete at least one non-statistics course for the Additional Cognitive and Biological Distributions requirement.

## Computation Requirement

Students must complete one of the following courses:\*

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 4631	Introduction to Computational Cognitive Science	3
Psych 5007	Statistics and Data Analysis in MATLAB	2

With prior approval, another course involving a significant computational/programming component may be substituted.

## Capstone/Depth Requirement

Students must complete three of the following courses:\*

*Capstone/Depth eligible courses:*

Code	Title	Units
Psych 4182	Perception, Thought, and Action	3
Psych 4412	Advanced Cognitive Neuroscience (or Psych 4413 Advanced Cognitive Neuroscience (WI))	3
Psych 4512	Neurobiology of Learning & Memory	3
Psych 4631	Introduction to Computational Cognitive Science	3

Psych 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4030	Biological Clocks	3
Biol 4580	Principles of Human Anatomy and Development	3
Biol 4582	The Physiology and Biophysics of Consciousness	2
Phil 4212	Philosophy of Neuroscience	3

*Additional Capstone/Depth eligible courses:*

- Psych 333 (all 3 units must be completed in one semester and in one lab to be considered for approval; taken Credit/No-Credit) can be used satisfy up to 3 units of the Capstone/Depth requirement.
- FYP 3001 Ampersand: Research in Mind, Brain, Behavior (two consecutive semesters must be completed; 3 units total) can substitute for Psych 333.
- Psych 444B (3 units; taken for a letter grade and requiring a final paper) can be used to satisfy up to 6 units of the Capstone/Depth requirement.
- The Honors Program in Psychology (Psych 498/Psych 499 can be used to satisfy up to 3 units total of the Capstone/Depth requirement).

In total, no more than 6 units of the above may be applied toward the Capstone/Depth requirement.

**Note:** Unless a student explicitly petitions for an exception and is granted written prior approval, only the above Capstone/Depth eligible courses can be counted toward the Capstone/Depth requirement. Contact [skohlman@wustl.edu](mailto:skohlman@wustl.edu) for the petition.

\* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

## Acceptance Into the Psychological & Brain Sciences: Cognitive Neuroscience Major

Acceptance into the major is contingent upon an application and then approval by the major committee. As part of this application, the student will meet with an appropriate advisor who will carefully review the requirements and oversee the student's progress. A brief, one-page statement from the student about why they feel the cognitive neuroscience major is appropriate for them will be requested as part of the application.

Washington University students will be considered for admission to the P&BS:CN major no sooner than during their third semester (sophomore year). Decisions are based on the student's statement and academic record as well as the interview with the advisor. A minimum GPA of 2.0 is required for admission into the major.

## Cognition in Children Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 400-level course; and
- A semester of research in an appropriate, approved lab consisting of Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences, which requires the successful completion of an American Psychological Association-style research paper or an approved Honors project. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of Psych 333 Independent Study in Psychological and Brain Sciences, depending on the nature of the project intended for Psych 444C; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

One course taken for a specialization may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization.

Students should contact Shelley Kohlman ([skohlman@wustl.edu](mailto:skohlman@wustl.edu)) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

## Requirements for the Cognition in Children Specialization

This specialization allows students to acquire deeper knowledge of cognitive and social-cognitive processes that occur during infancy and early childhood. The courses for this specialization consider child development more generally and then explore in more depth the development of cognitive, conceptual, linguistic, and social abilities.

*Advisor/coordinator:* Professor Lori Markson

*Course work required:*

Code	Title	Units
Psych 321	Developmental Psychology	3

*Electives* (must include two courses, at least one of which is at the 400 level):

Code	Title	Units
Psych 219	The Infant Mind: Sophomore Seminar	3
Psych 358	Language Acquisition	3
Psych 4099	Human Evolutionary Psychology	3
Psych 4591	The Development of Social Cognition	3

*Research mentorship:* Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences or Psych 498 Study for Honors/Psych 499 Study for Honors)

*Relevant faculty:* Lori Markson and Seanna Leath (other potential faculty mentors from the Division of Child Psychiatry at WUSM may be approved)

## Additional Information

### Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the P&BS department for their applicability toward either major in P&BS.

### Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research advisor

Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: skohlman@wustl.edu  
Website: <https://psych.wustl.edu/undergraduate-program>

## Psychological & Brain Sciences: Cognitive Neuroscience Major, Experimental Psychopathology Specialization

### Program Requirements

- **Total units required:** 45-49 units (36-37, as well as prerequisites, for the major requirements plus 9-12 units for the specialization)

How does the brain think? Cognitive neuroscience refers to how mental functions are linked to the operation of the brain and nervous system. The goal of cognitive neuroscience is to provide an understanding of psychological processes such as attention, memory, thinking, and emotion in terms of physical principles and biological components. At the same time, cognitive neuroscience aims to provide an understanding of the psychological constraints on how the brain functions, computes, and generates behavior. Students who pursue the undergraduate major in Psychological & Brain Sciences: Cognitive Neuroscience (PB&S:CN) will gain a strong foundation in how to study the brain and mind at various levels of analysis, including cellular biology, brain systems, cognitive and affective function, and neural computation. In addition, they will gain an appreciation of the relation between healthy cognitive and brain function and its breakdown in various disease states and disorders. The PB&S:CN major provides excellent preparation for a career in health and medical professions, scientific research, computer fields, education, and law.

### Prerequisites

Students must complete the following courses outside of Psychological & Brain Sciences:

Code	Title	Units
Math 132	Calculus II	3
Biol 2960	Principles of Biology I	4
<b>Total Units</b>		<b>7</b>

**Note:** Each of these prerequisites has its own prerequisites: Math 132 Calculus II requires Math 131; for Biol 2960 Principles of Biology I, taking Chem 111A and Chem 112A (concurrently) is strongly recommended. These courses are biology and pre-med prerequisites as well, and they are typically completed during a student's first year. They may alternatively be satisfied through AP credit or any other mechanism

approved by the respective department or the College. These prerequisites do not earn credit toward the P&BS:CN major, but must be completed with a passing grade (C- or above) by the end of the student's third-year to remain in good standing for the major.

## Required Courses

Code	Title	Units
Psych 100B	Introduction to Psychology	3
Psych 300	Introduction to Psychological Statistics	3
Psych 301	Experimental Psychology	4
or Psych 3011	Experimental Psychology	
Psych 3401	Biological Psychology	3
or Psych 344	Principles of the Nervous System	
Psych 360	Cognitive Psychology	3
Psych 3604	Cognitive Neuroscience	3
<b>Total Units</b>		<b>19</b>

**Note:** The first three requirements (i.e., Psych 100B Introduction to Psychology, Psych 300 Introduction to Psychological Statistics, and Psych 301 Experimental Psychology/Psych 3011 Experimental Psychology) are the same as those for the regular P&BS major. Psych 344 Principles of the Nervous System is home-based in Biology; students should register under the cross-listed Psych L33 course designation, not Biol 3411 Principles of the Nervous System.

Exemption from Psych 100B Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- SDS 2200, SDS 3200, or DAT 120 may substitute for Psych 300 Introduction to Psychological Statistics. No AP math course can substitute for Psych 300 Introduction to Psychological Statistics.

In cases where an exemption is granted (e.g., Psych 100B, Psych 300), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives (approved by the major advisor).

## Additional Cognitive and Biological Distributions

Students must complete two courses — one each from the Distribution A and B lists:

*Distribution A eligible courses:\**

Code	Title	Units
Psych 321	Developmental Psychology	3
Psych 330	Sensation and Perception	3
Psych 358	Language Acquisition	3
Psych 361	Psychology of Learning	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3

Psych 4182	Perception, Thought, and Action	3
Psych 433	Psychology of Language	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

*Distribution B eligible courses:\**

Code	Title	Units
Psych 345	Genes, Environment, and Human Behavior	3
Biol 3057	Physiological Control Systems	3
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 363	The Neuroscience of Movement: You Think, So You Can Dance?	3
Physics 350	Physics of the Brain	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

**Note:** Psych 3175 Applied Statistical Analysis with R or Psych 3890 Advanced Psychological Statistics: The General Linear Model and Beyond can be allowed to fulfill either Distribution A or B; students must complete at least one non-statistics course for the Additional Cognitive and Biological Distributions requirement.

## Computation Requirement

Students must complete one of the following courses:\*

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 4631	Introduction to Computational Cognitive Science	3
Psych 5007	Statistics and Data Analysis in MATLAB	2

With prior approval, another course involving a significant computational/programming component may be substituted.

## Capstone/Depth Requirement

Students must complete three of the following courses:\*

*Capstone/Depth eligible courses:*

Code	Title	Units
Psych 4182	Perception, Thought, and Action	3
Psych 4412	Advanced Cognitive Neuroscience (or Psych 4413 Advanced Cognitive Neuroscience (WI))	3
Psych 4512	Neurobiology of Learning & Memory	3
Psych 4631	Introduction to Computational Cognitive Science	3



Psych 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4030	Biological Clocks	3
Biol 4580	Principles of Human Anatomy and Development	3
Biol 4582	The Physiology and Biophysics of Consciousness	2
Phil 4212	Philosophy of Neuroscience	3

*Additional Capstone/Depth eligible courses:*

- Psych 333 (all 3 units must be completed in one semester and in one lab to be considered for approval; taken Credit/No-Credit) can be used satisfy up to 3 units of the Capstone/Depth requirement.
- FYP 3001 Ampersand: Research in Mind, Brain, Behavior (two consecutive semesters must be completed; 3 units total) can substitute for Psych 333.
- Psych 444B (3 units; taken for a letter grade and requiring a final paper) can be used to satisfy up to 6 units of the Capstone/Depth requirement.
- The Honors Program in Psychology (Psych 498/Psych 499 can be used to satisfy up to 3 units total of the Capstone/Depth requirement).

In total, no more than 6 units of the above may be applied toward the Capstone/Depth requirement.

**Note:** Unless a student explicitly petitions for an exception and is granted written prior approval, only the above Capstone/Depth eligible courses can be counted toward the Capstone/Depth requirement. Contact [skohlman@wustl.edu](mailto:skohlman@wustl.edu) for the petition.

\* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

## Acceptance Into the Psychological & Brain Sciences: Cognitive Neuroscience Major

Acceptance into the major is contingent upon an application and then approval by the major committee. As part of this application, the student will meet with an appropriate advisor who will carefully review the requirements and oversee the student's progress. A brief, one-page statement from the student about why they feel the cognitive neuroscience major is appropriate for them will be requested as part of the application.

Washington University students will be considered for admission to the P&BS:CN major no sooner than during their third semester (sophomore year). Decisions are based on the student's statement and academic record as well as the interview with the advisor. A minimum GPA of 2.0 is required for admission into the major.

## Experimental Psychopathology Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 400-level course; and
- A semester of research in an appropriate, approved lab consisting of Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences, which requires the successful completion of an American Psychological Association–style research paper or an approved Honors project. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of Psych 333 Independent Study in Psychological and Brain Sciences, depending on the nature of the project intended for Psych 444C; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

One course taken for a specialization may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization.

Students should contact Shelley Kohlman ([skohlman@wustl.edu](mailto:skohlman@wustl.edu)) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

## Requirements for the Experimental Psychopathology Specialization

This specialization allows students to acquire more advanced knowledge of the ways in which psychologists study mental disorders. Current research demonstrates the importance of integrating psychological and biological variables to better understand the classification, etiology, and treatment of a wide variety of mental disorders, including schizophrenia, mood disorders, anxiety disorders, substance use disorders, and eating disorders. Students who pursue this specialization will develop a broad-based appreciation for conceptual and methodological issues that are central to research in psychopathology.

*Advisor/coordinator:* Professor Deanna Barch

*Course work required:*

Code	Title	Units
Psych 354	Psychopathology and Mental Health	3

*Electives* (must include two courses, at least one of which is at the 400 level):

Code	Title	Units
Psych 345	Genes, Environment, and Human Behavior	3
Psych 4557	Biopsychosocial Aspects of Eating Disorders and Obesity	3
Psych 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior (Biological Pathways to Psychopathology)	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders (Inside the Disordered Brain)	3

*Research mentorship:* Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences or Psych 498 Study for Honors/Psych 499 Study for Honors)

*Relevant faculty:* Deanna Barch, Ryan Bogdan, Josh Jackson, Renee Thompson, and Denise Wilfley (other potential faculty mentors may be approved)

## Additional Information

### Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the P&BS department for their applicability toward either major in P&BS.

## Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research advisor

Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: [skohlman@wustl.edu](mailto:skohlman@wustl.edu)  
Website: <https://psych.wustl.edu/undergraduate-program>

## Psychological & Brain Sciences: Cognitive Neuroscience Major, Lifespan Development Specialization

### Program Requirements

- **Total units required:** 45-49 units (36-37, as well as prerequisites, for the major requirements plus 9-12 units for the specialization)

How does the brain think? Cognitive neuroscience refers to how mental functions are linked to the operation of the brain and nervous system. The goal of cognitive neuroscience is to provide an understanding of psychological processes such as attention, memory, thinking, and emotion in terms of physical principles and biological components. At the same time, cognitive neuroscience aims to provide an understanding of the psychological constraints on how the brain functions, computes, and generates behavior. Students who pursue the undergraduate major in Psychological & Brain Sciences: Cognitive Neuroscience (PB&S:CN) will gain a strong foundation in how to study the brain and mind at various levels of analysis, including cellular biology, brain systems, cognitive and affective function, and neural computation. In addition, they will gain an appreciation of the relation between healthy cognitive and brain function and its breakdown in various disease states and disorders. The PB&S:CN major provides excellent preparation for a career in health and medical professions, scientific research, computer fields, education, and law.

## Prerequisites

Students must complete the following courses outside of Psychological & Brain Sciences:

Code	Title	Units
Math 132	Calculus II	3
Biol 2960	Principles of Biology I	4
<b>Total Units</b>		<b>7</b>

**Note:** Each of these prerequisites has its own prerequisites: Math 132 Calculus II requires Math 131; for Biol 2960 Principles of Biology I, taking Chem 111A and Chem 112A (concurrently) is strongly recommended. These courses are biology and pre-med prerequisites as well, and they are typically completed during a student's first year. They may alternatively be satisfied through AP credit or any other mechanism approved by the respective department or the College. These prerequisites do not earn credit toward the P&BS:CN major, but must be completed with a passing grade (C- or above) by the end of the student's third-year to remain in good standing for the major.

## Required Courses

Code	Title	Units
Psych 100B	Introduction to Psychology	3
Psych 300	Introduction to Psychological Statistics	3
Psych 301 or Psych 3011	Experimental Psychology	4
Psych 3401 or Psych 344	Biological Psychology	3
Psych 360	Cognitive Psychology	3
Psych 3604	Cognitive Neuroscience	3
<b>Total Units</b>		<b>19</b>

**Note:** The first three requirements (i.e., Psych 100B Introduction to Psychology, Psych 300 Introduction to Psychological Statistics, and Psych 301 Experimental Psychology/Psych 3011 Experimental Psychology) are the same as those for the regular P&BS major. Psych 344 Principles of the Nervous System is home-based in Biology; students should register under the cross-listed Psych L33 course designation, not Biol 3411 Principles of the Nervous System.

Exemption from Psych 100B Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- SDS 2200, SDS 3200, or DAT 120 may substitute for Psych 300 Introduction to Psychological Statistics. No AP math course can substitute for Psych 300 Introduction to Psychological Statistics.

In cases where an exemption is granted (e.g., Psych 100B, Psych 300), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives (approved by the major advisor).

## Additional Cognitive and Biological Distributions

Students must complete two courses — one each from the Distribution A and B lists:

*Distribution A eligible courses:\**

Code	Title	Units
Psych 321	Developmental Psychology	3
Psych 330	Sensation and Perception	3
Psych 358	Language Acquisition	3
Psych 361	Psychology of Learning	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3
Psych 4182	Perception, Thought, and Action	3
Psych 433	Psychology of Language	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

*Distribution B eligible courses:\**

Code	Title	Units
Psych 345	Genes, Environment, and Human Behavior	3
Biol 3057	Physiological Control Systems	3
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 363	The Neuroscience of Movement: You Think, So You Can Dance?	3
Physics 350	Physics of the Brain	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

**Note:** Psych 3175 Applied Statistical Analysis with R or Psych 3890 Advanced Psychological Statistics: The General Linear Model and Beyond can be allowed to fulfill either Distribution A or B; students must complete at least one non-statistics course for the Additional Cognitive and Biological Distributions requirement.

## Computation Requirement

Students must complete one of the following courses:\*

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 4631	Introduction to Computational Cognitive Science	3
Psych 5007	Statistics and Data Analysis in MATLAB	2

With prior approval, another course involving a significant computational/programming component may be substituted.

## Capstone/Depth Requirement

Students must complete three of the following courses:\*

*Capstone/Depth eligible courses:*

Code	Title	Units
Psych 4182	Perception, Thought, and Action	3
Psych 4412	Advanced Cognitive Neuroscience (or Psych 4413 Advanced Cognitive Neuroscience (WI))	3
Psych 4512	Neurobiology of Learning & Memory	3
Psych 4631	Introduction to Computational Cognitive Science	3
Psych 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4030	Biological Clocks	3
Biol 4580	Principles of Human Anatomy and Development	3
Biol 4582	The Physiology and Biophysics of Consciousness	2
Phil 4212	Philosophy of Neuroscience	3

*Additional Capstone/Depth eligible courses:*

- Psych 333 (all 3 units must be completed in one semester and in one lab to be considered for approval; taken Credit/No-Credit) can be used satisfy up to 3 units of the Capstone/Depth requirement.
- FYP 3001 Ampersand: Research in Mind, Brain, Behavior (two consecutive semesters must be completed; 3 units total) can substitute for Psych 333.
- Psych 444B (3 units; taken for a letter grade and requiring a final paper) can be used to satisfy up to 6 units of the Capstone/Depth requirement.
- The Honors Program in Psychology (Psych 498/Psych 499 can be used to satisfy up to 3 units total of the Capstone/Depth requirement).

In total, no more than 6 units of the above may be applied toward the Capstone/Depth requirement.

**Note:** Unless a student explicitly petitions for an exception and is granted written prior approval, only the above Capstone/Depth eligible courses can be counted toward the Capstone/Depth requirement. Contact skohlman@wustl.edu for the petition.

\* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

## Acceptance Into the Psychological & Brain Sciences: Cognitive Neuroscience Major

Acceptance into the major is contingent upon an application and then approval by the major committee. As part of this application, the student will meet with an appropriate advisor who will carefully review the requirements and oversee the student's progress. A brief, one-page statement from the student about why they feel the cognitive neuroscience major is appropriate for them will be requested as part of the application.

Washington University students will be considered for admission to the P&BS:CN major no sooner than during their third semester (sophomore year). Decisions are based on the student's statement and academic record as well as the interview with the advisor. A minimum GPA of 2.0 is required for admission into the major.

## Lifespan Development Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 400-level course; and
- A semester of research in an appropriate, approved lab consisting of Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences, which requires the successful completion of an American Psychological Association-style research paper or an approved Honors project. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of Psych 333 Independent Study in Psychological and Brain Sciences, depending on the nature of the project intended for Psych 444C; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

One course taken for a specialization may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

## Requirements for the Lifespan Development Specialization

Many introductory courses in developmental psychology focus on the changes that occur from birth to adolescence. The specialization in lifespan development provides students with an understanding of the cognitive and physiological changes that occur over the lifespan, with a primary focus on older adulthood. A major goal of the specialization is to provide students with an understanding of the similarities and differences in development at different stages of the lifespan.

*Advisor/coordinator:* Professor Mitchell Sommers

*Course work required:*

Code	Title	Units
Psych 326	Introduction to the Psychology of Aging	3

*Electives:*

Code	Title	Units
Psych 321	Developmental Psychology	3
Psych 427	Social Gerontology	3
Psych 4355	Personality Development Across the Life Span	3

*Research mentorship or internship experience related to Lifespan Development:* Students can complete this aspect of the specialization with either a prior approved research mentorship or an approved internship related to older adults (i.e., Psych 225 Internship in Psychology, Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences, or Psych 498 Study for Honors/Psych 499 Study for Honors). Successful completion of a paper is required in all cases.

*Relevant faculty for research mentorship:* Mitchell Sommers, Brian Carpenter, Sandra Hale, Denise Head, Patrick Hill, Derek Isaacowitz, Josh Jackson, and Lori Markson (other potential faculty mentors may be approved)

*Possible internships:* Prior approved internship related to older adults and successful completion of a paper. Options may include work in an assisted-living facility or another community-based program designed to assist older adults. Other internships are available; consult the P&BS website for internship opportunities in psychology.

## Additional Information

### Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the P&BS department for their applicability toward either major in P&BS.

### Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research advisor

Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: skohlman@wustl.edu  
Website: <https://psych.wustl.edu/undergraduate-program>

## Psychological & Brain Sciences: Cognitive Neuroscience Major, Personality and Individual Differences Specialization

### Program Requirements

- **Total units required:** 45-49 units (36-37, as well as prerequisites, for the major requirements plus 9-12 units for the specialization)

How does the brain think? Cognitive neuroscience refers to how mental functions are linked to the operation of the brain and nervous system. The goal of cognitive neuroscience is to provide an understanding of psychological processes such as attention, memory, thinking, and emotion in terms of physical principles and biological components. At the same time, cognitive neuroscience aims to provide an understanding of the psychological constraints on how the brain functions, computes, and generates behavior. Students who pursue the undergraduate major in Psychological & Brain Sciences: Cognitive Neuroscience (PB&S:CN) will gain a strong foundation in how to study the brain and mind at various levels of analysis, including cellular biology, brain systems, cognitive and affective function, and neural computation. In addition, they will gain an appreciation of the relation between healthy cognitive and brain function and its breakdown in various disease states and disorders. The PB&S:CN major provides excellent preparation for a career in health and medical professions, scientific research, computer fields, education, and law.

## Prerequisites

Students must complete the following courses outside of Psychological & Brain Sciences:

Code	Title	Units
Math 132	Calculus II	3
Biol 2960	Principles of Biology I	4
<b>Total Units</b>		<b>7</b>

**Note:** Each of these prerequisites has its own prerequisites: Math 132 Calculus II requires Math 131; for Biol 2960 Principles of Biology I, taking Chem 111A and Chem 112A (concurrently) is strongly recommended. These courses are biology and pre-med prerequisites as well, and they are typically completed during a student's first year. They may alternatively be satisfied through AP credit or any other mechanism approved by the respective department or the College. These prerequisites do not earn credit toward the P&BS:CN major, but must be completed with a passing grade (C- or above) by the end of the student's third-year to remain in good standing for the major.

## Required Courses

Code	Title	Units
Psych 100B	Introduction to Psychology	3
Psych 300	Introduction to Psychological Statistics	3
Psych 301	Experimental Psychology	4
or Psych 3011	Experimental Psychology	
Psych 3401	Biological Psychology	3
or Psych 344	Principles of the Nervous System	
Psych 360	Cognitive Psychology	3
Psych 3604	Cognitive Neuroscience	3
<b>Total Units</b>		<b>19</b>

**Note:** The first three requirements (i.e., Psych 100B Introduction to Psychology, Psych 300 Introduction to Psychological Statistics, and Psych 301 Experimental Psychology/Psych 3011 Experimental Psychology) are the same as those for the regular P&BS major. Psych 344 Principles of the Nervous System is home-based in Biology; students should register under the cross-listed Psych L33 course designation, not Biol 3411 Principles of the Nervous System.

Exemption from Psych 100B Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- SDS 2200, SDS 3200, or DAT 120 may substitute for Psych 300 Introduction to Psychological Statistics. No AP math course can substitute for Psych 300 Introduction to Psychological Statistics.

In cases where an exemption is granted (e.g., Psych 100B, Psych 300), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives (approved by the major advisor).

## Additional Cognitive and Biological Distributions

Students must complete two courses — one each from the Distribution A and B lists:

*Distribution A eligible courses:\**

Code	Title	Units
Psych 321	Developmental Psychology	3
Psych 330	Sensation and Perception	3
Psych 358	Language Acquisition	3
Psych 361	Psychology of Learning	3
Psych 380	Human Learning and Memory	3
Psych 4099	Human Evolutionary Psychology	3
Psych 4182	Perception, Thought, and Action	3
Psych 433	Psychology of Language	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

*Distribution B eligible courses:\**

Code	Title	Units
Psych 345	Genes, Environment, and Human Behavior	3
Biol 3057	Physiological Control Systems	3
Biol 3151	Endocrinology	3
Biol 328	Principles in Human Physiology	4
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 363	The Neuroscience of Movement: You Think, So You Can Dance?	3

Physics 350	Physics of the Brain	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

**Note:** Psych 3175 Applied Statistical Analysis with R or Psych 3890 Advanced Psychological Statistics: The General Linear Model and Beyond can be allowed to fulfill either Distribution A or B; students must complete at least one non-statistics course for the Additional Cognitive and Biological Distributions requirement.

## Computation Requirement

Students must complete one of the following courses:\*

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Psych 3175	Applied Statistical Analysis with R	3
Psych 4631	Introduction to Computational Cognitive Science	3
Psych 5007	Statistics and Data Analysis in MATLAB	2

With prior approval, another course involving a significant computational/programming component may be substituted.

## Capstone/Depth Requirement

Students must complete three of the following courses:\*

*Capstone/Depth eligible courses:*

Code	Title	Units
Psych 4182	Perception, Thought, and Action	3
Psych 4412	Advanced Cognitive Neuroscience (or Psych 4413 Advanced Cognitive Neuroscience (WI))	3
Psych 4512	Neurobiology of Learning & Memory	3
Psych 4631	Introduction to Computational Cognitive Science	3
Psych 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3
Biol 404	Laboratory of Neurophysiology	4
Biol 4030	Biological Clocks	3
Biol 4580	Principles of Human Anatomy and Development	3
Biol 4582	The Physiology and Biophysics of Consciousness	2
Phil 4212	Philosophy of Neuroscience	3

*Additional Capstone/Depth eligible courses:*

- Psych 333 (all 3 units must be completed in one semester and in one lab to be considered for approval; taken Credit/No-Credit) can be used satisfy up to 3 units of the Capstone/Depth requirement.
- FYP 3001 Ampersand: Research in Mind, Brain, Behavior (two consecutive semesters must be completed; 3 units total) can substitute for Psych 333.
- Psych 444B (3 units; taken for a letter grade and requiring a final paper) can be used to satisfy up to 6 units of the Capstone/Depth requirement.
- The Honors Program in Psychology (Psych 498/Psych 499 can be used to satisfy up to 3 units total of the Capstone/Depth requirement).

In total, no more than 6 units of the above may be applied toward the Capstone/Depth requirement.

**Note:** Unless a student explicitly petitions for an exception and is granted written prior approval, only the above Capstone/Depth eligible courses can be counted toward the Capstone/Depth requirement. Contact [skohlman@wustl.edu](mailto:skohlman@wustl.edu) for the petition.

- \* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

## Acceptance Into the Psychological & Brain Sciences: Cognitive Neuroscience Major

Acceptance into the major is contingent upon an application and then approval by the major committee. As part of this application, the student will meet with an appropriate advisor who will carefully review the requirements and oversee the student's progress. A brief, one-page statement from the student about why they feel the cognitive neuroscience major is appropriate for them will be requested as part of the application.

Washington University students will be considered for admission to the P&BS:CN major no sooner than during their third semester (sophomore year). Decisions are based on the student's statement and academic record as well as the interview with the advisor. A minimum GPA of 2.0 is required for admission into the major.

## Personality and Individual Differences Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 400-level course; and
- A semester of research in an appropriate, approved lab consisting of Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences, which requires the successful completion of an American Psychological Association–style research paper or an approved Honors project. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of Psych 333 Independent Study in Psychological and Brain Sciences, depending on the nature of the project intended for Psych 444C; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

One course taken for a specialization may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

## Requirements for the Personality and Individual Differences Specialization

This specialization allows students to acquire deeper knowledge of how and why individuals differ from one another and the ways in which individual (e.g., personality) and group (e.g., gender) differences influence behavior, emotion, experience, identity, and psychopathology. The core course for the specialization (Psych 353) considers personality more generally. The seminars explore, in depth, specific aspects of personality and individual differences, including biological bases of individual differences (i.e., genetics), the interpersonal processes associated with personality and personality judgment, individual differences in self and identity, group differences, and personality pathology.

*Advisor/coordinator:* Professor Tammy English

*Course work required:*

Code	Title	Units
Psych 353	Psychology of Personality	3

*Electives* (must include two courses, at least one of which is at the 400 level):

Code	Title	Units
Psych 345	Genes, Environment, and Human Behavior	3
Psych 3645	Understanding Emotions	3
Psych 413	Contemporary Topics in Social Psychology (with prior approval only)	3
Psych 4355	Personality Development Across the Life Span	3
Psych 4367	Seminar in Positive Psychology	3
Psych 4555	Emotion Regulation	3
Psych 4593	Psychology of the Good Life	3

*Research mentorship:* Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences or Psych 498 Study for Honors/Psych 499 Study for Honors)

*Relevant faculty:* Tammy English, Patrick Hill, Derek Isaacowitz, Josh Jackson, Michael Strube, Jesse Sun, Renee Thompson, and Emily Willroth (other potential faculty mentors may be approved)

## Additional Information

### Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the P&BS department for their applicability toward either major in P&BS.

### Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research advisor



Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: skohlman@wustl.edu  
Website: <https://psych.wustl.edu/undergraduate-program>

## Psychological & Brain Sciences Minor

### Program Requirements

- **Total units required:** 15

For those students who have a broad or general interest in Psychological & Brain Sciences (P&BS), we recommend taking several courses from the five core areas of psychology: Social/Personality; Mental Health/Affective; Biological/Neurological Bases of Behavior; Behavior and Cognition; and Lifespan Development.

For those students who want to focus in a more specific area, courses can reflect the area of interest. For example, a student interested in the helping professions or counseling may wish to select from such courses as Psych 353 Psychology of Personality, Psych 354 Psychopathology and Mental Health, Psych 361 Psychology of Learning, and Psych 321 Developmental Psychology. A student wishing to focus on experimental psychology/neuroscientific bases of behavior may select from such courses as Psych 3401 Biological Psychology, Psych 361 Psychology of Learning, Psych 330 Sensation and Perception, Psych 360 Cognitive Psychology, and Psych 3604 Cognitive Neuroscience and may also consider doing independent study (Psych 333).

### Required Course

Code	Title	Units
Psych 100B	Introduction to Psychology	3

### Elective Courses

Four additional courses (i.e., a minimum of 12 units of additional course work) in P&BS, all of which must be at the 300 level or above

### Additional Information

Students may receive exemption from the Psych 100B Introduction to Psychology requirement only if they have an AP psychology score of 5, an IB score of 6 or 7, or a British A-Level grade of A. For exemption, no credit will be given; therefore, five applicable courses must be completed.

No more than 3 units of an approved cross-listed course originating outside of P&BS, an approved psychology course taken in the School of Continuing & Professional Studies, an approved psychology course taken at another institution (including transfer from a study abroad program), or an independent study-type course (e.g., Psych 333) may count toward the minor.

### Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the director of undergraduate studies in the P&BS department for their applicability toward the minor in P&BS. Transfer students must complete at least 9 advanced units of home-based P&BS courses at Washington University.

Contact: Shelley Kohlman  
Phone: 314-935-5169  
Email: skohlman@wustl.edu  
Website: <https://psych.wustl.edu/undergraduate-program>

### Public Health & Society

Public health is a critical field of research and practice around the world, including in undergraduate education. Public health scholarship emphasizes protecting and improving the population health of communities — locally, nationally, and around the globe. The Public Health & Society program is a well-integrated interdisciplinary program with enriched and amplified connections between public health and foundational and theoretical issues in humanistic, biological, ecological, sociocultural, and historical perspectives on health and society. Students will learn to read critically, communicate effectively, and think broadly about the complexities of public health and its social contexts in the past, present, and future. The program emphasizes ethical training in public health science, highlighting the social determinants of health, particularly the development of a foundational understanding of how issues of equity, inclusion, and diversity influence health outcomes.

All core program courses will be co-taught by Arts & Sciences faculty alongside Public Health faculty. Students will gain access to and experience from people working across diverse communities and will blend theory and research with relevant practice.

Contact: Kirsten Jacobsen  
Email: [kjacobson@wustl.edu](mailto:kjacobsen@wustl.edu)  
Website: <https://publichealthandsociety.wustl.edu/>

### Faculty

#### Co-Chairs

##### Tristram R. Kidder

Edward S. and Tedi Macias Professor  
PhD, Harvard University

##### Lindsay Stark

Professor  
DrPH, Columbia University

## Director of Undergraduate Studies

### Tristram R. Kidder

Edward S. and Tedi Macias Professor  
PhD, Harvard University

## Program Faculty

### Eleanor Bergquist

Senior Lecturer  
PhD, Saint Louis University  
MSPH, Tulane University

### Diana Parra Perez

Assistant Professor  
PhD, Washington University in St. Louis

### E.A. Quinn

Associate Professor  
PhD, Northwestern University  
MPH, Northwestern University

## Majors

There is currently no major in Public Health & Society.

## Minors

- Public Health & Society Minor (p. 977)

## Courses

Visit online course listings to view semester offerings for LPH LPHS.

### LPH LPHS 1000 Foundations in Public Health

This course examines the foundations in public health using an equity and social justice approach emphasizing the interconnectedness of population and individual health. The course will cover the history and impact of public health, including the importance of health equity, social justice, and human rights, as well as the essential role of ethics in public health. The course will expose students to various public health professionals working on inter-professional teams to explore careers in public health, we will invite public health and community health experts from the St. Louis region as well as national and international guest speakers.

Credit 3 units. A&S IQ: SSC EN: S

### LPH LPHS 2000 Introduction to Public and Global Health

Welcome to Intro to Public and Global Health, a course designed to provide a comprehensive introduction to the multifaceted dimensions of public health both within the United States and internationally. Throughout this course, students will embark on a journey to understand how health has been defined within the global context, exploring the historical evolution of public and global health disciplines as well as contemporary issues within the field. Delving into the ethical landscape of global health research, programming, and policy, students will articulate human rights issues and examine approaches ensuring ethical interventions. The course will shed light on the intricate interplay of social determinants of health, unraveling their impact on well-being and the emergence of health inequities. By examining both successes and failures in global health interventions, students

will gain a nuanced understanding of the challenges inherent in the field. Furthermore, the course will foster a comparative analysis of the organization, structure, and function of diverse healthcare systems across international settings. Finally, with a focus on morbidity and mortality, students will explore major causes, trends, and measures of infectious and chronic disease, as well as some underappreciated and emerging issues, providing a holistic perspective on the critical issues shaping the landscape of public and global health today. We will engage with class topics through a range of mediums, including book chapters, scientific papers, media pieces, podcasts, guest lectures from leaders in the field, and TED talks. It may be a big class, but students will have the opportunity to voice their opinions on key class topics during small, weekly discussion groups. Get ready to be captivated, challenged, and inspired - because global health has never been this thrilling!

Credit 3 units. A&S: FYO A&S IQ: SSC

### LPH LPHS 3000 Public Health Theories, Models, and Frameworks

This course will provide an overview of social and behavioral science and humanistic theories and frameworks that are currently used to: 1) understand health related behaviors; and 2) guide development of interventions and policies designed to promote positive health behavior including those that prevent, reduce or eliminate major public health problems. We will also explore the history of these theories and frameworks and the cultural and artistic approaches to change health and health related behaviors. We will use an ecological framework to examine theories at multiple levels of the culture and social ecology from individual to policy level, focusing on applications that will impact health at the population level.

Credit 3 units. A&S IQ: SSC

## Public Health & Society Minor

### Program Requirements

- Total units required: 18

### Required Courses

Code	Title	Units
LPH LPHS 1000	Foundations in Public Health	3
LPH LPHS 2000	Introduction to Public and Global Health	3
LPH LPHS 3000	Public Health Theories, Models, and Frameworks	3
<b>Total Units</b>		<b>9</b>

### Elective Courses

Students select 9 credits of elective courses from any one of the five different elective categories listed below. At least one course must be from the "Social, Cultural, and Historical Analysis of Health, Illness, and Wellness" category.

## Social, Cultural, and Historical Analysis of Health, Illness, and Wellness (SCH) Electives

Code	Title	Units
AFAS 3672	Medicine, Healing and Experimentation in the Contours of Black History	3
AMCS 3755	Disability, Quality of Life & Community Responsibility	3
Anthro 3090	Cultures of Health in Latin America	3
Anthro 3151	Evolution of the Human Diet	3
Anthro 3201	Gender, Culture, and Madness	3
Anthro 3280	Anthropology of Infectious Diseases	3
Anthro 3310	Health, Healing and Ethics: Introduction to Medical Anthropology	3
Anthro 3621	Anthropology of Human Birth	3
Anthro 3625	The Female Life-Cycle in Cross-Cultural Perspective	3
Anthro 3860	Sports, Health, and Society	3
Anthro 3875	Pharmaceutical Personhood	3
Anthro 3885	Global Mental Health	3
Anthro 4003	Interrogating Health, Race, and Inequalities: Public Health, Medical Anthropology, and History	3
Anthro 4022	Transnational Reproductive Health Issues: Meanings, Technologies, Practices	3
Anthro 4110	Pushing Daisies: The Anthropology of Death and Dying	3
Anthro 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
Classics 3801	Ancient Greek and Roman Medicine	3
Classics 4700	Ancient Greek and Roman Gynecology	3
Econ 352	Health Economics	3
E Lit 391W	Literature and Medicine	3
GeSt 249	Images of Disability in Film and Literature	3
GeSt 375	Disability, Quality of Life & Community Responsibility	3
GS 3006	Global Health and Language	3
History 1640	Health and Disease in World History	3
History 3044	Humors, Pox and Plague: Medieval and Early Modern Medicine	3
History 3067	Topics in the History of Medicine: History of Madness	3
History 3715	Unruly Populations: Biopolitics in 20th-Century Europe	3
History 4881	Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean	3
History 4885	Advanced Seminar: Medicine, Disease and Empire	3
Ital 408	Disease, Madness, and Death Italian Style	3

MPH 5322	TPS: Interrogating Health, Race & Inequalities	3
MPH 5372	TPS: Gender, Poverty, and Global Health	3
MedH 307	Writing and Medicine	3
MedH 214	Medical French	3
MedH 323	Topics II: In-Perspective: Phobias	3
MedH 408	Disease, Madness, and Death Italian Style	3
Phil 233F	Biomedical Ethics	3
Phil 3001	Philosophy of Medicine	3
SOC 2510	Sociological Approaches to American Health Care	3
SOC 2520	Inequality By Design: Understanding Racial/Ethnic Health Disparities	3
WGSS 310	From Hysteria to Hysterectomy: Women's Health Care in America	3
WGSS 3041	Making Sex and Gender: Understanding the History of the Body	3
WGSS 3141	The Racial and Sexual Politics of Public Health	3
WGSS 316	Feminist Health Studies	3
WGSS 3203	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 360	Trans Studies	3
WGSS 3622	Women, Health, and Media	3
WGSS 414	Gender, Religion, Medicine and Science	3
Writing 307	Writing and Medicine	3

## Global Health (GH) Electives

Code	Title	Units
Anthro 3090	Cultures of Health in Latin America	3
Anthro 3201	Gender, Culture, and Madness	3
Anthro 3280	Anthropology of Infectious Diseases	3
Anthro 3310	Health, Healing and Ethics: Introduction to Medical Anthropology	3
Anthro 3612	Population and Society	3
Anthro 3621	Anthropology of Human Birth	3
Anthro 3625	The Female Life-Cycle in Cross-Cultural Perspective	3
Anthro 3860	Sports, Health, and Society	3
Anthro 3880	Multispecies Worlds: Animals, Global Health, and Environment	3
Anthro 4003	Interrogating Health, Race, and Inequalities: Public Health, Medical Anthropology, and History	3
Anthro 4022	Transnational Reproductive Health Issues: Meanings, Technologies, Practices	3
Anthro 3885	Global Mental Health	3
Anthro 4110	Pushing Daisies: The Anthropology of Death and Dying	3

Anthro 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
Anthro 4312	Environmental Interactions and Human Health	3
GS 3006	Global Health and Language	3
History 3672	Medicine, Healing and Experimentation in the Contours of Black History	3
MPH 5001	Health Behavior and Health Promotion	3
MPH 5102	Global Health	3
MPH 5321	TPS: Global Nutrition and the Environment: Foods Systems in a Changing World	3
MPH 5322	TPS: Interrogating Health, Race & Inequalities	3
MPH 5323	TPS: Climate Change and Public Health	3
MPH 5372	TPS: Gender, Poverty, and Global Health	3
MPH 5374	TPS: Global Reproductive Health	3
MPH 5383	TPS: Climate Crisis: Understanding Complexity and Advocacy for Global Health Professionals	3
SOC 2520	Inequality By Design: Understanding Racial/Ethnic Health Disparities	3
WGSS 3141	The Racial and Sexual Politics of Public Health	3
WGSS 316	Feminist Health Studies	3
WGSS 360	Trans Studies	3
WGSS 414	Gender, Religion, Medicine and Science	3

### Biological Approaches to Health and Physiology (BAP) Electives

Code	Title	Units
Anthro 307A	Human Variation	3
Anthro 3280	Anthropology of Infectious Diseases	3
Anthro 3621	Anthropology of Human Birth	3
Anthro 3625	The Female Life-Cycle in Cross-Cultural Perspective	3
Anthro 365	Human Growth and Development	3
Anthro 3876	Darwin and Doctors: Evolutionary Medicine and Health	3
Anthro 4202	Anthropological Genetics	3
Anthro 4581	Principles of Human Anatomy and Development	3
Anthro 459	Human Osteology	3
Anthro 4591	Human Functional Morphology	3
Anthro 4595	Developmental Plasticity and Human Health	3
Anthro 4596	Biomarkers: Measuring Population Health, Reproductive, and Social Endocrinology	3
Biol 2111	Nutrition	3
Biol 303A	Human Biology	3

Biol 3151	Endocrinology	3
Biol 324	Human Genetics	3
Biol 328	Principles in Human Physiology	4
Biol 3411	Principles of the Nervous System	3
Biol 3421	Introduction to Neuroethology	3
Biol 3422	Genes, Brains, and Behavior	3
Biol 3481	Parasitology	3
Biol 4195	Disease Ecology	4
Biol 424	Immunology	4
Biol 4242	Virology	3
Biol 4310	Biology of Aging	3
Biol 4492	Infectious Diseases: History, Pathology, and Prevention	3
Biol 4715	Basic Cancer Biology	3
Psych 305	Health Psychology	3
Psych 321	Developmental Psychology	3
Psych 325	Psychology of Adolescence	3
Psych 326	Introduction to the Psychology of Aging	3
Psych 330	Sensation and Perception	3
Psych 344	Principles of the Nervous System	3
Psych 345	Genes, Environment, and Human Behavior	3
Psych 354	Psychopathology and Mental Health	3
Psych 3604	Cognitive Neuroscience	3
Psych 427	Social Gerontology	3
Psych 4557	Biopsychosocial Aspects of Eating Disorders and Obesity	3
Psych 4765	Inside the Disordered Brain: Biological Bases of the Major Mental Disorders	3

### Environmental Health and Environmental Issues (EH/EI) Electives

Code	Title	Units
Anthro 307A	Human Variation	3
Anthro 361	Culture and Environment	3
Anthro 3618	Urban Ecological Anthropology	3
Anthro 365	Human Growth and Development	3
Anthro 3876	Darwin and Doctors: Evolutionary Medicine and Health	3
Anthro 3880	Multispecies Worlds: Animals, Global Health, and Environment	3
Anthro 4194	Primate Ecoimmunology	3
Anthro 4202	Anthropological Genetics	3
Anthro 4215	Anthropology of Food	3
Anthro 4285	Environmental Archaeology	3
Anthro 4312	Environmental Interactions and Human Health	3
Anthro 459	Human Osteology	3
Anthro 4591	Human Functional Morphology	3

Anthro 4595	Developmental Plasticity and Human Health	3
Anthro 4596	Biomarkers: Measuring Population Health, Reproductive, and Social Endocrinology	3
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3
Biol 2111	Nutrition	3
Biol 3151	Endocrinology	3
Biol 324	Human Genetics	3
Biol 328	Principles in Human Physiology	4
Biol 3481	Parasitology	3
Biol 4195	Disease Ecology	4
Biol 424	Immunology	4
Biol 4492	Infectious Diseases: History, Pathology, and Prevention	3
Biol 4715	Basic Cancer Biology	3
Econ 451	Environmental Policy	3
EnSt 583	Introduction to Spatial Epidemiology	3
MPH 5005	Environmental Health	3
MPH 5321	TPS: Global Nutrition and the Environment: Foods Systems in a Changing World	3
MPH 5323	TPS: Climate Change and Public Health	3
MPH 5335	TPS: From the Inside-Out: Public Health & The Built Environment	3
MPH 5383	TPS: Climate Crisis: Understanding Complexity and Advocacy for Global Health Professionals	3

## Health Research Methods (HRM) Electives

Code	Title	Units
Anthro 373	Introduction to GIS for Anthropologists	3
Anthro 380	Applications in GIS	3
Anthro 4123	Argumentation Through Ethnography	3
Anthro 4394	The Connected World: Social Networks in Anthropology	3
Anthro 4452	In the Field: Ethnographic and Qualitative Methods	3
Anthro 4481	Writing Culture	3
Anthro 4596	Biomarkers: Measuring Population Health, Reproductive, and Social Endocrinology	3
Anthro 4803	Advanced GIS Modeling and Landscape Analysis	3
Biol 3100	R Workshop in Biology	1
Econ 451	Environmental Policy	3
EnSt 583	Introduction to Spatial Epidemiology	3
MPH 5002	Epidemiology	3
MPH 5003	Biostatistics	3
MPH 5011	Epidemiology Methods	3

MPH 5117	Translating Epidemiology Into Policy	3
MPH 5121	Quantitative Methods for Health Policy Analysis	3
SOC 3030	Introduction to Research Methods	3
SDS 322	Biostatistics	3
SDS 3211	Statistics for Data Science I	3
SDS 4211	Statistics for Data Science II	3
Writing 307	Writing and Medicine	3

## Additional Information

- All courses must be letter-graded and completed with a grade of C or better.
- At least 9 credits must be at the 3000 level or above.
- Only one course (3 credits) may be completed through an approved study abroad program.

Contact: Kirsten Jacobsen  
Email: [kjacobson@wustl.edu](mailto:kjacobsen@wustl.edu)  
Website: <https://publichealthandsociety.wustl.edu/>

## Religion and Politics

The John C. Danforth Center on Religion and Politics serves as an open venue for fostering rigorous scholarship and informing broad academic and public communities about the intersections of religion and U.S. politics.

The Center's programs include the following:

- Public lectures, conferences and symposia relating to issues at the many intersections of religion and U.S. public life
- New courses on American religion and politics that can contribute to an interdisciplinary undergraduate minor in religion and politics for Washington University students
- American Religion, Politics, and Culture Colloquium for scholars and students to discuss cutting-edge research
- *Religion & Politics*, an award-winning online journal engaging a diverse array of scholars, journalists, and public leaders

The Center offers a minor in religion and politics that provides an opportunity for sustained exploration of the ways in which religion and politics have intersected in American culture, in both historical and contemporary terms. As part of the minor, students may examine any number of issues, including church-state relations, religion's role in shaping gender and sexuality debates, religion and electoral politics, public conflicts over the nexus of religion and science, and religion's entwining with reform movements (from abolition to environmentalism). The Center's interdisciplinary minor attracts students from many disciplines, including natural sciences, social sciences, and humanities. Whether students are pre-med, pre-law, or pursuing futures in education, business, or the arts, they report that their studies are enriched by our curriculum.

Contact: Leigh Schmidt  
Phone: 314-935-9345  
Email: leigh.e.schmidt@wustl.edu  
Website: http://rap.wustl.edu

## Faculty

### Director

#### Mark Valeri

Reverend Priscilla Wood Neaves Distinguished Professor of Religion and Politics  
PhD, Princeton University

### Director of Undergraduate Studies

#### Leigh Eric Schmidt

Edward C. Mallinckrodt Distinguished University Professor  
PhD, Princeton University

### Center Faculty

#### Tazeen Ali

Assistant Professor  
PhD, Boston University

#### Anna F. Bialek

Assistant Professor  
PhD, Brown University

#### R. Marie Griffith

John C. Danforth Distinguished Professor in the Humanities  
PhD, Harvard University

#### John D. Inazu

Sally D. Danforth Distinguished Professor of Law & Religion  
PhD, University of North Carolina at Chapel Hill  
JD, Duke University

### Postdoctoral Research Associates

#### Judah Isseroff

PhD, Princeton University

#### Jesse Lee

PhD, Florida State University

#### Abigail Modaff

PhD, Harvard University

### Assistant Director

#### Debra Kennard

MA, Washington University in St. Louis

## Majors

The Center on Religion and Politics does not currently offer any major programs.

## Minors

- Religion and Politics Minor (p. 990)

## Courses

Visit online course listings to view semester offerings for L57 RelPol.

---

### L57 RelPol 120A Religious Freedom in America

The intersection of religion and law in American society has sparked some of the fiercest cultural engagements in recent memory: Should a for-profit religious corporation have a right not to fund birth control for its employees? Can a public college expel campus religious groups whose membership is not open to all students? May a Muslim in prison grow a beard for religious reasons? Should a cake baker or a florist be permitted to refuse services for a gay wedding? Can a church hire and fire its ministers for any reason? These current debates and the issues that frame them are interwoven in the American story. This course introduces students to the major texts and historical arguments underlying that story. Drawing from the respective expertise of the instructors, the course will expose students to a variety of scholarly methods related to the issue: legal history and case law, intellectual history and canonical texts, social history and narrative accounts, and political philosophy and contemporary analyses. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 120

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L57 RelPol 201 Religion and American Society

This course explores religious life in the United States in the twentieth and twenty-first centuries. Comprehensive coverage of such a diverse landscape is not our goal. Rather, we will focus on some of the basic social categories that organize our society and that make religion a social phenomenon. How do religious belief and practice relate to race, class, or gender? How do we understand the role of religion in relation to region and space? How can we understand the many different stories that Americans tell about their own country as a special-even sacred-place? Major themes include religion and race; nation, land, and migration; religion, class, and money; evangelicalism and the religious right; business, class, and prosperity; religion and gender; religious nationalism; and the enduring challenges of religious multiplicity in the U.S.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

---

### L57 RelPol 203 Religions of St. Louis: Communities of Faith and Practical Action Across the Region

The St. Louis region is home to a diverse array of global religious communities. This course directly introduces students to some of that diversity by revolving around fieldtrips to living institutions and meetings with religious leaders across traditions. In any given semester, our visits may include organizations that identify as Catholic, Pentecostal, evangelical, Jewish (Orthodox, Conservative, Reform, or Reconstructionist), Muslim, Hindu, Buddhist, Vedantist, Scientological, progressive Baptist, or secular humanist, among others. We will also visit the International Institute of St. Louis and study the politics of immigration and refugee resettlement that have helped shape the city and its religious as well as political multiplicity. Through our visits and conversation, the variety within each religious community will also become apparent, as we encounter adherents across the political spectrum, embodying different ethnicities, and committed to different degrees of "orthodoxy" or traditional belief and practice. Students

should emerge from the course with a fresh sense of the cultural and religious vitality of the St. Louis metropolitan area, illustrative of the United States as a whole. \*All required site visits will take place during the regular class time.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L57 RelPol 207C Modern Political Thought: Text and Traditions**

What is power? Why are societies divided along lines of race, class, and gender? When did politics become split between the right and the left? Can religion be reconciled with the demands of modern life? Can democracy? These are some of the questions that will be addressed in this survey of modern political thought. Thinkers covered will include Thomas Hobbes, Immanuel Kant, Karl Marx, WEB Du Bois, Hannah Arendt, and Michel Foucault.

Same as L93 IPH 207C

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L57 RelPol 209 Scriptures and Cultural Traditions: Text and Traditions**

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority.

Same as L93 IPH 209

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L57 RelPol 210 The Good Life Between Religion and Politics**

What constitutes a life well lived? How do we imagine answers to that question? Who gets to answer that question for us? Do we ask it as an "us" or as an individual? This course considers the way religious and political thought has shaped considerations of the classical ethical question of how we should live and the way that ethics has often served to connect religion and politics in thought and practice. Do we need a religious basis to answer ethical questions, or can we determine how to live without religious sources of authority? Is ethics a project of an individual or of communities? If the latter, are these political communities, religious ones, or something else? On what basis or with what capacities can we imagine new answers to ethical questions, either in community or on our own? We will discuss these questions and more through a consideration of a range of answers to the question of how we should live.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

**L57 RelPol 215 Performing Religion, Ritualizing Gender**

What's the difference between a wink and a blink? What the difference between graduation, a sacrament, and the electric slide? We make fine-grained distinctions every day in our own enactment and interpretation of these different kinds of practices. This class will introduce you to key academic approaches to "ritual," "practice," and "performance," and will ask whether these distinctions are important or arbitrary. Ritual studies (based in religious studies) also happens to center

around the very same questions that gave birth to gender and queer studies (is gender a performance?), thus a parallel examination of ritual and performance studies necessarily brings religious identity into conversation with broader questions of identity (gender, race, class).

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L57 RelPol 225 Religion and Politics in American History**

In a famous 2004 article, historian Jon Butler once remarked that US history textbooks and survey courses tend to pay significant attention to religion during the Colonial Era and early Republic, yet after the Civil War "religion more often appears as a jack-in-the-box" that pops up in historical accounts somewhat randomly and without much elaboration or analysis. To address the gaps in historical understandings that these absences may create, this course will provide a survey of the ways theological ideas and religiously-motivated social movements have shaped US politics and civic life from the Civil War to the present. With a particular emphasis placed on how religion intersects with other social categories such as race, gender, and class, it will examine the complex role that religious beliefs, practices, and identities have played in major political events and debates from the 1860s to today. In doing so, it will also inquire into what it means to study religion as a historical phenomenon, the theoretical and methodological tools that best assist in this work, and the historiographic implications of better attending to religion in historical analyses. No prior coursework in US history or religious studies is required.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L57 RelPol 230 Jews and Jewishness in Black American Thought**

The history of what has been called "Black-Jewish relations" in the United States has a rich and contested history. The stories told about this relationship feature solidarity, controversy, and betrayal. This course will look at this history by attending to the role of Jews and Jewishness in Black thought. How has Jewishness featured in the self-understanding of Black thinkers? Have Jews been regarded as allies or adversaries, role models or competitors? What role have Jewish texts or narrative paradigms played in Black religion and Black politics? What have Black writers made of the Jewish project of national liberation i.e. Zionism? The course will likely include readings from W.E.B. Du Bois, Marcus Garvey, James Baldwin, and Malcolm X among others.

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

---

**L57 RelPol 235 Puritans, Native Americans, and Revolutionaries: Empire and Encounter in Early America**

This course concerns the history of colonial America from early English settlement and encounters among English and Native Americans to revolution against Great Britain. The making of colonial America involved encounters and exchanges among various people groups- Puritans, Indigenous communities, German Moravians, English liberal thinkers with different ideas about politics-with different political convictions. This course explores those encounters, with a focus especially on Puritan and evangelical missions to Native Americans, southern plantation society and race-based slavery, English notions of religious liberty, and how ideas of political liberty, including rationales for American Independence, conflicted with, criticized, or stood as contradictions to English treatment of Indigenous and African peoples. We will read primary texts that illumine new perspectives on these issues. There is no defining argument or ideological "point" to the course but, rather, a series of observations of how different social, political, and intellectual variables made for shifting understandings of what religious ideas mattered to public life in America and how those ideas ought to shape civil affairs. As we examine these understandings, we will pay attention especially to Anglo-Indigenous interactions, the rise of a national self-consciousness that invested America with great historical purpose, the development of different responses to racial difference in America, and the disestablishment of religion from national political power (encoded in the First Amendment to the Constitution).

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

**L57 RelPol 240 Jewish Political Thought**

The question of Jewish belonging in the Christian West has played a defining role in the formation of the modern state, and the afterlives of "the Jewish question" in Europe, America, and Israel continue to have significant influence on how political life is understood and evaluated. This course begins with classical Jewish sources on politics—including the nature of authority, national belonging, and territory—and then moves to a consideration of several crucial modern Jewish thinkers likely including Spinoza, Marx, and Arendt. The course will consistently consider topical contemporary questions about liberal democracy, totalitarianism, nationalism, Zionism, race, and secularism.

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

**L57 RelPol 244 Religion and Music in American Culture**

In this course, students will examine public discourse on popular music as a way of understanding questions of religious identity and community formation. Through case studies ranging from the Pueblo Indian dance controversy of the 1920s to post-9/11 disputes about the Islamic call to prayer, students will consider how debates over what "counts" as sacred or secular music reveal disputes over notions of religious authority and authenticity in American culture.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

---

**L57 RelPol 245 Love and Reason**

Love often seems dramatically unreasonable, and reason can seem coldly rational in a way that excludes any emotion, passion, or affiliation even akin to love. The supposed opposition between love and reason has been used by Christian and secular thinkers throughout modernity to organize ways of knowing and judging, and to criticize claims of faith, belief, and desire. But are love and reason really so distinct? What does it mean to say so, and why might someone make this claim? Can love be reasoned, and even reasonable? Can reason be aided by love, and even driven by it? How might different answers to these questions affect our understanding of other possibly unreasoned categories like faith, belief, and piety? This course offers an introduction to modern Christian thought and Western philosophy through these questions and themes.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L57 RelPol 248 Religion, Health, and Wellness in Modern America**

Religion, Health, and Wellness in Modern America will examine changing conceptions of health and wellness in America from the late nineteenth-century to the present. With media, artifacts, and literature drawn from the histories of medicine, religion, and capitalism, this class will cover the proliferation of alternative health regimens, the rise of the medical establishment, claims of divine healing, and the impact of market forces on wellness cultures. Course topics include the raced and gendered dynamics of care, socioeconomic status, technological innovation and media, the role of nature, health activism and radical self-care, and New Age spirituality and mental health. Special attention will be paid to how the politics of the body and its regulation intersect with religious and consumer practices in the modern wellness industry.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L57 RelPol 250 Zionism**

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern

Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L57 RelPol 252 Catholicism Confronts Modernity: A Global History from the French Revolution to Pope Francis**

This course explores how the Catholic Church confronted the challenges of modernity—from liberal democracy and human rights; to capitalism and modern science; to fascism and communism. We will examine also how Catholicism itself has shaped modern politics and culture. The course will draw from the experience of Catholics in different countries (with no pretense of being exhaustive) over the past two centuries. We will begin with the French Revolution and the first "culture wars" between Catholics and liberals and end with the ambivalent legacies of Vatican II. We will appreciate how US Catholicism cannot be fully understood without reference to this global context.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L57 RelPol 254 Topics in AMCS: A Year in Review: Hindsight is 2020: Piety, Pandemic, and Politics**

What was 2020? This course examines a year that will be remembered alongside 2001, 1968, 1945, 1929, 1865, 1800, and 1776 as one of the most consequential in American history and culture. We will consider how the COVID-19 global pandemic, the bitterly contested 2020 Presidential election, and a summer of renewed protest for social justice reverberated through spheres of American arts, culture, education, energy, health care, labor, religion, sports, the university, technology and more. A series of guest experts from Washington University and around the country will provide instruction via lecture once per week, with students sharing their own experiences and analysis in discussion sections during the other weekly course meeting. The course is open to all, but it is geared toward first-year students and sophomores. It fulfills the Intro course requirement in the AMCS major. This is a variable topics course for courses best suited to the reviewing of a significant year in American Culture Studies. Topics vary by semester, so please see the current course listing.

Same as L98 AMCS 254

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L57 RelPol 255 Religion, Environmentalism, and Politics**

This course explores the intersections of anthropology, theology, economic interests, and activism. We will draw on a range of sources including social-scientific theories about religion and ritual, discussions of disenchantment and re-enchantment, and indigenous claims to land. These theoretical frameworks will provide context for discussing contemporary religious responses to ecological disaster, including both environmentalist and anti-environmentalist movements.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

**L57 RelPol 260 Religion in the African American Experience: A Historical Survey**

This course introduces students to important themes in the history of African American, and thus in American, religious history, among them slavery, emancipation, urbanization, migration, consumer culture, sexuality, politics, and media technologies. Primary attention is given to Afro-Protestantism in North America and the cultural, social, and religious practices and traditions of these black communities. However, students will also be introduced to specific expressions of religious diversity and varying religious traditions and practices in African American communities.

Credit 3 units. A&S IQ: HUM, SC, SD BU: ETH EN: H



---

**L57 RelPol 280 African-American Religions**

This course is an introduction to African-American religions. This course attends to change wrought in indigenous African religions by enslavement, the adoption of Christianity (and severe critiques of it) by slaves themselves, the building of African-American denominations, the rise of new black religious movements, and the role of religion in contemporary African-American life. At every stage of the course, religion is discussed with reference to key political developments in broader African-American history African diasporic history. The course proceeds in three parts. The course begins with a brief introduction to key themes and problems in the study of African-American religions. For example, is there such thing as a "black church," and how does the study of African-American religion differ from the study of other religious groups or traditions? The second part, the bulk of the course, moves chronologically and situates African and African-American religions in their shifting cultural and political contexts from the beginning of the European slave trade to the present. We will discuss African-Americans' practice of several religious traditions: creole African religions, Islam, Protestant and Catholic Christianity, and new religious movements. The final part of the course focuses on several key issues and debates that are informed by the study of African-American religions and that have important connections with contemporary American life.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

**L57 RelPol 285 Islam in America**

This course explores various Muslim discourses and practices in America with a special focus on the intersections of race, gender, and religion. In this course, students will first study the history of Islam and Muslims in America in light of the narratives of enslaved West African Muslims and some of the early narratives of immigrant Muslims. Students will then explore some later historical narratives that represent the impact of religious and racial structures on identity formations, such as the formation of the Nation of Islam, and transnational religious connections in Cold War America. Students will also examine the construction of Muslim identities and institutions in light of some of the US structures and discourses about Islam and Muslims, with regard to the racialization of Muslims, and in connection to the broader Americas. Students will also use popular culture as a site to observe the intersection of race, religion, and gender in Muslim practices.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

**L57 RelPol 288 Muslims in the Media and Popular Culture**

In the post 9/11 context of the United States, Muslims have been a constant presence in news media, typically cast in a negative light as political others who are backwards, threatening, and inherently prone to violence. This pattern has long been replicated in films in which Muslims serve as static and dehumanized perpetrators of violence and/or as symbols of a backwards and depraved culture, antithetical to U.S. values and interests. In recent years, however, Muslims have become increasingly visible in the entertainment industry as protagonists and producers of their own media, including G. Willow Wilson's "Ms. Marvel," Hulu's "Ramy," and Netflix's "Man Like Mobeen." This course explores a selection of recent media projects created by Muslim writers, actors, musicians, and comedians. We will be pairing films, television shows, music, and comics with scholarship on Islam and religion in the media to analyze Muslim representation and storytelling in contemporary popular culture. We will evaluate these works on their own terms, noting the ways in which gender and racial hierarchies dictate who gets to represent American Muslims while also assessing how these new media both disrupt and further reify Muslims' construction as religious and political outsiders.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH

---

**L57 RelPol 290 Islamophobia & U.S. Politics**

The presence of Muslim minorities in the West is increasingly divisive as political leaders appeal to voters' fear of the "Other" to promote Islamophobic agendas that reshape immigration and asylum policies and redefine Western identity as Christian. Politicians further exploit the rise of extremist groups like ISIS to justify anti-Muslim rhetoric and critique multiculturalism, claiming that Islam and the West are inherently antithetical. In this course we examine the phenomenon of Islamophobia as a form of anti-Muslim racism that parallels hostility towards other religious and racial minorities in the US. We explore how while the post-9/11 context gave way to an increase in incidents of anti-Muslim violence, contemporary manifestations of Islamophobia are deeply rooted in state level anti-black racism from the early twentieth century, as well as in anti-Muslim attitudes that date back to the colonial period. By examining academic literature, political speeches, and news media sources, we situate Islamophobia within its historical context and also analyze how US anxieties about Islam and Muslims are not only gendered and racialized, but also exist across the political spectrum.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L57 RelPol 305 Between Malcolm X and Martin Luther King, Jr.: Race, Religion, and the Politics of Freedom**

This course focuses on the political and spiritual lives of Martin and Malcolm. We will examine their personal biographies, speeches, writings, representations, FBI files, and legacies as a way to better understand how the intersections of religion, race, and politics came to bear upon the freedom struggles of people of color in the United States and abroad. The course also takes seriously the evolutions in both Martin and Malcolm's political approaches and intellectual development, focusing especially on the last years of their respective lives. We will also examine the critical literature that takes on the leadership styles and political philosophies of these communal leaders, as well as the very real opposition and surveillance they faced from state forces like the police and the FBI. Students will gain an understanding of what social conditions, religious structures and institutions, and personal experiences led to first the emergence and then the assassinations of these two figures. We will discuss the subtleties of their political analyses, pinpointing the key differences and similarities of their philosophies, approaches, and legacies; we will then apply these debates of the mid-20th century to contemporary events and social movements in terms of how their legacies are articulated and what we can learn from them in struggles for justice and recognition in 21st-century America and beyond.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L57 RelPol 307 Solidarity and Silence: Religious Strategies in the Political Sphere**

Although political action is often considered a problem of making oneself heard, religious practices of silence, self-effacement, and withdrawal from certain worldly struggles have guided many significant political and social movements, particularly forms of non-violent resistance. This course considers the role of religious thought and practice in such movements in the twentieth century. The history of these movements presents an apparent paradox: how can political action emerge from the supposedly "private" realm of religion in the modern era, particularly its most individualistic formations in contemplative and mystical practices? Does the historical role of these practices in the political sphere complicate their portrayal in some scholarship as private, individual, and depoliticizing? With these questions animating our investigations, we will consider the work of authors and activists including Leo Tolstoy, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King, Jr., Simone Weil, and William Barber, as well as the history of movements associated with their work. Toward

the end of the semester, we will turn to contemporary movements against economic inequality, intimate violence, racially motivated violence, and discrimination toward transgender persons to discuss the use of religious strategies or religiously-derived strategies in current political and social activism.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L57 RelPol 3081 City on a Hill: The Concept and Culture of American Exceptionalism**

This course examines the concept, history, and culture of American exceptionalism—the idea that America has been specially chosen, or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we will re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture—a thesis our class will reassess with the help of modern critics. In the second part of this class, we will broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined, and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day, ending with an analysis of Donald Trump and the rise of "America First." In the end, students will gain a firm grasp of the long history and continuing significance—the pervasive impact—of this concept in American culture.

Same as L98 AMCS 3081

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L57 RelPol 310 Religion and Violence**

Is religion intrinsically connected with violence or merely manipulated to justify political positions and incite supporters? How has religion been the motivation and justification behind violent conflict, aggression and persecution? Does religion have a greater power to make war or peace? People have debated these questions for centuries as believers waged war in the name of their god(s). We'll study several critical theories about religion and violence and test them on historical and recent "religious" conflicts. Our investigation will be organized around five types of violence: 1) martyrdom and redemptive suffering, 2) claims on sacred space, 3) the violence of social stratification and "othering," 4) war and 5) apocalyptic and spiritual warfare. Case studies ranging from early Christian martyrs and crusades to attacks on abortion clinics and Tokyo subways will help clarify patterns and types of religious violence.

Same as L23 Re St 3100

Credit 3 units. A&S IQ: HUM Arch: HUM Art: FAAM, HUM BU: ETH EN: H

---

**L57 RelPol 3105 American Holidays: Civic and Religious Celebrations in American Culture**

This seminar examines a variety of religious holidays and civic rituals in American history and culture. Topics include: public conflicts over Christmas, African-American emancipation celebrations, the Fourth of July, Thanksgiving, Roman Catholic street festivals dedicated to the Virgin Mary, modern renderings of Hanukkah, as well as the memorialization of the Union and the Confederacy. Various interpretive approaches are explored, and the intent is to broach a wide range of questions about history and tradition, gender and race, public memory and consumer culture, religion and nationalism, through this topical focus on holidays and holy days.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L57 RelPol 314 Global Circuits: Religion, Race, Empire**

This seminar explores how American entanglements of race and religion shape and are part of larger global processes. Over the course of the semester, we will investigate these entanglements through conceptual, historical, and ethnographic questions and insights on the remapping of religious traditions and communal experiences onto imperial terrain. We will examine this through a range of problem spaces including: colonial rule, missions, and racial hierarchies; migration and its relationship to religion; the racialization of religion; diaspora and empire; and persecution and power.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

**L57 RelPol 315 Virtues, Vices, Values: Regulating Morality in Modern America**

This course takes morality and the question of "what's right" seriously as a lens through which to understand and assess modern American history. "Morality" is, of course, a devilishly flexible rhetoric, a language invoked to tell people how to act and how to be good, or, conversely, to criticize and to shame. When the state or a community wants its citizens or members to be "good," it crafts laws and creates customs to encourage or inhibit behaviors. Yet "good" is a contested concept, especially in a diverse, multiracial society. Thus this class examines a) how state and non-state actors, including religious leaders, have attempted to regulate the lived experiences of Americans and b) the conflicts that emerge over what, exactly, is correct, or right, or good for individuals, society, and the state. To what degree does calling something moral or immoral articulate or obstruct policy solutions? What do political coalitions oriented around "values" accomplish? Is it possible to hew to moral frames and remain inclusive and tolerant? Topics may include marriage, abortion, immigration, alcohol, incarceration, disease, money, and medical care.

Credit 3 units. A&S IQ: HUM, SD BU: ETH EN: H

---

**L57 RelPol 3160 American Unbelief from the Enlightenment to the Present**

This course examines American secularism, humanism, freethought, and atheism from the Enlightenment forward to the present. Topics to be explored include: the tensions between secular and Christian conceptions of the nation's founding, blasphemy and irreligious cartoons, the civil liberties of atheists and nontheists, the battles over religion in the public schools, atheism and gender politics, the culture wars over secular humanism, and the contemporary growth of the religiously disaffiliated or "nones." The course considers not only the intellectual dimensions of skeptical critiques of religion, but also the underlying politics of secularism (and anti-secularism) in a nation routinely imagined as "under God."

Credit 3 units. A&S IQ: HUM

---

**L57 RelPol 3180 The Abuse Crisis in Modern Christianity**

For over a quarter-century, journalists have broken story after story about sexually abusive clergy in the U.S., many of them serial abusers of children and adolescents. While most accounts have focused on Catholic priests, many have also emerged of abusive evangelical and other Protestant ministers. The stories have illuminated how church bureaucrats have consistently protected abusers and subverted the efforts of victims and their families to seek recompense, accountability, and justice. These protections have often succeeded because of churches' political connections to law enforcement and legislators who have helped hide perpetrators and stymie survivors. Together we will analyze this cautionary tale about religion and politics by contextualizing it within the broader history of Christianity in the United States and beyond. Is this a case simply of a few bad apples or of institutional corruption? How has the church's response been shaped by fear of scandal, antipathy toward secularism, and theological teachings on gender and homosexuality? How does sexual abuse fit into the history of the church as a hierarchical institution? What

challenges has the crisis posed to people of faith who are committed to the church, and can trust be repaired? Readings include legal case studies, internal church correspondence, victims' statements and criminal justice reports, documentary films and memoirs, and both journalistic and scholarly analysis of the clergy sex abuse crisis in the U.S. church. WARNING: Many of our readings contain difficult accounts of abuse as well as the subsequent trauma most victims suffer. If this subject matter is triggering for you and you'd like to speak with me about whether or not to take it, I'll be glad to help you think through it. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L57 RelPol 321 American Religion, Law, and Sexual Politics**

Following philosopher Michel Foucault's vital insight that "sexuality is a major transfer point in the relations of power," this course will explore the complex ways in which theological ideas and religious movements have shaped legal doctrines relating to sex, gender, and sexuality in the United States from roughly the turn of the twentieth century to the present. It will examine how and why religious groups have mobilized within the legal arena at various points in US history, the devotional commitments that influence their activism, the constitutional claims and counterclaims that have emerged over time as a result of legal contestation, and the lived impact of various judicial decisions. To do so, the course will be structured thematically around three overlapping constitutional domains: (1) equal protection rights for women and sexual minorities, (2) substantive due process commitments to privacy and bodily autonomy, and (3) free speech principles related to sexual self-expression. The impact of religious advocacy on contemporary controversies such as drag show bans, restrictions on reproductive healthcare, religious exemptions to LGBT non-discrimination laws, pornography regulation, gender-affirming care access, and more will all be covered. By applying the theories and methods of critical religious studies, this course also takes questions of American religion and sexual politics as a starting point for introducing undergraduate students to legal studies more generally. Through classroom conversations and course texts, students will become familiar with the structure of the American legal system, different methods of constitutional interpretation, theoretical concerns that shape legal thinking, and critical reading skills that may be used to approach legal texts such as judicial opinions. Students from all academic backgrounds interested in gaining increased literacy in American law are encouraged to enroll-no prior exposure is required. Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

---

**L57 RelPol 3230 Jews and Jewishness in Black American Thought**

The history of what has been called "Black-Jewish relations" in the United States has a rich and contested history. The stories told feature solidarity, controversy, and betrayal. This course will look at that history by attending to the role of Jews and Judaism in Black thought. How has Jewishness featured in the self-understanding of Black writers? Have Jews been regarded as allies or adversaries, role models or competitors? What role have Jewish texts or narrative paradigms played in Black religion? What have Black writers made of the Jewish project of national liberation? Credit 3 units. A&S IQ: HUM EN: H

---

**L57 RelPol 330 Native American/Euro-American Encounters: Confrontations of Bodies and Beliefs**

This course surveys the history and historiography of how Native Americans, Europeans, and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter-through sexual contact, through the policing of gendered social and economic behaviors, and through

religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

---

**L57 RelPol 334 Religion, Race, and Migration: Borders of Difference?**

This seminar is an experiment in studying the intersections of religion, race, and migration through the idea of difference. We discuss how particular understandings of religion, race, and migration inform contemporary scholarship and shape national and international legal and governmental practices. Specifically, this course explores how difference-of community, body, and place-produces conditions of possibility. Over the semester, we will investigate various borders of difference, using binaries to guide our analysis. We will examine this through a range of problem spaces including: religion/secularism; race/ethnicity/sect; terrorist/citizen; and refugee/migrant. Ultimately, this course aims to critically unpack the relations of power by which people, places, and ideas are differentially constructed, maintained, and transformed

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH

---

**L57 RelPol 3345 The Politics of Play and Protest: Religion and Sports in America**

Play is an essential component of human life. Yet, while the word play evokes leisure and frivolity, it can be serious work. Cultural values, spiritual truths, and social politics arise from play, particularly when they are codified in sports. From raucous games of Chunkey in pre-Columbian North America to Tim Tebow's gameday prayers, sports have long been used as instruments of social cohesion and as a way to connect a people to their gods. This course will examine the close relationship between religion and sport in modern American history and will push students beyond the sports-as-religion paradigm to consider sport as a medium of exchange between the overlapping influences of celebrity, national politics, religion, and the economy. We will cover how sports and religion intersect with topics like nationalism, gender, race, sexuality, identity formation, commercialism, mass-media, recreation, and labor. Concepts like ritual, collective effervescence, and sacred space will be used to analyze key historical movements and organizations, such as muscular Christianity, the YMCA, Fellowship of Christian Athletes, the Olympics, amateurism and the NCAA, and Black Lives Matter. Key figures for examining sport as a site of piety and protest include Muhammad Ali, Serena Williams, Tim Tebow, Jackie Robinson, Colin Kaepernick, and Abe Saperstein. Throughout the course we will ask: How, where, and when do sports act religiously? What do sports and religion accomplish together that they cannot accomplish alone?

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L57 RelPol 340 Pilgrims and Seekers: American Spirituality from Transcendentalism to the Present**

This seminar focuses on the formation of "spirituality" in American culture from the Transcendentalist world of Ralph Waldo Emerson on through more recent expressions of the "spiritual-but-not-religious" sensibility. How did "spirituality" come to be seen as something positively distinct from "organized religion"? What are the main contours of spiritual seeking in American culture, especially among those who claim no specific religious affiliation? The course also explores the social, political, and cultural consequences of this turn to the spiritual over the religious: for example, the consecration of liberal individualism, the relationship of religious exploration to both environmentalism and consumerism, the politics of cultural appropriation, the negotiation of religious pluralism, and the pursuit of the spiritual in art.

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

### L57 RelPol 345 Religion and Race in the United States

Race and ethnicity are central to how religious pluralism is worked out in America. How do the categories of race and religion intersect to produce concepts of a normative American identity? In this course, we examine the construct of race across various American congregational communities in order to understand debates on American identity and belonging. We also explore the idea of an American civil religion, and we engage with the boundaries of inclusion and exclusion of particular religious groups within this category based upon racialized criteria.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

### L57 RelPol 354 Christian Thought and Politics in the Modern World

This course introduces students to Christian thought in the modern period and its relation to notions of social justice and political action. It takes these issues chronologically, beginning with the Protestant Reformation and challenges to Catholic monarchies, through Puritanism and revolution, evangelicalism and anti-slavery, nineteenth-century liberalism and social reform, twentieth century issues of the Cold War and civil rights, to twentieth century concerns with race and environmentalism. Throughout the course, we will read texts that relate theological claims (about, for example, the nature of God, Christ, and redemption) to social and political matters. The course will end with attention to Christian belief and contemporary political crises.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L57 RelPol 355 The FBI and Religion

This seminar examines the relationship between the Federal Bureau of Investigation (FBI) and religion (i.e., faith communities, clerics, and religious professionals) as a way to study and understand 20th-century religion and politics. The course will investigate the history of the FBI as well as the various ways in which the FBI and religious groups have interacted. The course will pay particular attention to what the professor calls the four interrelated "modes" of FBI-religious engagement: counter-intelligence and surveillance, coordination and cooperation, censorship and publicity, and consultation.

Credit 3 units. A&S IQ: HUM BU: BA, ETH EN: H

---

### L57 RelPol 357 God in the Courtroom

The U.S. Constitution holds a promise to secure freedom of religion through its First Amendment. Its two religion clauses declare unconstitutional any prohibition on the free exercise of religion and laws respecting the establishment of religion. The consequence is that, whenever a group demands to be recognized as religious and to be granted the right to exercise its religion, a court, a legislature, or an administrative official must determine whether the religious practice in question is legally religious. This means that law plays a uniquely important role in defining religion in the United States. In this seminar, we will explore the relation between law and religion in America. We will study the religion clauses in the First Amendment to the United States Constitution, the histories of their interpretations by American courts in landmark cases, and the ways that religious studies scholars have understood and critiqued these cases.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L57 RelPol 358 Conscience and Religion in American Politics

Conscience is as American as apple pie and baseball, but its meaning and implications are deeply contested in American religion and politics. What is conscience? To what extent is conscience laden with theological -- and, more specifically, Christian -- commitments? What role should conscience, whether religious or ethical, play in political life? By considering what conscience means and what vision of politics it implies, we will reflect on what it means to be American: how

religion should relate to politics, how individuals should engage with democratic laws and norms, and how religious and political dissenters might oppose American politics. We will focus on key moments in the history of American religion and politics through the lens of conscience, from the Interwar Period, the perceived threat of communism during the Cold War, the Civil Rights Movement, and the Vietnam War to the "culture wars" on abortion, marriage equality, LGBTQ rights, and the death penalty. This course draws on interdisciplinary sources from religious studies, political theory, law, and history in 20th- and 21st-century American politics.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

### L57 RelPol 360 Religion and the Modern Civil Rights Movement, 1954-1968

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural, and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents, and observers believing that the net result of the marches, demonstrations, and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures, and communities that were indifferent, combative, instrumental, and/or supportive of Civil Rights legislation throughout the mid-twentieth century.

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

---

### L57 RelPol 362 Islam, Gender, Sexuality

In this course, we examine discourses of gender and sexuality across historical period and geographical region. We analyze encounters with Western imperialism, investigating how gender informs social, political, religious, and family life in Islamic cultures. Our course materials include histories, ethnographies, graphic novels, and films, and we examine how these sources approach the study of Islam, gender, and sexuality through the lens of various topics: from women in the earliest years of Islam in 7th century Arabia to revolutionary Iran and American Muslim women in the 21st century. Throughout the course, we examine how notions of gender and sexuality have changed over time and played various roles in the political and social life of Muslim nations, societies, and communities. By the end of the course, students will be able to critically assess scholarly and non-scholarly (media) discussions of gender in Islam.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

---

### L57 RelPol 365 Slavery, Sovereignty, Security: American Religions and the Problem of Freedom

The goal of this course is to think critically about freedom as an ideology and institution. What does it mean to be free? What are the relationships among individual liberties, national sovereignty, and civil rights? In what ways has freedom been defined in relation to -- and materially depended on -- unfreedom? At the same time, this course will treat American "religions" in a similar critical fashion: as a historically contingent category that has been forged and inflected within the same context of white Christian settler empire. Religion and freedom have intertwined throughout American history, including in the ideal of religious freedom. Our critical interrogation of freedom should help us think carefully about power, working with but also beyond tropes of domination and resistance.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L57 RelPol 368 Theories and Methods in the Study of Religion**

What is religion, and how can we study it? Do we need an answer to the first question to pursue the second? Why, and toward what ends, might we undertake such study? This course considers these questions through the investigation of significant attempts to study religion over the past century, paying particular attention to the methods, motivations, and aims of these works. Is the study of religion an effort to disprove or debunk it, or perhaps to support it? What would each mean? Is it an effort to describe the indescribable, or perhaps to translate complex beliefs and practices into a language in which they can be discussed by others? Why would such a translation be helpful, and to whom? Is the study of religion an investigation of a social phenomenon, an organization of communities, a specific formation of individuals, or perhaps a psychosis or illusion, evidence of the workings of power on our lives and the difficulty of bearing it? What is at stake in defining religion in these ways, and then in undertaking its study? Same as L23 Re St 368

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

**L57 RelPol 370 Religion and the Origins of Capitalism**

This course examines the relationship between religion and the development of a capitalist economy in Europe, England, and America from 1550 to 1800. It relies on intellectual, social, and economic histories. We cover major thinkers from the early mercantilist thinkers such as William Petty to Adam Smith.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

**L57 RelPol 380 American Religion, Media, and Technology**

American religious communities have often been cast as technological laggards, whether willfully ignorant or generally backwards. Such narratives, fueled by stories about religious leaders condemning cultural trends conceal the ways religions have in fact innovated in the media sphere. Ranging from the time of the earliest printing presses to contemporary social media platforms, this course reframes the question of American religions and media technologies by asking the following questions: How have media technologies shaped religious practice, identity, and belonging? Were religious critiques of mass media valid, particularly around questions of access, constraints, and consumption? And how have religious groups experimented with communications technologies to reimagine their use, message, and audience? These moments of technological encounter reveal how religious communities have not only worked with media technologies, but have driven much of what makes these technologies innovative and modern.

Credit 3 units. A&S IQ: HUM EN: H

---

**L57 RelPol 385 Jesus, Jazz, and Gin: the 1920s and the History of Our Current Times**

This course is a historical survey of the dynamic relationship between religion and politics during the 1920s. The 1920s were a tipping point for a great deal of the fundamental issues that shaped the twentieth century in the U.S. This course seeks to investigate how religious activism, evangelism, discourse, practice, and reinvention contributed to and was shaped by such change.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L57 RelPol 385A Topics in Jewish Studies: Race and Religion in the North American West**

Consult Course Listings for current topics. Please note: L75 585A is intended for graduate students only.

Same as L75 JIMES 385

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

---

**L57 RelPol 390 Mormon History in Global Context**

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints, which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S., with a reputation for patriotism and conservative family values. Because of its vigorous missionary program, the LDS Church now has more members outside the U.S. than inside. This seminar will introduce the basic practices and beliefs, and explore issues regarding economics, race, gender, and sexuality within the faith. These issues include: How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society? What does the LDS faith look like in other parts of the world, and how does its identification with U.S. prosperity and politics shape its growth in other places?

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

---

**L57 RelPol 395 Topics in Religion and Politics: Jewish Women and American Culture**

How have Jewish women shaped American politics and culture? How much of our modern world do we owe to what Jewish women have created? And how have these women transformed Judaism itself? This course examines the writings, ideas, and lives of Jewish-American women. From explicitly religious organizations like Hadassah and the National Council of Jewish Women, to more secular Jews who subtly incorporated religion into their style and their ethics, we will consider Jewish-American women in all of their fascinating variety. Students will gain a thorough picture of Jewish-American women's social impact from the ground up. Our reading will extend from colonial community builders like Billah Franks, to early feminists like Rosa Sonneschein, to revolutionaries like Emma Goldman and reformers like Lillian Wald; from the philosopher Hannah Arendt to the labor leader Rose Schneiderman and the novelist Ayn Rand; from America's first woman rabbi, Sally Priesand, to modern-day leaders and celebrities like Ruth Bader Ginsberg, Judy Blume, Adrienne Rich, and Dianne Feinstein. Students will have the opportunity to conduct self-directed research as well as to try out creative projects and collaborative reflection. This course will teach students to thoughtfully analyze texts in historical context, to conduct sensitive conversations with generosity and curiosity, and to broaden their pantheon of American cultural giants. As we explore multiple genres, decades, and perspectives, students will build a rich and collaborative understanding of the vibrant Jewish-American women's intellectual tradition.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L57 RelPol 4060 Senior Seminar: Religion, Politics, and Community**

Religion is a powerful social, economic, and political force across the globe. Its formal authorities and informal influences have changed over time and across space and traditions. Yet even where regular religious practice has become less common, religion remains a means of constructing communities, be it a diaspora, a unique nation within a state, or state-wide national identity or nationalism. Religion intersects with race, gender, and other important social identities, and it overlaps with organized political power from the grassroots to the government. Human relationships with the divine have influenced everyday norms and values, have marked key moments in our life cycle, and have provided material and social psychological resources for communities. In this course, we will examine the political relationships between religion and community from a variety of social scientific perspectives. As a core part of this inquiry, you will conduct an original research paper on a topic of your choice relating to religion, politics, and community. We will work through each step of the scientific method

over the course of the semester-using religion and community as a lens and set of thematic examples-and hold guided workshops to facilitate your research process. Prereq: L32 263 OR L32 363 OR department approved equivalent  
Same as L32 Pol Sci 4060  
Credit 3 units. A&S IQ: SSC EN: S

---

**L57 RelPol 407 Solidarity and Silence: Religious Strategies in the Political Sphere**

Although political action is often considered a problem of making oneself heard, religious practices of silence, self-effacement, and withdrawal from certain worldly struggles have guided many significant political and social movements, particularly forms of non-violent resistance. This course considers the role of religious thought and practice in such movements in the twentieth century. The history of these movements presents an apparent paradox: how can political action emerge from the supposedly "private" realm of religion in the modern era, particularly its most individualistic formations in contemplative and mystical practices? Does the historical role of these practices in the political sphere complicate their portrayal in some scholarship as private, individual, and depoliticizing? With these questions animating our investigations, we will consider the work of authors and activists including Leo Tolstoy, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King, Jr., Simone Weil, and William Barber, as well as the history of movements associated with their work. Toward the end of the semester, we will turn to contemporary movements against economic inequality, intimate violence, racially motivated violence, and discrimination toward transgender persons to discuss the use of religious strategies or religiously-derived strategies in current political and social activism.  
Credit 3 units. A&S IQ: HUM EN: H

---

**L57 RelPol 410 The FBI and Religion**

This seminar examines the relationship between the Federal Bureau of Investigation (FBI) and religion (i.e., faith communities, clerics, and religious professionals) as a way to study and understand 20th-century religion and politics. The course will investigate the history of the FBI as well as the various ways in which the FBI and religious groups have interacted. The course will pay particular attention to what the professor calls the four interrelated "modes" of FBI-religious engagement: counter-intelligence and surveillance, coordination and cooperation, censorship and publicity, and consultation.  
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

**L57 RelPol 4121 American Religion, Politics, and Culture: Catholicism and Contemporary American Politics**

Twenty-five percent of Americans identify as Roman Catholics, making Catholicism the largest Christian church in the country. With the exception of George W. Bush in 2000, no presidential candidate since 1960 has won the White House without winning a majority of Catholic voters. This course will examine the complex role of Roman Catholics in American politics, looking at how Catholics have shaped American history and political life and how American history and politics have shaped Catholicism. Topics will include the nature and influence of "the Catholic vote," the role of Catholic social teaching in forming Catholic voters, and the influence that Catholics continue to exercise over public policy and in our national institutions, including the U.S. Supreme Court.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L57 RelPol 4122 American Religion, Politics & Culture:**

**Commentary from Alexis de Tocqueville to Contemporary Pundits**

This research-oriented seminar involves in-depth historiographical investigation of leading scholarship at the busy intersections of American religion, politics, and culture. The second semester focuses on classic and contemporary commentaries on the American religious and political scene from Alexis de Tocqueville through today's leading pundits. Some sessions will include a visiting scholar engaged in cutting-edge research--a feature that will allow seminar members to work with important scholars from beyond the university. Possible topics include: church-state relations, religion and foreign policy, religion and civil rights, religion and the science wars, the rise of the Religious Right, and the role of religion in national elections. The seminar is taught under the auspices of the John C. Danforth Center on Religion and Politics and is offered two complementary parts (though enrollment in either one of the two is certainly possible). Its ambition is to build up a community of inquirers engaged in the core questions that animate the Danforth Center. PREREQ: Advanced undergraduate or graduate standing in AMCS, History, or Religious Studies or permission of instructor.

Credit 3 units. A&S IQ: HUM

---

**L57 RelPol 4125 The First Amendment in an Age of Fracture**

This seminar will explore the constitutional and civic dimensions of engaging across difference in a divided and fractured society. Topics will include free speech, the right of association, religious freedom, public forums, online forums, public funding, protests, boycotts, and strikes.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L57 RelPol 425 Law, Religion, and Politics**

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians, and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L57 RelPol 430 Spiritual But Not Religious: The Politics of American Spirituality**

What does it mean to be "spiritual but not religious"? What are the social and political consequences of foregrounding spiritual seeking and religious experimentation over the "organized religion" of churches, synagogues, mosques, and temples? How did this contemporary view of spirituality take shape historically? The seminar focuses on a series of debates that have arisen over spirituality in American culture: the entwining of religious practices with consumer culture and corporate capitalism, the rise of therapeutic models of meditation and mindfulness, the politics of Euro-American appropriations of Native American and Buddhist religious practices, the implications of embracing religious variety and eclecticism, and the relationship between spiritual seeking and social justice.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L57 RelPol 435 Sabbath Politics: Rest and Refusal in Religion and Politics**

The Jewish Sabbath arrives every week to disrupt ordinary life with a wholly different way of living, abstaining from some activities in divinely commanded rest. Is this different way of life strictly a break from the ordinary, or also a guide to it-and to how it might require disruption, reformation, and repair? Sabbath traditions have inspired radical political action including movements against debt, income

inequality, environmental destruction, and racial injustice. This course will consider the ways that 20th and 21st century American Jews have practiced Shabbat and thought about its significance in political life. Students will read a range of texts including Abraham Joshua Heschel's classic 1951 book *The Sabbath*, and consider them in relation to movements of contemporary radical politics that have been inspired by Sabbath traditions, including Strike Debt, reparations for the descendants of enslaved people, and agonistic democratic politics. Credit 3 units. A&S IQ: HUM EN: H

---

#### **L57 RelPol 440 Religion, Politics, and the University**

This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest to Professor John Inazu. Details on how and where to submit this statement can be found at <http://law.wustl.edu/COURSES/INAZU/seminar1/summaries/>.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L57 RelPol 4491 American Unbelief from the Enlightenment to the Present**

This seminar examines American secularism, humanism, and atheism from the Enlightenment forward to the present. Topics to be explored include: the tensions between secular and Christian conceptions of the republic, the civil liberties of atheists and nontheists, the battles over religion in the public schools, the culture wars over secular humanism and science, and the contemporary growth of the religiously disaffiliated or religious "nones." The course considers not only the intellectual dimensions of skeptical critiques of religion, but also the underlying politics of secularism (and anti-secularism) in a nation routinely imagined as "under God."

Credit 3 units. A&S IQ: HUM Arch: SSP Art: HUM EN: H

---

#### **L57 RelPol 4564 American Pragmatism**

This course examines the history of American pragmatism through three of its primary founders, the philosophers Charles Peirce, William James, and John Dewey. It considers pragmatism as a response to the experience of uncertainty brought on by modernity, and contextualizes it amidst late nineteenth and early twentieth century thought and politics, namely, scientific methodology, evolutionary theory, the probabilistic revolution, Transcendentalism, the rise of secularism, slavery, Abolitionism, and the Civil War. Major essays by each thinker will be read as well as three intellectual biographies and one critical survey.

Same as L22 History 4564

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L57 RelPol 480 Readings in African American Religious History**

This course is an introduction to the history and variety of African-American religions in the New World Diaspora. The approach will be chronological, from the earliest years to the New World, to contemporary expressions. We will also explore some of the major historiographical themes that have catalyzed current scholarship, the purpose and effectiveness of black nationalist movements, issues of class and gender, the persistence of African elements of new world religious practice, performance, and popular culture.

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L57 RelPol 485 Christian Nation, Secular Republic**

The United States has often been imagined as both a deeply Christian nation and a thoroughly secular republic, and those conjoined framings have created recurrent conflict throughout American history. This seminar is designed to introduce advanced undergraduates and graduate students to current discussions of religion, secularism, and unbelief in American religious and political history. The course also places a complementary emphasis on close readings of crucial primary works, say, about the rise of deistic toleration or the persisting political power of Christianity-in textual particularities. The course takes as its starting point Charles Taylor's monumental account *A Secular Age* and works from there through various episodes of the Enlightenment and its long aftermath.

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L57 RelPol 490 Monuments, Museums, and Mountains: Religion and the Politics of Place in Modern America**

Some of the most intense battles in American culture are fought over hallowed places and public memory. This class will examine various contested sites on the borders of pilgrimage, tourism, religious display, and civic commemoration. Among the topics to be considered are: Confederate monuments and plantation tours, Mount Rushmore and the Black Hills, the "Ground Zero Mosque" controversy, the Museum of the Bible and evangelical visions for the nation's capital, the public display of the Ten Commandments and the Satanic Temple's monumental interventions, Holy Land pilgrimages, and such alternative religious landscapes as Sedona and Salvation Mountain. Students will also have the opportunity to identify and explore sites of their own choosing as places of religious and political drama within modern American culture. There are no prerequisites for this course, and it is open to both undergraduates and graduate students.

Credit 3 units. A&S IQ: HUM EN: H

---

#### **L57 RelPol 495 Religion and the State: Global Mission, Global Empire**

This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: how has this nation's history been shaped by religious "others" both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence--including, for example, foreign policy and diplomacy, missionary activity, and economic practices?

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

## **Religion and Politics Minor**

### **Program Requirements**

- **Total units required:** 15

### **Required Course**

Students select one course from the following list. This required course should be completed prior to the second semester of the junior year.

Code	Title	Units
RelPol 201	Religion and American Society	3
RelPol 210	The Good Life Between Religion and Politics	3
RelPol 225	Religion and Politics in American History	3
BEYOND 120	Religious Freedom in America (This is a course in the selective Beyond Boundaries Program.)	3

## Elective Courses

Students complete 12 additional units, 9 of which must be at the 300 or 400 level and 9 of which, at any level, must be taught by Center faculty.

## Required Activities

Attendance at five events sponsored by the John C. Danforth Center on Religion and Politics (e.g., lectures, colloquia, lunch discussions, film screenings) is required. Students must inform the director of undergraduate studies of the events they attend so that this information can be recorded.

Contact: Leigh Schmidt  
Phone: 314-935-9345  
Email: leigh.e.schmidt@wustl.edu  
Website: <http://rap.wustl.edu>

## Religious Studies

If I headed back to college today, I would major in comparative religions rather than political science.

John Kerry, *former U.S. Secretary of State*, "Religion and Diplomacy"

Religion is a major source of inspiration, meaning, and controversy in human societies. Fast-moving forces of globalization, migration, and technology continue to bring diverse communities into closer proximity, often creating new religious communities in the process. The Religious Studies program at Washington University gives students the opportunity to learn about diverse religions as well as to study past and current events with a critical but open mind.

Religious Studies covers a wide range of subjects. It could include religion and American or international politics, religion and music, unbelief, religion and literature, issues of race or climate change, or scriptural studies. As such, Religious Studies embraces research in all its disciplinary and interdisciplinary complexity. Courses offered by our program are, thus, taught by faculty from a variety of disciplines and areas, including the Danforth Center on Religion and Politics; Anthropology; Classics; East Asian Languages and Cultures; English; History; Jewish, Islamic, and Middle Eastern Studies; Music; Political Science; and Women, Gender, and Sexuality Studies.

Pursuing a major in Religious Studies will help students understand and appreciate the complex ways in which religious traditions inform human thought and behavior. A double major or a minor will also enhance a broad range of studies, from politics and law to business and medicine. If a student is preparing for the advanced academic study of

religion, seeking to complement another area of study, or simply feeling the need to acquire a greater knowledge of religions, a major or minor in Religious Studies is excellent preparation for living and working in a pluralistic society and global culture.

Contact: Tia Crook  
Phone: 314-935-8677  
Email: [religiousstudies@wustl.edu](mailto:religiousstudies@wustl.edu)  
Website: <http://religiousstudies.wustl.edu>

## Faculty

### Director

**Lance Jenott**  
Senior Lecturer  
PhD, Princeton University  
(Classics, Religious Studies)

### Faculty

**Elena V. Kravchenko**  
Senior Lecturer  
PhD, University of Texas at Austin  
(Religious Studies)

## Affiliated Faculty & Advisory Board Members

**Catherine Adcock**  
Associate Professor  
PhD, University of Chicago  
(History)

**Sarah Baitzel**  
Assistant Professor  
PhD, University of California, San Diego  
(Anthropology)

**Anna F. Bialek**  
Assistant Professor  
PhD, Brown University  
(John C. Danforth Center on Religion and Politics)

**Daniel Bornstein**  
Stella K. Darrow Professor of Catholic Studies  
PhD, University of Chicago  
(History)

**John R. Bowen**  
Dunbar–Van Cleve Professor  
PhD, University of Chicago  
(Anthropology)

**Stephanie Kirk**  
Professor  
PhD, New York University  
(Romance Languages and Literatures)



**Jonathan L. Kvanvig**

Professor  
PhD, University of Notre Dame  
(Philosophy)

**David Lawton**

Professor  
PhD, York University  
(English)

**Joseph F. Loewenstein**

Professor  
PhD, Yale University  
(English, Interdisciplinary Project in the Humanities)

**Leigh Eric Schmidt**

Edward Mallinckrodt Distinguished University Professor  
PhD, Princeton University  
(John C. Danforth Center on Religion and Politics)

**Mark Valeri**

Reverend Priscilla Wood Neaves Distinguished Professor of Religion  
and Politics  
PhD, Princeton University  
(John C. Danforth Center on Religion and Politics)

## Courtesy Faculty

**Pamela Barmash**

Professor  
PhD, Harvard University  
(Jewish, Islamic, and Middle Eastern Studies)

**Pascal Boyer**

Henry Luce Professor of Collective and Individual Memory  
PhD, University of Paris–Nanterre  
(Anthropology, Psychology)

**Eric Brown**

Associate Professor  
PhD, University of Chicago  
(Philosophy)

**Geoff Childs**

Professor  
PhD, Indiana University  
(Anthropology)

**R. Marie Griffith**

John C. Danforth Distinguished Professor in the Humanities  
PhD, Harvard University  
(John C. Danforth Center on Religion and Politics)

**Martin Jacobs**

Professor  
PhD, Habilitation, Free University of Berlin  
(Jewish, Islamic, and Middle Eastern Studies)

**Christine Johnson**

Associate Professor  
PhD, Johns Hopkins University  
(History)

**Rebecca Lester**

Professor  
PhD, University of California, San Diego  
(Anthropology)

**Laurie F. Maffly-Kipp**

Archer Alexander Distinguished Professor  
Vice Provost for Graduate Education  
PhD, Yale University  
(John C. Danforth Center on Religion and Politics)

**Erin McGlothlin**

Vice Dean of Undergraduate Affairs, College of Arts & Sciences  
Professor  
PhD, University of Virginia  
(Germanic Languages and Literatures; Jewish, Islamic, and Middle  
Eastern Studies)

**Nancy Reynolds**

Associate Professor  
PhD, Stanford University  
(History)

**Abram Van Engen**

Professor  
PhD, Northwestern University  
(English)

**Hayrettin Yücesoy**

Associate Professor  
PhD, University of Chicago  
(Jewish, Islamic, and Middle Eastern Studies)

## Professors Emeriti

**Carl W. Conrad**

PhD, Harvard University  
(Classics)

**Beata Grant**

PhD, Stanford University  
(Religious Studies; East Asian Languages and Cultures)

**Hillel J. Kieval**

Gloria M. Goldstein Professor of Jewish History and Thought  
PhD, Harvard University  
(History; Jewish, Islamic, and Middle Eastern Studies)

**James F. Poag**

PhD, University of Illinois  
(Germanic Languages and Literatures)

## Majors

- Religious Studies Major (p. 1016)

## Minors

- Religious Studies Minor (p. 1017)

## Courses

Visit online course listings to view semester offerings for L23 Re St.

---

### L23 Re St 1010 Western Civilization I

This course is a history of Western civilization from 3500 BC to AD 1600. Western civilization may be characterized as one long debate on the holy. In no other civilization did this debate about the limits of the sacred and the profane -- this constant effort at trying to grasp the divine through word and deed -- last continuously for more than 5000 years. To argue over the holy is to argue over the very nature of how to live a life, from the most mundane daily activity to the most sublime act of the imagination. It is to argue over how politics, economics, art, philosophy, literature, and religion are realized in a society. Apart from many types of polytheism, we study the three great world monotheistic religions: Judaism, Christianity, and Islam. We study the ancient cultures of northern Africa and the eastern Mediterranean, the empires of Alexander the Great and imperial Rome, the Christianization of the Roman Empire and the rise of Islam, the early medieval world in the North Sea and the Byzantine Empire in Constantinople, the formation of Latin Christendom and the papal monarchy, the Crusades and the reaction of the Islamic lands, concepts of individuality, the persecution of Jews and heretics, chivalry and peasant servitude, the Mongol Empire, the Black Death and the devastation of the 14th century, the Renaissance in Italy and the Protestant reformation, the hunt for witches and the scientific revolution, and the medieval origins of the African diaspora and the European conquest of the Americas. What defined being human -- and so a man, a woman, or a child -- over five millennia? Fundamental questions of this course include the following: What is "Western civilization"? When do the characteristics defined as "Western" come together as a coherent phenomenon? What, then, is historical truth? This course (through lectures, reading primary sources, discussion sections, and essay writing) gives the student a learned background in almost 5000 years of history. This is an introductory course for the history major and minor.

Same as L22 History 101C

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H

---

### L23 Re St 102 Thinking About Religion

Nearly everyone has had some experience with something they would call "religion," from at least a passing familiarity through the media to a lifetime of active participation in religious communities. But what do we actually mean when we use the word? What is a religion? What does it mean to call something a religion, or "religious"? And what does it mean to study religion, given the slipperiness of the concept itself? This course offers an introduction to the academic study of religion through a consideration of these questions: What is religion, and how can we study it? Do we need an answer to the first question to pursue the second? Why, and toward what ends, might we undertake such study? We will also consider what is at stake in our investigation and inquiry into religion--for the inquirers, for the subjects of inquiry, and for society more broadly--and what kind of lens the study of religion offers us on ourselves, our neighbors, and society, in turn. To these ends, we will discuss major theoretical approaches to the study of religion and significant work on religions and religious phenomena, toward a better understanding of what "religion" might be and how it might be studied today. No prior knowledge or experience of religion, religions, or anything religious is expected or required. This course is required for Religious Studies majors and minors.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 1021 An Ancient Murder Mystery: The Death of Christ from the Gospels to Mel Gibson

When Mel Gibson's movie "The Passion of the Christ" was released in 2004, it provoked a tremendous amount of public debate and divided Christians (Catholics and Protestants of all sorts) and Jews (Orthodox, Conservative, Liberal and Reform) in every possible combination. Although the virulence of the discussions may have given us the impression that this was a new issue, in reality the question of the Jews' role and involvement in Jesus' death has been disputed for almost two thousand years. The claim that the Jews are responsible for Christ's death is the subject of this class and we will study its history from the gospels to today using textual sources (historical, religious and literary works) and the visual arts (paintings and movies). But this class is not about who did or did not kill Jesus, nor is it about judging people's positions on the issue. Rather it is about the power of a story to travel through time and space, to being told and retold in different versions and with different purposes, and to affect the real lives of men and women. First-Year Seminar; Course is for first-year, non-transfer students only.

Same as L22 History 1021

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

### L23 Re St 1200 Religious Freedom in America

The intersection of religion and law in American society has sparked some of the fiercest cultural engagements in recent memory: Should a for-profit religious corporation have a right not to fund birth control for its employees? Can a public college expel campus religious groups whose membership is not open to all students? May a Muslim in prison grow a beard for religious reasons? Should a cake baker or a florist be permitted to refuse services for a gay wedding? Can a church hire and fire its ministers for any reason? These current debates and the issues that frame them are interwoven in the American story. This course introduces students to the major texts and historical arguments underlying that story. Drawing from the respective expertise of the instructors, the course will expose students to a variety of scholarly methods related to the issue: legal history and case law, intellectual history and canonical texts, social history and narrative accounts, and political philosophy and contemporary analyses. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 120

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L23 Re St 156 First-Year Seminar: This Secular Age: Religion and Politics in Literature

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.

Same as L14 E Lit 156

Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L23 Re St 180 First-Year Seminar in Religious Studies

This course is for freshman only. The topic varies from semester to semester. Recent topics include Miracles; Sexuality in Early Christianity; and The Self in Chinese Thought.

Same as L22 History 180

Credit 3 units. A&S: FYS A&S IQ: HUM

---

### L23 Re St 189 Beginning Coptic II

After completing the remaining grammar lessons from Beginning Coptic I, we will build skill and confidence as translators by reading selections from a variety of Coptic texts: the Sahidic Gospel of Mark, the hagiographic "Life of John the Monk," selections from the Gospels

of Mary and Thomas, and a unique Coptic translation of Plato's "Republic." In our readings from the Bible and Plato, those who read Classical Greek will also have the opportunity to study how ancient translators chose to render the Greek texts into Egyptian, and how, in the process of translation, they changed the meaning of the originals. Prerequisite: Classics 188 or permission of instructor.

Same as L08 Classics 189

Credit 4 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L23 Re St 2010 Religion and American Society

This course explores religious life in the United States in the twentieth and twenty-first centuries. Comprehensive coverage of such a diverse landscape is not our goal. Rather, we will focus on some of the basic social categories that organize our society and that make religion a social phenomenon. How do religious belief and practice relate to race, class, or gender? How do we understand the role of religion in relation to region and space? How can we understand the many different stories that Americans tell about their own country as a special-even sacred-place? Major themes include religion and race; nation, land, and migration; religion, class, and money; evangelicalism and the religious right; business, class, and prosperity; religion and gender; religious nationalism; and the enduring challenges of religious multiplicity in the U.S.

Same as L57 RelPol 201

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 2030 Arch City Religion: Global Religion & Public Life in St. Louis

The St. Louis region is home to a diverse array of global religious communities. This course directly introduces students to some of that diversity by revolving around fieldtrips to living institutions and meetings with religious leaders across traditions. In any given semester, our visits may include organizations that identify as Catholic, Pentecostal, evangelical, Jewish (Orthodox, Conservative, Reform, or Reconstructionist), Muslim, Hindu, Buddhist, Vedantist, Scientological, progressive Baptist, or secular humanist, among others. We will also visit the International Institute of St. Louis and study the politics of immigration and refugee resettlement that have helped shape the city and its religious as well as political multiplicity. Through our visits and conversation, the variety within each religious community will also become apparent, as we encounter adherents across the political spectrum, embodying different ethnicities, and committed to different degrees of "orthodoxy" or traditional belief and practice. Students should emerge from the course with a fresh sense of the cultural and religious vitality of the St. Louis metropolitan area, illustrative of the United States as a whole. \*All required site visits will take place during the regular class time.

Same as L57 RelPol 203

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 2062 Sophomore Seminar in History

This course is a sophomore seminar in history; topics vary per semester. Prerequisite: sophomore standing.

Same as L22 History 2062

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, IS EN: H

---

### L23 Re St 207 Scriptures and Cultural Traditions: Text & Tradition

When we think of the word "scripture" in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of "scriptures" within a community, and the status given to different texts treated as "scriptural," has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a

role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of "scripture," and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority. Same as L93 IPH 209

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 208F Introduction to Jewish Civilization: History and Identity

The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course—designed as an introduction to Jewish history, culture, and society—will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: 7th century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JIMES 208F

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### L23 Re St 210 The Good Life Between Religion and Politics

What constitutes a life well lived? How do we imagine answers to that question? Who gets to answer that question for us? Do we ask it as an "us" or as an individual? This course considers the way religious and political thought has shaped considerations of the classical ethical question of how we should live and the way that ethics has often served to connect religion and politics in thought and practice. Do we need a religious basis to answer ethical questions, or can we determine how to live without religious sources of authority? Is ethics a project of an individual or of communities? If the latter, are these political communities, religious ones, or something else? On what basis or with what capacities can we imagine new answers to ethical questions, either in community or on our own? We will discuss these questions and more through a consideration of a range of answers to the question of how we should live.

Same as L57 RelPol 210

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 210C Introduction to Islamic Civilization

A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Same as L75 JIMES 210C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### L23 Re St 224 Islamic Religion: An Introduction

Survey of the development of Islamic practice and thought from the emergence of Islam in early seventh century CE to the present.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

---

### L23 Re St 225 Religion and Politics in American History

In a famous 2004 article, historian Jon Butler once remarked that US history textbooks and survey courses tend to pay significant attention to religion during the Colonial Era and early Republic, yet after the Civil War "religion more often appears as a jack-in-the-box" that pops up in historical accounts somewhat randomly and without much elaboration or analysis. To address the gaps in historical understandings that these absences may create, this course will provide a survey of the ways theological ideas and religiously-motivated social movements have shaped US politics and civic life from the Civil War to the present. With a particular emphasis placed on how religion intersects with other social categories such as race, gender, and class, it will examine the complex role that religious beliefs, practices, and identities have played in major political events and debates from the 1860s to today. In doing so, it will also inquire into what it means to study religion as a historical phenomenon, the theoretical and methodological tools that best assist in this work, and the historiographic implications of better attending to religion in historical analyses. No prior coursework in US history or religious studies is required.

Same as L57 RelPol 225

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

### L23 Re St 2300 Black-Jewish Relations in the United States

The history of what has been called "Black-Jewish relations" in the United States has a rich and contested history. The stories told about this relationship feature solidarity, controversy, and betrayal. This course will look at this history by attending to the role of Jews and Jewishness in Black thought. How has Jewishness featured in the self-understanding of Black thinkers? Have Jews been regarded as allies or adversaries, role models or competitors? What role have Jewish texts or narrative paradigms played in Black religion and Black politics? What have Black writers made of the Jewish project of national liberation i.e. Zionism? The course will likely include readings from W.E.B. Du Bois, Marcus Garvey, James Baldwin, and Malcolm X among others.

Same as L57 RelPol 230

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

---

### L23 Re St 235 Puritans and Revolutionaries: Religion and the Making of America

This course concerns the history of colonial America from early English settlement and encounters among English and Native Americans to revolution against Great Britain. The making of colonial America involved encounters and exchanges among various people groups—Puritans, Indigenous communities, German Moravians, English liberal thinkers with different ideas about politics—with different political convictions. This course explores those encounters, with a focus especially on Puritan and evangelical missions to Native Americans, southern plantation society and race-based slavery, English notions of religious liberty, and how ideas of political liberty, including rationales for American Independence, conflicted with, criticized, or stood as contradictions to English treatment of Indigenous and African peoples. We will read primary texts that illumine new perspectives on these issues. There is no defining argument or ideological "point" to the course but, rather, a series of observations of how different social, political, and intellectual variables made for shifting understandings of what religious ideas mattered to public life in America and how those ideas ought to shape civil affairs. As we examine these understandings, we will pay attention especially to Anglo-Indigenous interactions, the rise of a national self-consciousness that invested America with great historical purpose, the development of different responses to racial difference in America, and the disestablishment of religion from national political power (encoded in the First Amendment to the Constitution).

Same as L57 RelPol 235

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

### L23 Re St 236F Introduction to East Asian Religions

This introductory course provides a basic, yet systematic, overview of certain major religious traditions that evolved in East Asia, particularly in China and Japan, but also in Korea. We begin with the classical Chinese traditions of Confucianism and Daoism, then turn our attention to Buddhism, which originated in India (ca. 500 BCE) and was later introduced into China (1st century CE), Korea (4th century CE) and Japan (6th century CE). We then examine the Japanese tradition of Shinto, and focus more specifically upon the development of new Japanese forms of Buddhism. The course ends with a brief look at the coming of some of these religions to the West, and in particular the United States.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 238 Gothic Art: Patronage, Piety, and Power

In the twelfth century, a new style of art and architecture flourished in Europe. Known since the sixteenth century as the Gothic, this aesthetic pervaded visual culture from towering architecture to stained glass, monumental sculpture, panel paintings, and jewelry. Primarily focusing on art made in Northern Europe, this course explores the making of images in the period 1200 to 1500 and how issues of patronage, devotion, political power, and collaboration were part of this process. In addition to serving as a foundation in the history of medieval art, this course also functions as an introduction to art-historical method. Attention will be paid to the cultivation of visual analysis skills and academic writing, as well as the synthesis of course themes through the final "Virtual Exhibition" project. Prerequisites: none

Same as L01 Art-Arch 238

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

---

### L23 Re St 2396 The "Orient": Europe and Islamic Art from 1851 to Today

In the 19th century, the expansion of British and French colonial rule in North Africa, the Middle East, and India facilitated a variety of cultural exchanges, including the movement of Islamic carpets, textiles, manuscripts, ceramics, metalwork, and other artifacts to European collections. These collections, both public and private, presented a new repertoire of forms, motifs, and techniques that dramatically transformed cultural production in the west. Taking the Great Exhibition of 1851 in London as its starting point, this course explores the relationships between Islamic art, European modernism, and the artistic currents that traverse the globe today by examining the ways in which Islamic art has been circulated, acquired, understood, appreciated, utilized, and imitated in the west. As a result, students will gain a better understanding of the particular relationship between modern cultural production, museology, and colonialism, and obtain a good overall grasp of the artistic phenomena associated with the interaction between Islam and the West from the Modern Era to the present day. Prerequisite

Same as L01 Art-Arch 2396

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM EN: H

---

### L23 Re St 2400 Jewish Political Thought

The question of Jewish belonging in the Christian West has played a defining role in the formation of the modern state, and the afterlives of "the Jewish question" in Europe, America, and Israel continue to have significant influence on how political life is understood and evaluated. This course begins with classical Jewish sources on politics—including the nature of authority, national belonging, and territory—and then moves to a consideration of several crucial modern Jewish thinkers likely including Spinoza, Marx, and Arendt. The course will consistently consider topical contemporary questions about liberal democracy, totalitarianism, nationalism, Zionism, race, and secularism.

Same as L57 RelPol 240

Credit 3 units. A&S IQ: HUM BU: BA EN: H

---

**L23 Re St 2401 First-Year Seminar: Sex and the Bible**

What does the Bible say about sex and sexual desire? Gender and gender identity? Bodies and bodily pleasure? This class critically examines sex, gender, and sexuality as they are constructed in the Bible. We will consider biblical ideas of sexuality and desire, laws regulating sex and the body, homoeroticism and homosexuality, trans representation, the portrayal of women, and queer characters and moments in the Bible. We will also explore how key biblical texts about gender and sexuality (Adam and Eve, Sodom and Gomorrah, the Whore of Babylon, etc) have been interpreted over time. Our methods of interpretation will include feminist, womanist, postcolonial, queer, and trans reading strategies; biblical texts will come from both the Hebrew Bible and the New Testament. This class is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L23 Re St 244 Religion and Music in American Culture**

In this course, students will examine public discourse on popular music as a way of understanding questions of religious identity and community formation. Through case studies ranging from the Pueblo Indian dance controversy of the 1920s to post-9/11 disputes about the Islamic call to prayer, students will consider how debates over what "counts" as sacred or secular music reveal disputes over notions of religious authority and authenticity in American culture.

Same as L57 RelPol 244

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM

---

**L23 Re St 2450 Love and Reason**

Love often seems dramatically unreasonable, and reason can seem coldly rational in a way that excludes any emotion, passion, or affiliation even akin to love. The supposed opposition between love and reason has been used by Christian and secular thinkers throughout modernity to organize ways of knowing and judging, and to criticize claims of faith, belief, and desire. But are love and reason really so distinct? What does it mean to say so, and why might someone make this claim? Can love be reasoned, and even reasonable? Can reason be aided by love, and even driven by it? How might different answers to these questions affect our understanding of other possibly unreasoned categories like faith, belief, and piety? This course offers an introduction to modern Christian thought and Western philosophy through these questions and themes.

Same as L57 RelPol 245

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L23 Re St 248 Religion, Health, and Wellness in Modern America**

Religion, Health, and Wellness in Modern America will examine changing conceptions of health and wellness in America from the late nineteenth-century to the present. With media, artifacts, and literature drawn from the histories of medicine, religion, and capitalism, this class will cover the proliferation of alternative health regimens, the rise of the medical establishment, claims of divine healing, and the impact of market forces on wellness cultures. Course topics include the raced and gendered dynamics of care, socioeconomic status, technological innovation and media, the role of nature, health activism and radical self-care, and New Age spirituality and mental health. Special attention will be paid to how the politics of the body and its regulation intersect with religious and consumer practices in the modern wellness industry

Same as L57 RelPol 248

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L23 Re St 2500 Zionism**

Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.

Same as L57 RelPol 250

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L23 Re St 253 Catholicism Confronts Modernity: A Global History from the French Revolution to Pope Francis**

This course explores how the Catholic Church confronted the challenges of modernity—from liberal democracy and human rights; to capitalism and modern science; to fascism and communism. We will examine also how Catholicism itself has shaped modern politics and culture. The course will draw from the experience of Catholics in different countries (with no pretense of being exhaustive) over the past two centuries. We will begin with the French Revolution and the first "culture wars" between Catholics and liberals and end with the ambivalent legacies of Vatican II. We will appreciate how US Catholicism cannot be fully understood without reference to this global context.

Same as L57 RelPol 252

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L23 Re St 255 Religion, Environmentalism, and Politics**

This course explores the intersections of anthropology, theology, economic interests, and activism. We will draw on a range of sources including social-scientific theories about religion and ritual, discussions of disenchantment and re-enchantment, and indigenous claims to land. These theoretical frameworks will provide context for discussing contemporary religious responses to ecological disaster, including both environmentalist and anti-environmentalist movements.

Same as L57 RelPol 255

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

**L23 Re St 2600 Religion in the African American Experience: A Historical Survey**

This course introduces students to important themes in the history of African American, and thus in American, religious history, among them slavery, emancipation, urbanization, migration, consumer culture, sexuality, politics, and media technologies. Primary attention is given to Afro-Protestantism in North America and the cultural, social, and religious practices and traditions of these black communities. However, students will also be introduced to specific expressions of religious diversity and varying religious traditions and practices in African American communities.

Same as L57 RelPol 260

Credit 3 units. A&S IQ: HUM, SC, SD BU: ETH EN: H

---

**L23 Re St 280 African-American Religions**

This course is an introduction to African-American religions. This course attends to change wrought in indigenous African religions by enslavement, the adoption of Christianity (and severe critiques of it) by slaves themselves, the building of African-American denominations, the rise of new black religious movements, and the role of religion in contemporary African-American life. At every stage of the course, religion is discussed with reference to key political developments in

broader African-American history African diasporic history. The course proceeds in three parts. The course begins with a brief introduction to key themes and problems in the study of African-American religions. For example, is there such thing as a "black church," and how does the study of African-American religion differ from the study of other religious groups or traditions? The second part, the bulk of the course, moves chronologically and situates African and African-American religions in their shifting cultural and political contexts from the beginning of the European slave trade to the present. We will discuss African-Americans' practice of several religious traditions: creole African religions, Islam, Protestant and Catholic Christianity, and new religious movements. The final part of the course focuses on several key issues and debates that are informed by the study of African-American religions and that have important connections with contemporary American life.

Same as L57 RelPol 280

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

### L23 Re St 285 Islam in America

This course explores various Muslim discourses and practices in America with a special focus on the intersections of race, gender, and religion. In this course, students will first study the history of Islam and Muslims in America in light of the narratives of enslaved West African Muslims and some of the early narratives of immigrant Muslims. Students will then explore some later historical narratives that represent the impact of religious and racial structures on identity formations, such as the formation of the Nation of Islam, and transnational religious connections in Cold War America. Students will also examine the construction of Muslim identities and institutions in light of some of the US structures and discourses about Islam and Muslims, with regard to the racialization of Muslims, and in connection to the broader Americas. Students will also use popular culture as a site to observe the intersection of race, religion, and gender in Muslim practices.

Same as L57 RelPol 285

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

### L23 Re St 288 Muslims in the Media and Popular Culture

In the post 9/11 context of the United States, Muslims have been a constant presence in news media, typically cast in a negative light as political others who are backwards, threatening, and inherently prone to violence. This pattern has long been replicated in films in which Muslims serve as static and dehumanized perpetrators of violence and/or as symbols of a backwards and depraved culture, antithetical to U.S. values and interests. In recent years, however, Muslims have become increasingly visible in the entertainment industry as protagonists and producers of their own media, including G. Willow Wilson's "Ms. Marvel," Hulu's "Ramy," and Netflix's "Man Like Mobeen." This course explores a selection of recent media projects created by Muslim writers, actors, musicians, and comedians. We will be pairing films, television shows, music, and comics with scholarship on Islam and religion in the media to analyze Muslim representation and storytelling in contemporary popular culture. We will evaluate these works on their own terms, noting the ways in which gender and racial hierarchies dictate who gets to represent American Muslims while also assessing how these new media both disrupt and further reify Muslims' construction as religious and political outsiders.

Same as L57 RelPol 288

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH

---

### L23 Re St 290 Islamophobia & U.S. Politics

The presence of Muslim minorities in the West is increasingly divisive as political leaders appeal to voters' fear of the 'Other' to promote Islamophobic agendas that reshape immigration and asylum policies and redefine Western identity as Christian. Politicians further exploit the rise of extremist groups like ISIS to justify anti-Muslim rhetoric and critique multiculturalism, claiming that Islam and the West are inherently antithetical. In this course we examine the phenomenon of Islamophobia as a form of anti-Muslim racism that parallels hostility towards other religious and racial minorities in the US. We explore how while the post-9/11 context gave way to an increase in incidents of anti-Muslim violence, contemporary manifestations of Islamophobia are deeply rooted in state level anti-black racism from the early twentieth century, as well as in anti-Muslim attitudes that date back to the colonial period. By examining academic literature, political speeches, and news media sources, we situate Islamophobia within its historical context and also analyze how US anxieties about Islam and Muslims are not only gendered and racialized, but also exist across the political spectrum.

Same as L57 RelPol 290

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L23 Re St 2910 Racism and Antiracism

When President Obama was elected, it ignited a debate about whether America had finally become "post-racial." This assertion was belied by an entrenched underclass of Blacks and others from immigrant backgrounds; by the regular killing of innocent, young Black men alongside their mass incarceration, along with a whole series of other social indicators; by the dramatic rise in anti-Semitic incidents and Islamophobia globally; and most evidently by the discourse used during the Trump era that weaponized white Christian nationalism. At the end of four years of the Trump presidency defined by racist discourse and policies, it culminated in an insurgent riot on the Capitol designed to block the peaceful transfer of power, the basis of American democracy. This course provides the long view to understanding this recent period in American and global history. We begin by defining key terms in the discussion around racism today, including what we mean by racism and what unites anti-Semitism, anti-Black racism and Islamophobia, but also notions like privilege, cultural appropriation, and microaggressions. We then move on to the long history of the category of race. We start with a unit on race and religion and then move on to the role of the discovery of the "New World" and the development of the Atlantic slave system, and its impact on the Enlightenment, which was the incubator for the concept of race. From there, we consider how fundamental race was to European and American colonial dominance by the end of the nineteenth-century and the role it played in racial states like Nazi Germany and South Africa. The last portion of the class will focus on struggles to dismantle racism over the last century, considering the anti-colonial and Civil Rights movement, and the anti-apartheid struggle. Along the way, we will have addressed the overlaps and disconnects between anti-Black, anti-Jewish, and anti-Islamic racism and read a number of key thinkers and activists who can help us in the fight against racism.

Same as L75 JIMES 2910

Credit 3 units. A&S IQ: HUM, SC

---

### L23 Re St 300 Introduction to the Hebrew Bible/Old Testament

The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L23 Re St 3012 Biblical Law and the Origins of Western Justice**

This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.

Same as L75 JIMES 3012

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

---

**L23 Re St 303 Daoist Traditions**

This course offers an introduction to the history, practices, and worldviews that define the Daoist traditions. Through both secondary scholarship and primary texts, we consider the history of Daoism in reference to the continuities and discontinuities of formative concepts, social norms, and religious practices. Our inquiry into this history centers on consideration of the social forces that have driven the development of Daoism from the 2nd century to the modern day. Special consideration is given to specific Daoist groups and their textual and practical traditions: the Celestial Masters (Tianshi), Great Clarity (Taiqing), Upper Clarity (Shangqing), Numinous Treasure (Lingbao), and Complete Perfection (Quanzhen). Throughout the semester we also reflect on certain topics and themes concerning Daoist traditions. These include constructions of identity and community, material culture, the construction of sacred space, and cultivation techniques.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

---

**L23 Re St 3030 Love Songs and Laptops: Rediscovering Medieval Music in the Digital Age**

Using our laptops as portals into the past, students will gain first-hand experience as historical detectives. In this course, we will explore the world of medieval love—from the chivalrous and courtly to the bodily and obscene—as represented in books of songs from the fifteenth century. Scrumptiously decorated and preserved, five interrelated songbooks from central France, known as the "Loire Valley Chansonniers" contain the majority of love songs from this period. Working from digitized versions of the songbooks, online editions, and modern audio recordings, we will address the following questions: what do the songbooks tell us about the culture in which they were created? How do the graphic decorations that frame each song interact with its music and lyrics? Lastly, by contextualizing these digital sources with respect to the growing interest in the interface between the humanities and digital technology, we will discuss what we can gain from these developments and what—if anything—we stand to lose. (Ability to read music not required.)

Same as L27 Music 3030

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

**L23 Re St 3031 Christianity in the Modern World**

Survey of Christianity since the Reformation. Focus on the divisions in Christianity, its responses to modern science, the rise of capitalism, and European expansion into Africa, Asia, and the Americas. Attention to ecumenism and the contemporary status of Christianity in the world.

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

**L23 Re St 3033 Religion and Healing**

This course explores the relationship between religion and healing through historical and comparative study of Christian, Jewish and other religious traditions. We will examine how specific religious worldviews influence conceptions of the body and associated healing practices, how states of health and disease are identified and invested with religious significance, and how religious thought contributed to and coexisted alongside the growth of modern Western medicine. While much of the course will draw on specific case studies, students will be encouraged to pursue their own interests in the area of religion and healing through final projects.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L23 Re St 3035 Antisemitism: History, Causes, Consequences**

Why do people hate other people? Why have religion, race, gender, ethnicity and so on led to sectarian violence with terrifying regularity throughout history? Focused on antisemitism from Biblical times to today, this class will grapple with those questions. Please note: L75 5035 is intended for graduate students only.

Same as L75 JIMES 3035

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA EN: H

---

**L23 Re St 3044 Humors, Pox, and Plague: Medieval and Early Modern Medicine**

This course examines how people thought about, experienced, and managed disease in the medieval and early modern periods. Students will consider developments in learned medicine alongside the activities of a diverse range of practitioners—e.g. surgeons, empirics, quacks, midwives, saints, and local healers—involved in the business of curing a wide range of ailments. Significant attention will be paid to the experiences of patients and the social and cultural significance of disease. Major topics include: the rise and fall of humoral medicine; religious explanations of illness; diseases such as leprosy, syphilis, and plague; the rise of anatomy; herbs and pharmaceuticals; the experience of childbirth; and the emergence of identifiably "modern" institutions such as hospitals, the medical profession, and public health. The focus will be on Western Europe but we'll also consider developments in the Islamic world and the Americas.

Same as L22 History 3044

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L23 Re St 3050 Between Malcolm X and Martin Luther King, Jr.: Race, Religion, and the Politics of Freedom**

This course focuses on the political and spiritual lives of Martin and Malcolm. We will examine their personal biographies, speeches, writings, representations, FBI files, and legacies as a way to better understand how the intersections of religion, race, and politics came to bear upon the freedom struggles of people of color in the United States and abroad. The course also takes seriously the evolutions in both Martin and Malcolm's political approaches and intellectual development, focusing especially on the last years of their respective lives. We will also examine the critical literature that takes on the leadership styles and political philosophies of these communal leaders, as well as the very real opposition and surveillance they faced from state forces like the police and the FBI. Students will gain an understanding of what social conditions, religious structures and institutions, and personal experiences led to first the emergence and then the assassinations of these two figures. We will discuss the subtleties of their political analyses, pinpointing the key differences and similarities of their philosophies, approaches, and legacies; we will then apply these debates of the mid-20th century to contemporary events and social movements in terms of how their legacies are articulated and what we can learn from them in struggles for justice and recognition in 21st-century America and beyond.

Same as L57 RelPol 305

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L23 Re St 3051 Orthodoxy and Heresy in Early Christianity**

From the time Jesus of Nazareth preached in the rural countryside of Judea, his followers interpreted his words differently and wrote varied accounts of what he said and did. As time passed and as Jesus' movement grew into a world religion -- Christianity -- disagreement among Christians only continued to increase, leading to the need to define and enforce correct beliefs and practices to create a Christian "orthodoxy" embodied in the now-familiar institutions of creed, canon, and clergy. Yet in the process of creating an orthodoxy, what was left out? Whose voices were suppressed? Through the careful study of ancient texts that were long-ago deemed heretical and virtually lost until the 20th century, this course examines the wide varieties of Christianity in its nascent years and discusses how the framers of orthodoxy defined themselves against these alternatives.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**L23 Re St 3065 Voice, Language and Power: Late Medieval Religious Writing**

In the later Middle Ages, there is a flowering throughout Christian Europe of religious writings that offer a new voice in which personal religious experience can be pursued and expressed. Their voices are mainly intended to be communal ones, to be contained within the Church and regulated by it. But in each case the fact that it is a voice may offer a mode of resistance, or of difference. Such writing is often aimed at lay people, sometimes exclusively at women; and sometimes the intended auditors become the authors, and propose a version of religious experience that claims a new and more intimate kind of power for its readers. This course looks at a wide range of such writing in vernacular languages read in translation (English, French and German), including the work of Meister Eckhart, Marguerite Porete, Margery Kempe, Julian of Norwich, Eleanor Hull, the anonymous writer of *The Cloud of Unknowing* and the perhaps pseudonymous William Langland, author of *Piers Plowman*. Whether such writing seeks to be orthodox or conducive to heresy, it presents a challenge to the power of clergy - a challenge that is written in the vernacular language of lay people, rather than clerical Latin, and in doing so offers distinctively new voices for religious experience. The course will also look at ways in which such work might have been influenced, if only oppositionally or at times indirectly, by contact with Muslim and Jewish writing (including Jewish exegesis of the Psalms).

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

**L23 Re St 3071 Solidarity and Silence: Religious Strategies in the Political Sphere**

Although political action is often considered a problem of making oneself heard, religious practices of silence, self-effacement, and withdrawal from certain worldly struggles have guided many significant political and social movements, particularly forms of non-violent resistance. This course considers the role of religious thought and practice in such movements in the twentieth century. The history of these movements presents an apparent paradox: how can political action emerge from the supposedly "private" realm of religion in the modern era, particularly its most individualistic formations in contemplative and mystical practices? Does the historical role of these practices in the political sphere complicate their portrayal in some scholarship as private, individual, and depoliticizing? With these questions animating our investigations, we will consider the work of authors and activists including Leo Tolstoy, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King, Jr., Simone Weil, and William Barber, as well as the history of movements associated with their work. Toward the end of the semester, we will turn to contemporary movements

against economic inequality, intimate violence, racially motivated violence, and discrimination toward transgender persons to discuss the use of religious strategies or religiously-derived strategies in current political and social activism.

Same as L57 RelPol 307

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L23 Re St 3072 Literary Modernities in East Asia: Text & Traditions**

This course will explore the complex forces at work in the emergence of modern East Asia through a selection of literary texts spanning fiction, poetry, and personal narrative. Our readings-- by Chinese, Japanese, Korean, and Taiwanese writers and poets-- will point to the distinctively different and dramatically-shifting circumstances of modern East Asian nations and peoples, as well as to their shared values and aspirations. Same as L93 IPH 307

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L23 Re St 3074 Hinduism and the Hindu Right**

We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his "Hindu Nationalist" party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism.

Same as L22 History 3074

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L23 Re St 307F Introduction to the New Testament**

What can be known -- from an historical perspective -- about the life and teachings of Jesus and his earliest followers? How did Jesus see himself and how did his followers see him? How did the lives, teachings, and deaths of Jesus and his followers come to form the heart of a new movement? If Jesus and the apostles were all Jews, how did Christianity emerge as a distinct "religion"? This course investigates these questions through a focus on the earliest sources for Jesus and his first followers, including and extending beyond the canonical books of the Christian New Testament. Our approach in this course is historical and literary, rather than theological or confessional: we ask what Jesus, his first followers, and their Jewish and "pagan" contemporaries did and believed, and we try to catch glimpses of the worlds in which they lived and the cultures which they took for granted.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

---

**L23 Re St 3080 City on a Hill: The Concept and Culture of American Exceptionalism**

This course examines the concept, history, and culture of American exceptionalism--the idea that America has been specially chosen, or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we will re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture--a thesis our class will reassess with the help of modern critics. In the second part of this class, we will broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan



to the current day, ending with an analysis of Donald Trump and the rise of "America First." In the end, students will gain a firm grasp of the long history and continuing significance-the pervasive impact-of this concept in American culture.

Same as L98 AMCS 3081

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

---

### **L23 Re St 3082 From the Temple to the Talmud: The Emergence of Rabbinic Judaism**

This course offers a survey of the historical, literary, social, and conceptual development of Rabbinic Judaism from its emergence in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon -- as a constantly developing religious system. Among the topics to be explored are: How did Judaism evolve from a sacrificial cult to a text-based religion? How did the "Rabbis" emerge as a movement after the destruction of the Second Temple and how could they replace the old priestly elite? How did Rabbinic Judaism develop in its two centers of origin, Palestine (the Land of Israel) and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the Rabbis organized and was there diversity within the group? What was the Rabbis' view of women, how did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrash-collections -- a literature that defines the character of Judaism down to our own times. All texts are read in translation.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

---

### **L23 Re St 3090 Chinese Thought**

This course offers an introduction to Chinese thought through a study of thinkers from arguably one of the most vibrant periods of religious-philosophical discourse in China. We will examine early classical texts from the Daoist, Confucian, Mohist, and Legalist traditions, and we will follow arguments in which the thinkers expand upon, dispute, and respond to each other in regard to questions that are still important to us today. We will explore issues such as notions of the self, conceptions of the greater cosmos, the role of rituals, ideas about human nature, and the subjects of freedom and duty. Motivating the course will be the underlying question, "What is the good life?"

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

### **L23 Re St 3091 Confucian Thought**

This course is designed to introduce students to the history and teachings of one of the world's major religious traditions: Confucianism. We will examine how Confucianism developed in ancient China and afterwards spread throughout East Asia and beyond. In particular, we will pay attention to the issue of ritual and how Confucians attempted to ritualize social interactions and the world at large. In order to do so, we will engage in the writings of Confucius, Mengzi, and Xunzi, three early Chinese writers whose basic ideas about ritual heavily informed myriad cultural practices that are formative for large portions of East Asia today. Hence, this course on ancient thinkers not only introduces thoughts and practices prevalent throughout pre-modern China, Japan, and Korea. It also functions as a catalyst that helps us understand some of the reasons and motivations behind these communities' recent efforts to renegotiate and question "the colonialist flavor" of human rights and democracy.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

---

### **L23 Re St 3100 Religion and Violence**

Is religion intrinsically connected with violence or merely manipulated to justify political positions and incite supporters? How has religion been the motivation and justification behind violent conflict, aggression and persecution? Does religion have a greater power to

make war or peace? People have debated these questions for centuries as believers waged war in the name of their god(s). We'll study several critical theories about religion and violence and test them on historical and recent "religious" conflicts. Our investigation will be organized around five types of violence: 1) martyrdom and redemptive suffering, 2) claims on sacred space, 3) the violence of social stratification and "othering," 4) war and 5) apocalyptic and spiritual warfare. Case studies ranging from early Christian martyrs and crusades to attacks on abortion clinics and Tokyo subways will help clarify patterns and types of religious violence.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: FAAM, HUM BU: ETH EN: H

---

### **L23 Re St 3101 The Problem of Evil: The Holocaust and Other Horrors**

The question of how God can allow evil to occur to the righteous or innocent people has been a perennial dilemma in religion and philosophy. We study the classic statement of the problem in the biblical book of Job, the ancient Near Eastern literature on which Job is based, and traditional Jewish and Christian interpretation of Job. We study the major approaches to the problem of evil in Western philosophical and religious thought.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### **L23 Re St 3102 Defense Against the Dark Arts: An Anthropological Approach to the Study of Religion and Health**

This class is a comparative survey of religion, magic, and witchcraft as they are related to concepts of the body, health, healing and death across cultures. As such, students in this class will be expected to simultaneously learn details from particular magical and healing traditions studied in class, as well as to relate these details to theories about within the discipline of Anthropology (medical, cultural, psychological) and the field of Religious Studies. Special themes addressed in the class are the reasonableness of belief in magic, religion and religious practice as "magical," the body and definitions of health, healing, and illness and disease as symbolically, culturally, even magically constructed and experienced.

Same as L48 Anthro 3100

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

### **L23 Re St 311 Buddhist Traditions**

This course examines the historical development of Buddhism from its origins in South Asia in the 6th to 5th century BCE, through the transmission of the teachings and practices to East Asia, Southeast Asia, and Tibet, to contemporary transformations of the tradition in the modern West. In the first third of the course, we focus on the biographical and ritual expressions of the historical Buddha's life story, the foundational teachings attributed to the Buddha, and the formation and development of the Buddhist community. In the second third, we examine the rise of the Mahayana, the development of the Mahayana pantheon and rituals, and the spread of Mahayana in East Asia. In the final third, we explore the Theravada tradition in Sri Lanka and Thailand, then Tantric Buddhism in India, Tibet, and East Asia. We close the course with an overview of Buddhism in the modern West.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H  
UColl: CD

---

### **L23 Re St 3110 Sacred Architecture of the Indian Subcontinent**

The built structure remains a principal visible record of the evolution of a civilization and its culture. Through this interdisciplinary course on culture, art, design, religion and society, students will be introduced to and gain a deeper insight into the rich diversity of South Asia through the study of the architecture of its significant sacred places. We will take a journey through the Hindu, Jain and Buddhist Temples; the Islamic Mosque; the Sikh Gurudwara; the Zoroastrian Fire Temple; the Jewish Synagogue; and the Christian Church, tracing the evolution

of these places of worship from the Indus Valley Civilization to Pre-Colonial times. Through visuals, readings, and discussions, students will learn about the different architectural styles and motifs used in sacred buildings and how they came about. We will explore the inter-relationships between the design elements through the lens of political, social, religious, regional, artistic, and technological influences and understand the ways in which evolving design principles reflect these influences overtime. This course will be of interest to students of languages and cultures, architecture, archeology, art history, history, preservation, religion, and South Asian culture, among others. Please note: At the end of the semester, students will go on a field trip to experience the diverse sacred architecture in the St. Louis region. No prior knowledge of architecture or the history of this region is required. Same as L73 Hindi 311

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

### L23 Re St 312 South Asian Religious Traditions

In this course we will learn the basic vocabulary (conceptual, ritual, visual) needed to become conversant with the various religious traditions that are important to personal, social, and political life on the Indian subcontinent and beyond. We will first encounter each tradition through narrative, with the support of visual media. We will then explore how contemporary adherents make these traditions meaningful for themselves -- in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students will also become familiar with the analytical categories and methodologies that make up the basic toolkit of the religion scholar. Prior knowledge of India or Pakistan is not required. First year students are welcome to enroll in this course.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

---

### L23 Re St 3130 Sexuality in Early Christianity

What did Jesus of Nazareth and his early followers teach about sexuality in terms of marriage, adultery, divorce, the virtues of procreation and celibacy, same-sex relationships, and erotic desire? How and why did ancient Christians take different stances on these issues, and how do these traditions continue to inform sexual ethics and gender roles today? In this course, we will study these questions by examining key passages from the teachings of Jesus in the Gospels, Paul's letters, writings of early church leaders, martyr propaganda, monastic literature, and apocryphal books deemed heretical. We will also consider the interpretations of contemporary historians of religion informed by recent trends in sexuality and gender theories.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

---

### L23 Re St 313C Islamic History 600-1200

The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.

Same as L22 History 313C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L23 Re St 3140 Global Circuits: Religion, Race, Empire

This seminar explores how American entanglements of race and religion shape and are part of larger global processes. Over the course of the semester, we will investigate these entanglements through conceptual, historical, and ethnographic questions and insights on

the remapping of religious traditions and communal experiences onto imperial terrain. We will examine this through a range of problem spaces including: colonial rule, missions, and racial hierarchies; migration and its relationship to religion; the racialization of religion; diaspora and empire; and persecution and power.

Same as L57 RelPol 314

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

### L23 Re St 314C Islamic History: 1200-1800

An introduction to Islamic polities and societies from the Mongol conquests to the thirteenth century to the collapse and weakening of the colossal "gunpowder" empires of the Ottomans, Safavids and Mughals in the early eighteenth century. Broadly speaking, this course covers the Middle Period (1000-1800) of Islamic history, sandwiched between the Early and High Caliphal Periods (600-100) on the one hand and the Modern Period (1800-Present) on the other hand. Familiarity with the Early and High Caliphal periods is not assumed. The course will not be a "survey" of this period but a series of "windows" that will allow you to develop both an in-depth understanding of some key features of Islamic societies and a clear appreciation of the challenges (as well as the rewards!) that await historians of the Middle Period. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran and Mughal India.

Same as L22 History 314C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

---

### L23 Re St 315 Virtues, Vices, Values: Regulating Morality in Modern America

This course takes morality and the question of "what's right" seriously as a lens through which to understand and assess modern American history. "Morality" is, of course, a devilishly flexible rhetoric, a language invoked to tell people how to act and how to be good, or, conversely, to criticize and to shame. When the state or a community wants its citizens or members to be "good," it crafts laws and creates customs to encourage or inhibit behaviors. Yet "good" is a contested concept, especially in a diverse, multiracial society. Thus this class examines a) how state and non-state actors, including religious leaders, have attempted to regulate the lived experiences of Americans and b) the conflicts that emerge over what, exactly, is correct, or right, or good for individuals, society, and the state. To what degree does calling something moral or immoral articulate or obstruct policy solutions? What do political coalitions oriented around "values" accomplish? Is it possible to hew to moral frames and remain inclusive and tolerant? Topics may include marriage, abortion, immigration, alcohol, incarceration, disease, money, and medical care.

Same as L57 RelPol 315

Credit 3 units. A&S IQ: HUM, SD BU: ETH EN: H

---

### L23 Re St 3160 Beauty & Aesthetics In Islam: Islamicate Literature, Material Art, & Architecture

This course provides an introduction to beauty and aesthetics in Muslim societies from across the world. The course focuses on Islamicate literature (e.g., poetry, narrative, biography), material art (e.g., textiles, ceramics, decorated manuscripts), and architecture (e.g., palaces, built gardens, mosques, mausoleums). Some attention is also given to performing arts (e.g., dance, music, plays, puppetry). Various types of material will be considered, ranging from religious to non-religious. Material will be drawn from across the Muslim world, including the Middle East, Sub-Saharan Africa, Central Asia, South Asia, and Southeast Asia. Although the course is primarily concerned with the premodern period, it will also consider the impact of modernity on Muslim literature, art, and architecture.

Same as L75 JIMES 3160

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC BU: ETH, HUM EN: H

---

**L23 Re St 3162 American Unbelief from the Enlightenment to the Present**

This course examines American secularism, humanism, freethought, and atheism from the Enlightenment forward to the present. Topics to be explored include: the tensions between secular and Christian conceptions of the nation's founding, blasphemy and irreligious cartoons, the civil liberties of atheists and nontheists, the battles over religion in the public schools, atheism and gender politics, the culture wars over secular humanism, and the contemporary growth of the religiously disaffiliated or "nones." The course considers not only the intellectual dimensions of skeptical critiques of religion, but also the underlying politics of secularism (and anti-secularism) in a nation routinely imagined as "under God."

Same as L57 RelPol 3160

Credit 3 units. A&S IQ: HUM

---

**L23 Re St 3171 Religion and Culture in South and Southeast Asia**

Although it is now common to differentiate between South and Southeast Asia, historically these regions have often been conceptualized as part of a single geographical area. Known as the "(East) Indies", this area is marked by a rich history of (earlier) Hindu and Buddhist influences, as well as (later) Islamic and Christian influences. The present course will take an in-depth look at the four aforementioned religious traditions, and examine how they have shaped local forms of culture in premodern and modern times. Students will be introduced to host of phenomena in South and Southeast Asian societies, including religious worship, education, law, traditional governance, colonial governance, art, architecture, economic production, kinship, gender, and sexuality. Countries to be studied in the course include India, Pakistan, Sri Lanka, Thailand, Myanmar, Indonesia, Malaysia, the Philippines, and Papua New Guinea.

Same as L73 Hindi 3171

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, IS

---

**L23 Re St 3180 The Abuse Crisis in Modern Christianity**

For over a quarter-century, journalists have broken story after story about sexually abusive clergy in the U.S., many of them serial abusers of children and adolescents. While most accounts have focused on Catholic priests, many have also emerged of abusive evangelical and other Protestant ministers. The stories have illuminated how church bureaucrats have consistently protected abusers and subverted the efforts of victims and their families to seek recompense, accountability, and justice. These protections have often succeeded because of churches' political connections to law enforcement and legislators who have helped hide perpetrators and stymie survivors. Together we will analyze this cautionary tale about religion and politics by contextualizing it within the broader history of Christianity in the United States and beyond. Is this a case simply of a few bad apples or of institutional corruption? How has the church's response been shaped by fear of scandal, antipathy toward secularism, and theological teachings on gender and homosexuality? How does sexual abuse fit into the history of the church as a hierarchical institution? What challenges has the crisis posed to people of faith who are committed to the church, and can trust be repaired? Readings include legal case studies, internal church correspondence, victims' statements and criminal justice reports, documentary films and memoirs, and both journalistic and scholarly analysis of the clergy sex abuse crisis in the U.S. church. **WARNING:** Many of our readings contain difficult accounts of abuse as well as the subsequent trauma most victims suffer. If this subject matter is triggering for you and you'd like to speak with me about whether or not to take it, I'll be glad to help you think through it.

Same as L57 RelPol 3180

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L23 Re St 3183 The Jews of North Africa**

This course examines the colonial and postcolonial experiences of Jews living in North Africa (mainly Algeria, Morocco, Tunisia, Libya and Egypt) in the context of the region's connections with and relationships to the European powers in the 19th and 20th centuries. We will focus on how the intrusion of foreign powers disrupted and shifted long-standing relationships between Jews and their non-Jewish neighbors, particularly the Muslim populations. We will also explore changes that occurred within the Jewish community as Jews negotiated their place within the new European Imperial system and its subsequent dismantling. Students will have the opportunity to engage with European ideas of "regenerating" North African Jews living under Ottoman Rule, the changing political and social statuses of Jews throughout the French and British regions, the changing relationship between Jews and their non-Jewish neighbors, the rupture caused by both World Wars, and how Jews coped with and responded to the dismantling of European empires and the birth of nation-states in the region, including Israel.

Same as L75 JIMES 3183

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L23 Re St 3184 A Rainbow Thread: A History of Queer Identities in Judaism and Islam**

The notion that gender and sexuality minorities are forbidden or simply do not exist within traditional Judaism and Islamic traditions is an assumption that has been questioned in recent years. For these scholars and activists, it is not up for debate whether someone can be queer and Jewish or queer and Muslim. Therefore, what follows is an exploration of how to resurrect gender non-conforming interpretations of religious texts and rediscover the spectrum of gender and sexual identities that have always existed within Judaism and Islam. The course is divided into three parts. First, we will examine the religious textual traditions of both faiths to establish the space for queer identities in both the Qur'an and Torah as well as the traditions of Hadith and Talmud. Second, we will study key communities such as medieval Iberia, the Ottoman Mediterranean, Hasidic communities in Eastern Europe, Qajar Iran, and the colonial empires of the Middle East. This survey will show the influence European Christian dominance had (or did not have) on the evolution of Jewish and Islamic gender and sexual norms from pre-modern times through the 20th century. Finally, we will examine the 21st century by reading the memoirs of trans Muslims and trans Jews in order to analyze the ways in which contemporary queer Jewish and Islamic individuals frame their experiences and tell their stories of faith with agency, in their own words.

Same as L75 JIMES 3184

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

**L23 Re St 3185 The Jewish Experience in the United States: A History of Exceptions and Exceptionalism**

This course surveys American Jewish life from the colonial settlement of the new world to the present day with special emphasis on configurations of the Jewish Question in a variety of historical and geographical contexts. We will explore the paradox between American Jewish social and economic success over the last three and a half centuries and the sense of ambivalence many Jews feel toward their place in American society. As a class, we will consider key moments in American Jewish history, including the converso community that arrived alongside early Spanish settlers, the role of Jews in the slave trade and plantation complex, Jewish appeals for acceptance and equality within the American colonies and early republic, as well as how Jews coped with a divided union during the Civil War. We will analyze successive waves of Jewish immigration from different countries, the building of Jewish communal structures, and the evolution of Judaism and Jewish identity within the United States. Jewish contributions to American culture will also be an important

focus of the class as we explore the birth of American popular culture through music, film, television, and fiction. Throughout the course we will be cognizant of the regional, religious, ethnic, racial, class, gender, and sexual differences that comprise American Jewish society from its early inception to the present. We will observe how Jews have been simultaneously welcomed as well as excluded from political, economic, and social realms of the American community. As often as possible we will engage in a multitude of case studies and primary sources so we can gain specific regional expertise, while maintaining a national, and often transnational lens for analyzing these central questions.  
Same as L75 JIMES 3185

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 3192 Modern South Asia

This course will cover the history of the Indian sub-continent in the 19th and 20th centuries. We shall look closely at a number of issues including colonialism in India; anti-colonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history will be emphasized equally.

Same as L22 History 3192

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L23 Re St 3201 Gender, Culture, and Madness

This course will explore the relationships among gender constructs, cultural values, and definitions of mental health and illness. Understandings of the proper roles, sensibilities, emotions, and dispositions of women and men are often culturally and morally loaded as indicators of the "proper" selves permitted in a given context. Across cultures, then, gender often becomes an expressive idiom for the relative health of the self. Gender identities or presentations that run counter to these conventions are frequently identified as disordered and in need of fixing. In this course, we will take up these issues through three fundamental themes: the social and cultural (re)production of gendered bodies and dispositions; the normalization of these productions and the subsequent location of "madness" in divergent or dissonant experiences of embodiment; and the situation of discourses of "madness" within debates of resistance and conformity, selfhood and agency.

Same as L48 Anthro 3201

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

---

### L23 Re St 321 American Religion and the Politics of Gender and Sexuality

Following philosopher Michel Foucault's vital insight that "sexuality is a major transfer point in the relations of power," this course will explore the complex ways in which theological ideas and religious movements have shaped legal doctrines relating to sex, gender, and sexuality in the United States from roughly the turn of the twentieth century to the present. It will examine how and why religious groups have mobilized within the legal arena at various points in US history, the devotional commitments that influence their activism, the constitutional claims and counterclaims that have emerged over time as a result of legal contestation, and the lived impact of various judicial decisions. To do so, the course will be structured thematically around three overlapping constitutional domains: (1) equal protection rights for women and sexual minorities, (2) substantive due process commitments to privacy and bodily autonomy, and (3) free speech principles related to sexual self-expression. The impact of religious advocacy on contemporary controversies such as drag show bans, restrictions on reproductive healthcare, religious exemptions to LGBT non-discrimination laws, pornography regulation, gender-affirming care access, and more will all be covered. By applying the theories and methods of critical religious studies, this course also takes questions of American religion and sexual politics as a starting point for introducing undergraduate students to legal studies more generally. Through classroom conversations and course texts, students

will become familiar with the structure of the American legal system, different methods of constitutional interpretation, theoretical concerns that shape legal thinking, and critical reading skills that may be used to approach legal texts such as judicial opinions. Students from all academic backgrounds interested in gaining increased literacy in American law are encouraged to enroll-no prior exposure is required.  
Same as L57 RelPol 321

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 323 Jews and Christians in the Premodern World

In modern times, it is common to think of Judaism and Christianity as two distinct, if historically connected, "religions." Increasingly, however, historians of ancient religions have thought more deeply about the implications of taking Christianity and Judaism in antiquity as more fluid and porous than we tend to think of them. In this upper division course, we will explore the ways in which the boundaries that early Christians attempted to draw between Christianity and Judaism remained unstable and incomplete. While the various efforts to establish early Christian identity led to the production of a variety of hermeneutical representations of the Judaioi, these literary representations nevertheless often reflected, to various degrees, engagement with actual historical Jews/Judeans, who shared political, economic, and intellectual worlds with Christians. We will consider how early Christian discourse about Jews and Judaism informed and was informed by intra-Christian disputes and their negotiations of their relationships with the wider Greco-Roman culture. We will explore how Christian efforts to establish both continuity and difference between Judaism played a role in the construction of 'orthodoxy' and 'heresy,' as well as the way in which Christians re-appropriated Jewish texts, rituals, and ideas in their efforts to construct a Christian identity. We will also explore how this continued dynamic of difference and continuity continued into the Middle Ages.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

---

### L23 Re St 3230 Jews and Jewishness in Black American Thought

The history of what has been called "Black-Jewish relations" in the United States has a rich and contested history. The stories told feature solidarity, controversy, and betrayal. This course will look at that history by attending to the role of Jews and Judaism in Black thought. How has Jewishness featured in the self-understanding of Black writers? Have Jews been regarded as allies or adversaries, role models or competitors? What role have Jewish texts or narrative paradigms played in Black religion? What have Black writers made of the Jewish project of national liberation?

Same as L57 RelPol 3230

Credit 3 units. A&S IQ: HUM EN: H

---

### L23 Re St 3232 Religion & Nationalism in the Middle East & South Asia

How does religion shape national identity? How and why do some religious traditions become intertwined with the identities of national communities, often at the expense of others? In this course we explore how Islam, Judaism, Hinduism, and Christianity have interacted with modern nationalism to shape the nation-states of the Middle East and South Asia in profound ways. Throughout the course, we examine a range of case studies to compare and contrast, for example, the complex interaction between religion and nationalism in the creation of Pakistan and Israel in 1947 and 1948 as Muslim and Jewish national homes, the rise of the Hindu Right in India, religion and race in Iran, or the significance of Christianity and Islam for Palestinians and Iraqis. As we do so, we investigate how national movements have selectively and creatively engaged religious traditions over time in order to redefine communal boundaries, narrate new histories, exclude minorities, and reread sacred texts to draw the borders of their national homelands, which have often overlapped at great cost.

Same as L75 JIMES 3232

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L23 Re St 3262 The Early Medieval World 300-1000**

This course begins with the crisis of the Roman Empire in the third century and the conversion of the Emperor Constantine to Christianity in 312. We will study the so-called "barbarian invasions" of the fourth and fifth centuries and the collapse of the Roman Empire in the West. The Roman Empire in the East (and commonly known as the Byzantine Empire after the seventh century) survived intact, developing a very different style of Christianity than in the lands of the former western empire. Apart from examining Christianization in the deserts of Egypt or the chilly North Sea, we will discuss the phenomenon of Islam in the seventh century (especially after the Prophet Muhammad's death in 632) and the Arab conquests of the eastern Mediterranean and north Africa. In the post-Roman world of the West we will read about the Anglo-Saxons, the Carolingians, and the Vikings. In exploring these topics we will have to think about the relationship of kings to popes, Emperors to patriarchs, of missionaries to pagans, of cities to villages, of the sacred to the profane. Our attention will be directed to things as various as different forms of monasticism, the establishment of frontier communities, the culture of the Arabian peninsula, magic, paganism, military tactics, Romanesque churches, sea travel, manuscript illumination, the architecture of mosques, early medieval philosophy, the changing imagery of Christ, holiness, and violence as a redemptive act.

Same as L22 History 3262

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

**L23 Re St 3277 Philosophy of Religion**

This course focuses on debates concerning the existence of God as well as on special issues that arise within religion generally and also on some that arise within specific religious traditions. Topics include: the rationality of religious belief, the problem of evil, the coherence of theism, and the freedom-foreknowledge problem.

Same as L30 Phil 327

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

**L23 Re St 3293 Religion and Society**

We will take a broad and practice-oriented view of 'religion', including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We will consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity, and other broadly-based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Same as L48 Anthro 3293

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

---

**L23 Re St 3300 Native American/Euro-American Encounters: Confrontations of Bodies and Beliefs**

This course surveys the history and historiography of how Native Americans, Europeans, and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter-through sexual contact, through the policing of gendered social and economic behaviors, and through religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.

Same as L57 RelPol 330

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

---

**L23 Re St 3303 Topics in Chinese Lit & Culture: Three Streams: Major Religious Traditions in Pre-modern East Asia**

Topics course in Chinese literature and culture. Subject matter varies by semester; consult current semester listings for topic.

Same as L04 Chinese 330

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H UColl: CD

---

**L23 Re St 3340 Topics in East Asian Religions: The Lotus Sutra in East Asia: Buddhism, Art, Literature**

Topics course on East Asian religions. Subject matter varies by semester; consult current semester listings for topic. Fulfills premodern elective for EALC major.

Same as L81 EALC 3340

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L23 Re St 3341 Religion, Race, and Migration: Borders of Difference**

This seminar is an experiment in studying the intersections of religion, race, and migration through the idea of difference. We discuss how particular understandings of religion, race, and migration inform contemporary scholarship and shape national and international legal and governmental practices. Specifically, this course explores how difference-of community, body, and place-produces conditions of possibility. Over the semester, we will investigate various borders of difference, using binaries to guide our analysis. We will examine this through a range of problem spaces including: religion/secularism; race/ethnicity/sect; terrorist/citizen; and refugee/migrant. Ultimately, this course aims to critically unpack the relations of power by which people, places, and ideas are differentially constructed, maintained, and transformed

Same as L57 RelPol 334

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH

---

**L23 Re St 3345 The Politics of Play and Protest: Religion and Sports in America**

Play is an essential component of human life. Yet, while the word play evokes leisure and frivolity, it can be serious work. Cultural values, spiritual truths, and social politics arise from play, particularly when they are codified in sports. From raucous games of Chunkey in pre-Columbian North America to Tim Tebow's gameday prayers, sports have long been used as instruments of social cohesion and as a way to connect a people to their gods. This course will examine the close relationship between religion and sport in modern American history and will push students beyond the sports-as-religion paradigm to consider sport as a medium of exchange between the overlapping influences of celebrity, national politics, religion, and the economy. We will cover how sports and religion intersect with topics like nationalism, gender, race, sexuality, identity formation, commercialism, mass-media, recreation, and labor. Concepts like ritual, collective effervescence, and sacred space will be used to analyze key historical movements and organizations, such as muscular Christianity, the YMCA, Fellowship of Christian Athletes, the Olympics, amateurism and the NCAA, and Black Lives Matter. Key figures for examining sport as a site of piety and protest include Muhammad Ali, Serena Williams, Tim Tebow, Jackie Robinson, Colin Kaepernick, and Abe Saperstein. Throughout the course we will ask: How, where, and when do sports act religiously? What do sports and religion accomplish together that they cannot accomplish alone?

Same as L57 RelPol 3345

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L23 Re St 334C Crusade, Conflict, and Coexistence: Jews in Christian Europe**

This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world—a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures, and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era.

Same as L22 History 334C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS EN: H

---

**L23 Re St 3354 Vienna, Prague, Budapest: Politics, Culture, and Identity in Central Europe**

The term Central Europe evokes the names of Freud and Mahler; Kafka and Kundera; Herzl, Lukács, and Konrád. In politics, it evokes images of revolution and counter-revolution, ethnic nationalism, fascism, and communism. Both culture and politics, in fact, were deeply embedded in the structures of empire (in our case, the Habsburg Monarchy)—structures which both balanced and exacerbated ethnic, religious, and social struggles—in modern state formation, and in the emergence of creative and dynamic urban centers, of which Vienna, Budapest, and Prague were the most visible. This course seeks to put all of these elements into play—empire, nation, urban space, religion, and ethnicity—in order to illustrate what it has meant to be modern, creative, European, nationalist, or cosmopolitan since the 19th century. It engages current debates on nationalism and national identity; the viability of empires as supra-national constructs; urbanism and modern culture; the place of Jews in the social and cultural fabric of Central Europe; migration; and authoritarian and violent responses to modernity.

Same as L22 History 3354

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L23 Re St 335C Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History**

This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be-or to become-modern. To answer this question, we look at two broad trends that took shape toward the end of the eighteenth century—the Enlightenment and the formation of the modern state—and we track changes and developments in Jewish life down to the close of the twentieth century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time—from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation;" acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Same as L22 History 335C

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H  
UColl: HEU, HSM

---

**L23 Re St 336C History of the Jews in Islamic Lands**

This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age. Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Genizah, reflecting social history, the status of women, and other aspects of daily life.

Same as L22 History 336C

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L23 Re St 3392 Topics in South Asian Religions**

The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L23 Re St 3401 Pilgrims and Seekers: American Spirituality from the Transcendentalists to the Millennials**

This seminar focuses on the formation of "spirituality" in American culture from the Transcendentalist world of Ralph Waldo Emerson on through more recent expressions of the "spiritual-but-not-religious" sensibility. How did "spirituality" come to be seen as something positively distinct from "organized religion"? What are the main contours of spiritual seeking in American culture, especially among those who claim no specific religious affiliation? The course also explores the social, political, and cultural consequences of this turn to the spiritual over the religious: for example, the consecration of liberal individualism, the relationship of religious exploration to both environmentalism and consumerism, the politics of cultural appropriation, the negotiation of religious pluralism, and the pursuit of the spiritual in art.

Same as L57 RelPol 340

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

**L23 Re St 3421 Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World**

From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.

Same as L66 ChSt 342

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L23 Re St 3422 Art of the Islamic World**

This course surveys the art and architecture of societies in which Muslims were dominant or in which they formed significant minorities from the seventh through the 20th centuries. It examines the form and function of architecture and works of art as well as the social, historical, and cultural contexts; patterns of use; and evolving meanings attributed to art by the users. The course follows a chronological order, and selected visual materials are treated along chosen themes.

Themes include the creation of a distinctive visual culture in the emerging Islamic polity; the development of urban institutions; key architectural types such as the mosque, madrasa, caravanserai, palace, and mausoleum; art objects and the art of the illustrated book; cultural interconnections along trade and pilgrimage routes; and Westernization and modernization in art and architecture.

Same as L01 Art-Arch 3422

Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: IS EN: H UColl: CD

---

### L23 Re St 343C Europe in the Age of the Reformation

How should people act towards each other, towards political authorities and towards their God? Who decided what was the "right" faith: the individual? the family? the state? Could a community survive religious division? What should states do about individuals or communities who refused to conform in matters of religion? With Martin Luther's challenge to the Roman Catholic Church, the debates over these questions transformed European theology, society, and politics. In this class we will examine the development of Protestant and Radical theology, the Reformers' relations with established political authorities, the response of the Catholic Church, the development of new social and cultural expectations, the control of marginalized religious groups such as Jews, Muslims, and Anabaptists, and the experiment of the New World.

Same as L22 History 343C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

---

### L23 Re St 3451 Religion and Race in the United States

Race and ethnicity are central to how religious pluralism is worked out in America. How do the categories of race and religion intersect to produce concepts of a normative American identity? In this course, we examine the construct of race across various American congregational communities in order to understand debates on American identity and belonging. We also explore the idea of an American civil religion, and we engage with the boundaries of inclusion and exclusion of particular religious groups within this category based upon racialized criteria.

Same as L57 RelPol 345

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

---

### L23 Re St 346 Topics in East Asian Religions

This course explores one of the various topics in East Asian Religions. Recent topics have included "The Zhuangzi" (a Daoist classic); Tantric Buddhism; and death, dying and the afterlife in East Asian religions.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L23 Re St 3461 Zen Buddhism

This course is designed to introduce students to the history, teachings, and practice of Zen Buddhism in China (Chan), Japan (Zen), Korea (Sôn), and the United States. We will discuss how Zen's conception of its history is related to its identity as a special tradition within Mahayana Buddhism, as well as its basic teachings on the primacy of enlightenment, the role of practice, the nature of the mind, and the limitations of language. We will also look at Zen Buddhism and its relation to the arts, including poetry and painting, especially in East Asia. Finally, we will briefly explore the response of Zen teachers and practitioners to questions of war, bioethics, the environment and other contemporary issues. Prerequisites: Rel St. 203 or Re St 311.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### L23 Re St 3465 Islamic Law

This course will present a general overview of Islamic law and an introduction to the study of religious legal authority, which values consensus. It will then explore the formation of the major schools of law. Next, it will debate the notions of "ijtihad" and "taqlid" and discuss

how open and independent legal decisions have been in the Islamic world. It will also trace the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayatollah. Note: L75 546 is intended for graduate students only.

Same as L75 JIMES 346

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 3513 Muhammad: His Life and Legacy

This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc. literature. Because of the availability of primary sources in English translation, there will be a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills will be encouraged to engage sources in their original language.

Same as L75 JIMES 351

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 3540 Anthropological and Sociological Study of Muslim Societies

This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization. Please note: L75 554 is intended for graduate students only.

Same as L75 JIMES 354

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S UColl: CD

---

### L23 Re St 3542 Christian Theology and Politics in the Modern West

This course introduces students to Christian thought in the modern period and its relation to notions of social justice and political action. It takes these issues chronologically, beginning with the Protestant Reformation and challenges to Catholic monarchies, through Puritanism and revolution, evangelicalism and anti-slavery, nineteenth-century liberalism and social reform, twentieth century issues of the Cold War and civil rights, to twentieth century concerns with race and environmentalism. Throughout the course, we will read texts that relate theological claims (about, for example, the nature of God, Christ, and redemption) to social and political matters. The course will end with attention to Christian belief and contemporary political crises.

Same as L57 RelPol 354

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L23 Re St 3551 The FBI and Religion

This seminar examines the relationship between the Federal Bureau of Investigation (FBI) and religion (i.e., faith communities, clerics, and religious professionals) as a way to study and understand 20th-century religion and politics. The course will investigate the history of the FBI as well as the various ways in which the FBI and religious

groups have interacted. The course will pay particular attention to what the professor calls the four interrelated "modes" of FBI-religious engagement: counter-intelligence and surveillance, coordination and cooperation, censorship and publicity, and consultation.  
Same as L57 RelPol 355

Credit 3 units. A&S IQ: HUM BU: BA, ETH EN: H

---

### L23 Re St 3552 Topics in Korean Literature and Culture

Topics course in Korean literature and culture; subject varies by semester. Premodern course; fulfills premodern elective for EALC major. No background in Korean language, history, or culture is required.  
Same as L51 Korean 355

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H  
UColl: CD

---

### L23 Re St 356 Genesis

Genesis, the first book of the Bible, remains among the most important literary, historical, and theological works ever written - at once beautiful, funny, perplexing, and challenging. In this class, we will take a deep dive into Genesis, while also exploring literary, historical, mythological, feminist, postcolonial, and other responses to the text. We will also consider the history of interpretation, with a particular interest in the reception of Genesis in literature and in popular culture.  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L23 Re St 3561 Exodus

We will investigate the biblical book of Exodus in both its original significance in the ancient Near East and its later meanings for Jews, Christians, and Muslims in societies around the world. Why did its narratives and ideas about law and justice and religion resonate so strongly both in biblical times and afterwards? Which assumptions did the biblical authors make about writing stories and poetry? What is the historical reality of the Exodus? How did the biblical Israelites conceive of their religious practices and institutions? We will also explore how Exodus and the celebration of Passover has been, and continues to be, a crucial source of identity in Jewish and Christian circles. How has Exodus been re-imagined and transfigured multiple times, and how has the Passover celebration reflected transformations in the understanding of the Exodus? We will analyze many types of expression influenced by Exodus: historical sources, liturgy, art, commentaries, theology, literature, film, mysticism, and music.  
Same as L75 JIMES 3561

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L23 Re St 3571 God in the Courtroom

The U.S. Constitution holds a promise to secure freedom of religion through its First Amendment. Its two religion clauses declare unconstitutional any prohibition on the free exercise of religion and laws respecting the establishment of religion. The consequence is that, whenever a group demands to be recognized as religious and to be granted the right to exercise its religion, a court, a legislature, or an administrative official must determine whether the religious practice in question is legally religious. This means that law plays a uniquely important role in defining religion in the United States. In this seminar, we will explore the relation between law and religion in America. We will study the religion clauses in the First Amendment to the United States Constitution, the histories of their interpretations by American courts in landmark cases, and the ways that religious studies scholars have understood and critiqued these cases.  
Same as L57 RelPol 357

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L23 Re St 358 Conscience and Religion in American Politics

Conscience is as American as apple pie and baseball, but its meaning and implications are deeply contested in American religion and politics. What is conscience? To what extent is conscience laden with theological -- and, more specifically, Christian -- commitments? What role should conscience, whether religious or ethical, play in political life? By considering what conscience means and what vision of politics it implies, we will reflect on what it means to be American: how religion should relate to politics, how individuals should engage with democratic laws and norms, and how religious and political dissenters might oppose American politics. We will focus on key moments in the history of American religion and politics through the lens of conscience, from the Interwar Period, the perceived threat of communism during the Cold War, the Civil Rights Movement, and the Vietnam War to the "culture wars" on abortion, marriage equality, LBGTQ rights, and the death penalty. This course draws on interdisciplinary sources from religious studies, political theory, law, and history in 20th- and 21st-century American politics.  
Same as L57 RelPol 358

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

### L23 Re St 359 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies

Jewish literature includes highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy businesswoman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation. Please note: L75 559 is intended for graduate students only.  
Same as L75 JIMES 359

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L23 Re St 360 Religion and the Modern Civil Rights Movements, 1954-1968

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural, and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents, and observers believing that the net result of the marches, demonstrations, and legislative rulings would redeem and/or destroy "The Soul of the Nation." This seminar examines the modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures, and communities that were indifferent, combative, instrumental, and/or supportive of Civil Rights legislation throughout the mid-twentieth century.  
Same as L57 RelPol 360

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H



---

**L23 Re St 3620 Islam, Gender, Sexuality**

In this course, we examine discourses of gender and sexuality across historical period and geographical region. We analyze encounters with Western imperialism, investigating how gender informs social, political, religious, and family life in Islamic cultures. Our course materials include histories, ethnographies, graphic novels, and films, and we examine how these sources approach the study of Islam, gender, and sexuality through the lens of various topics: from women in the earliest years of Islam in 7th century Arabia to revolutionary Iran and American Muslim women in the 21st century. Throughout the course, we examine how notions of gender and sexuality have changed over time and played various roles in the political and social life of Muslim nations, societies, and communities. By the end of the course, students will be able to critically assess scholarly and non-scholarly (media) discussions of gender in Islam.

Same as L57 RelPol 362

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

---

**L23 Re St 3622 Topics in Islam**

Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor. Please note: L75 5622 is intended for graduate students only.

Same as L75 JIMES 3622

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H UColl: CD

---

**L23 Re St 365 The Bible as Literature**

The Bible is one book among many; the Bible is a book like no other; the Bible is not one book but many. The course will debate such positions and the different histories and practices of reading they involve. We shall read extensively in English translations of the Bible, both Jewish and Christian, with emphasis on literary form and ideas. We shall look at the Bible's material forms, and the history of its interpretation and translation. The aim is not to adjudicate its meaning but to explore what over time it has been taken to mean, attempting to locate within the book the potential for different interpretations.

The course requires, and should foster, attentive reading, vigorous yet courteous argument, and respect for the readings of others.

Same as L14 E Lit 365

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

**L23 Re St 3650 Slavery, Sovereignty, Security: American Religions and the Problem of Freedom**

The goal of this course is to think critically about freedom as an ideology and institution. What does it mean to be free? What are the relationships among individual liberties, national sovereignty, and civil rights? In what ways has freedom been defined in relation to -- and materially depended on -- unfreedom? At the same time, this course will treat American "religions" in a similar critical fashion: as a historically contingent category that has been forged and inflected within the same context of white Christian settler empire. Religion and freedom have intertwined throughout American history, including in the ideal of religious freedom. Our critical interrogation of freedom should help us think carefully about power, working with but also beyond tropes of domination and resistance.

Same as L57 RelPol 365

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L23 Re St 366 Approaches to the Qur'an**

The place of the Qur'an in Islamic religion and society. Equal emphasis on text: the Qur'an's history, contents, and literary features; and context: the place of the Qur'an in everyday life, its oral recitation, artistic uses, and scholarly interpretation. Knowledge of Arabic not required.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH

---

---

**L23 Re St 3660 The Sephardic Experience: 1492 to the Present**

In the public perception, modern Jews divide into two subethnic groups: Ashkenazi and Sephardi, or European and Middle Eastern Jews. However, this is an oversimplification that does not do justice to the diversity and complex history of Jewish identities, which are often multilayered. Strictly speaking, Sephardi Jews trace their ancestral lines or cultural heritage to the medieval Iberian Peninsula, present-day Spain and Portugal. That said, according to some scholars, Sephardi Judaism did not even exist before the general expulsion of Spanish Jewry in 1492 and is the result of their subsequent migrations within the Mediterranean and transatlantic worlds. We will start with an introduction into the history of Spanish Jews prior to 1492, asking to what extent memories of pre-expulsion Iberia are at the heart of Sephardi identity. We will then follow the migratory path of Sephardi exiles to North Africa, Italy, the Ottoman Empire, the Netherlands, and the Americas. The questions we will explore include: in what sense did Sephardim form a transnational community? How did they transmit and transform aspects of Spanish culture in form of Ladino (Judeo-Spanish) language and literature? How did they become intermediaries between Christian Europe and the Ottoman Empire? What was their role in Europe's transatlantic expansion and the slave trade? How did Ottoman and North African Jews respond to European cultural trends in the nineteenth century and create their own forms of modernity? How did the Holocaust impact Sephardi Jews?

Same as L75 JIMES 366

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L23 Re St 3670 Gurus, Saints, and Scientists: Religion in Modern South Asia**

Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan, and Mohandas Gandhi; and explore how Hindu, Islamic, and other South Asian traditions were recast in the molds of natural science, social science, and world religion.

Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

---

**L23 Re St 368 Theories and Methods in the Study of Religion**

What is religion, and how can we study it? Do we need an answer to the first question to pursue the second? Why, and toward what ends, might we undertake such study? This course considers these questions through the investigation of significant attempts to study religion over the past century, paying particular attention to the methods, motivations, and aims of these works. Is the study of religion an effort to disprove or debunk it, or perhaps to support it? What would each mean? Is it an effort to describe the indescribable, or perhaps to translate complex beliefs and practices into a language in which they can be discussed by others? Why would such a translation be helpful, and to whom? Is the study of religion an investigation of a social phenomenon, an organization of communities, a specific formation of individuals, or perhaps a psychosis or illusion, evidence of the workings of power on our lives and the difficulty of bearing it? What is at stake in defining religion in these ways, and then in undertaking its study?

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

---

**L23 Re St 36CA Heroes and Saints in India: Religion, Myth, History**

This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.

Same as L22 History 36CA

Credit 3 units. A&S IQ: HUM, LCD BU: ETH, IS EN: H

---

**L23 Re St 3700 Religion and Capitalism in Modern America**

This course examines the relationship between religion and the development of a capitalist economy in Europe, England, and America from 1550 to 1800. It relies on intellectual, social, and economic histories. We cover major thinkers from the early mercantilist thinkers such as William Petty to Adam Smith.

Same as L57 RelPol 370

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

---

**L23 Re St 3730 Topics in Near Eastern Cultures**

The topic for this course will change each semester; the specific topic for each semester will be given in Course Listings.

Same as L75 JIMES 373

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L23 Re St 374 Of Dishes, Taste, and Class: History of Food in the Middle East**

This course will cover the history of food and drink in the Middle East to help us understand our complex relation with food and look at our lives from perspectives we intuitively feel or by implication know, but rarely critically and explicitly reflect on. Food plays a fundamental role in how humans organize themselves in societies, differentiate socially, culturally, and economically, establish values and norms for religious, cultural, and communal practices, and define identities of race, gender, and class. This course does not intend to spoil, so to speak, this undeniably one of the most pleasurable human needs and activities, but rather to make you aware of the social meaning of food and reflect on how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be selective in choosing themes, geographic regions, and historical periods to focus on. Please consult the instructor if you have not taken any course in the humanities. Enrollment priority given to seniors and juniors.

Same as L75 JIMES 374

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD

---

**L23 Re St 374C Kings, Priests, Prophets, and Rabbis: The Jews in the Ancient World**

We will trace Israelite and Jewish history from its beginnings in the biblical period (circa 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (circa 620 CE). We will explore how Israel emerged as a distinct people and why the rise of the imperial powers transformed the political, social, and religious institutions of ancient Israel. We will illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.

Same as L75 JIMES 301C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

---

---

**L23 Re St 3750 In the Beginning: Creation Myths of the Biblical World**

This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity's eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.

Same as L75 JIMES 3751

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L23 Re St 375W In the Beginning: Creation Myths of the Biblical World: Writing Intensive**

This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity's eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.

Same as L75 JIMES 375W

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L23 Re St 377 History of Slavery in the Middle East**

This course examines slavery and its abolition in the Middle East and North Africa from 600 C.E. to the 20th Century. It addresses slavery as a discourse and a question of political economy. We begin with an overview of slavery in late antiquity to contextualize the evolution of this practice after the rise of Islam in the region. We then examine how it was practiced, imagined, and studied under major empires, such as the Umayyads, the Abbasids, the Fatimids, the Mamluks, the Ottomans, and the Safavids. In addition to examining the Qur'anic discourse and early Islamic practices of slavery, to monitor change over time we address various forms of household, field, and military slavery as well as the remarkable phenomenon of "slave dynasties" following a chronological order. We discuss, through primary sources, theoretical, religious, and moral debates and positions on slavery, including religious scriptures, prophetic traditions, religious law, and a plethora of narratives from a range of genres. We highlight a distinct theme each week to focus on until we conclude our discussion with the abolition of slavery in the 19th and 20th centuries. Topics of discussion include various forms of male and female slavery, Qur'anic and prophetic discourse on slavery, legal and moral views on slavery, slavery as represented in religious literature, political, military, and economic structures of slavery, issues of race and gender as well as slave writings to reflect on the experiences of slavery from within. The goal is to enable students to understand the histories of slavery in the Middle East and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. No second language required.

Same as L75 JIMES 377

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L23 Re St 379 Gender, Religion, and Secularism**

This course considers how gender is constructed in the processes of distinguishing between religion and secularism. Students will be exposed to a variety of case studies that examine the specific dynamics of producing an oppositional difference between religion and secularism through attitudes toward gender roles, values, and

commitments. This course is designed to help students examine how the assumptions about secularism as necessarily more freeing and equalizing for women become normative and make many religious women's claims to freedom, equality, and agency illegible.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

### L23 Re St 3801 Religion in the Kitchen

The kitchen is home to food preparation and everyday conversations, not a privileged place of formal religious rites. But much can be learned about religion by focusing our analytical gaze on this seemingly benign space. By expanding the focus of where, and how, we study religion, the kitchen is revealed as a remarkably unstable social space. In this course we will consider questions such as: Is the kitchen constructed as a sacred, profane, or an in-between space? How is the kitchen gendered? Is it perceived as a dominantly female (or male) space, and under what conditions of power? How is food used to construct religious or racial identity, and why is it so powerful? Are kitchen practices cultural or religious activities? And who identifies kitchen work as an authentic (or inauthentic) religious practice? To answer these questions, we will consider a variety of religious, and not-so-religious, traditions within North America.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H UColl: CD

---

### L23 Re St 3803 American Religion, Media, and Technology

American religious communities have often been cast as technological laggards, whether willfully ignorant or generally backwards. Such narratives, fueled by stories about religious leaders condemning cultural trends conceal the ways religions have in fact innovated in the media sphere. Ranging from the time of the earliest printing presses to contemporary social media platforms, this course reframes the question of American religions and media technologies by asking the following questions: How have media technologies shaped religious practice, identity, and belonging? Were religious critiques of mass media valid, particularly around questions of access, constraints, and consumption? And how have religious groups experimented with communications technologies to reimagine their use, message, and audience? These moments of technological encounter reveal how religious communities have not only worked with media technologies, but have driven much of what makes these technologies innovative and modern.

Same as L57 RelPol 380

Credit 3 units. A&S IQ: HUM EN: H

---

### L23 Re St 381 Major Figures in Christian Thought

Critical examination of one or more of the major figures in Christian theology and apologetics (e.g., Jesus, Augustine, Aquinas, Luther, Kierkegaard). Subject matter varies each semester. May be repeated for credit. Prerequisite: a course in biblical literature, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L23 Re St 382 Topics in Christianity

The topic covered in this course varies. Recent course topics include: "The 'Other' Catholic Church: The Lived Experiences of Eastern Orthodoxy" and "The Apostle Paul: Communities and Controversies."

Credit 3 units. A&S IQ: HUM BU: ETH EN: H

---

### L23 Re St 3831 Magicians, Healers, and Holy Men

Magic is perhaps not one of the first words one associates with Greco-Roman antiquity. Yet for most individuals living in the ancient Mediterranean, including philosophers, businessmen, and politicians, magic was a part of everyday life. Casting spells, fashioning voodoo dolls, wearing amulets, ingesting potions, and reading the stars are just some of the activities performed by individuals at every level of

society. This course examines Greco-Roman, early Christian, and Judaic "magical" practices. Students read spell-books which teach how to read the stars, make people fall in love, bring harm to enemies, lock up success in business, and win fame and the respect of peers. Students also look at what is said, both in antiquity and in contemporary scholarship, about magic and the people who practiced it, which helps illuminate the fascinating relationship between magic, medicine, and religion.

Same as L08 Classics 3831

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L23 Re St 3843 Comparative Religion

This course provides an overview of religion from the emergence of the human species until the present. It draws on scholarship from a variety of fields including archaeology, cultural anthropology, history, religious studies, evolutionary biology, psychology, and neuroscience. The course begins with a discussion of the psychological/biological foundations of religion. It then examines hunter-gatherer religions, prehistoric agricultural/pastoral religions, and major ancient/early religions (e.g., Mesopotamian, Egyptian, Zoroastrian, Greco-Roman, Aztec). Next, students are introduced to the three major families of world religions; namely, the "Abrahamic" religions (Judaism, Christianity, Islam); the "Indic" religions (Hinduism, Buddhism, Jainism), and the "East Asian" religions (Confucianism, Daoism, Shintoism).

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH EN: H

---

### L23 Re St 3850 Jesus, Jazz, and Gin: the 1920s and the History of Our Current Times

This course is a historical survey of the dynamic relationship between religion and politics during the 1920s. The 1920s were a tipping point for a great deal of the fundamental issues that shaped the twentieth century in the U.S. This course seeks to investigate how religious activism, evangelism, discourse, practice, and reinvention contributed to and was shaped by such change.

Same as L57 RelPol 385

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

---

### L23 Re St 385D Topics in Biblical Hebrew Texts

The topic covered in this course varies. Recent course topics include Jeremiah, The Book of Isaiah, and Biblical Poetry. Prerequisite: Grade of B- or better in L74 384 or permission of instructor. Note: L75 585D is intended for graduate students only.

Same as L74 HBRW 385D

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L23 Re St 386 Topics in Jewish Studies

Consult Course Listings for current topics. Prerequisite: permission of instructor.

Same as L75 JIMES 386

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

### L23 Re St 387 Topics in Jewish Studies: Race and Religion in the North American West

Consult Course Listings for current topics. Please note: L75 585A is intended for graduate students only.

Same as L75 JIMES 385

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

---

### L23 Re St 38C8 Religion and Politics in South Asia: Writing-Intensive Seminar

The relationship between religion, community, and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper

relationship between religion, community, and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and post-colonial periods.

Same as L22 History 38C8

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

---

### L23 Re St 3900 Mormon History in Global Context

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints, which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S., with a reputation for patriotism and conservative family values. Because of its vigorous missionary program, the LDS Church now has more members outside the U.S. than inside. This seminar will introduce the basic practices and beliefs, and explore issues regarding economics, race, gender, and sexuality within the faith. These issues include: How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society? What does the LDS faith look like in other parts of the world, and how does its identification with U.S. prosperity and politics shape its growth in other places?

Same as L57 RelPol 390

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 390A EALC Seminar: East Asian Buddhism

EALC Seminar; topic varies by semester. This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission.

Same as L81 EALC 3900

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H

---

### L23 Re St 3921 Secular and Religious: A Global History

Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.

Same as L22 History 3921

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

---

### L23 Re St 393 Medieval Christianity

This course surveys the historical development of Christian doctrine, ecclesiastical organization, and religious practice between the 5th century and the 15th, with an emphasis on the interaction of religion, culture, politics, and society. Topics covered include: the Christianization of Europe; monasticism; the liturgy; sacramental theology and practice; the Gregorian reform; religious architecture; the mendicant orders and the attack on heresy; lay devotions; the papal monarchy; schism and conciliarism; and the reform movements of the 15th century.

Same as L22 History 393

Credit 3 units. A&S IQ: HUM, LCD

---

### L23 Re St 396 Islamic Philosophy, Mysticism, and Theology

How does an individual achieve access to knowledge and access to God? To what extent is such access dependent upon scripture? To what extent is such access dependent upon reason? Are there forms of truth and experience that only reveal themselves through mysticism? Questions of this sort are central to the interrelated disciplines of Islamic philosophy, Islamic theology, and Islamic mysticism (i.e., Sufism). This course examines how these three disciplines have shaped various aspects of social life within premodern Muslim communities.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 3977 The Making of the Modern Catholic Church

This course examines the work of three church councils that put their stamp on the Catholic Church at key moments in its history, making it what it is today. The first section is dedicated to the Fourth Lateran Council (1215), which defined the high medieval church as an all-encompassing papal monarchy with broad powers over the lives of all Europeans, Christian and non-Christian alike. In the second section we turn our attention to the Council of Trent (1545-1563), which responded to the threat posed by the Protestant Reformation by reforming the Catholic church, tightening ecclesiastical discipline, improving clerical education, and defining and defending Catholic doctrine. We conclude with a consideration of the largest church council ever, Vatican II (1962-1965), which reformed the liturgy and redefined the church to meet the challenges of the modern, multicultural, post-colonial world.

Same as L22 History 3977

Credit 3 units. A&S IQ: HUM, LCD

---

### L23 Re St 4002 Capstone Seminar: Convivencia or Reconquista? Muslims, Jews, and Christians in Medieval Iberia

The capstone course for Jewish, Islamic, & Near Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.

Same as L75 JIMES 4001

Credit 3 units. A&S IQ: HUM EN: H

---

### L23 Re St 403 Topics in East Asian Religion and Thought

Topics in East Asian Religions is a course for advanced undergraduate and graduate students on specific themes and methodological issues in East Asian religions.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L23 Re St 404 Material Religion

This seminar examines contemporary theories and approaches to materiality in the study of religion. Particular attention is given to how scholars envision the relationship between bodies, rituals, religious objects, and the human ability to think, know, and act in the world. By attending to a variety of "things" -- prints, icons, ritual clothes, food, incense -- and to the history of their use within such traditions as Islam, Buddhism, Candomble, Lucumi, and Christianity, this course seeks to provide students with an opportunity to familiarize themselves with contemporary studies that take seriously the power of material objects to make and sustain religion. This course is simultaneously designed to allow students to practice utilizing material culture as a method in their own research.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

### L23 Re St 4041 Islam and Politics

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women

and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.)

Same as L48 Anthro 4041

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

---

### L23 Re St 405 Diaspora in Jewish and Islamic Experience

Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term "diaspora" -- from the ancient Greek, meaning "dispersion" or "scattering" -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Same as L75 JIMES 405

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L23 Re St 4060 Convivencia or Reconquista? Muslims, Jews, and Christians in Medieval Iberia

This seminar will explore various facets of the coexistence (convivencia) of Muslims, Jews, and Christians in medieval Spain. Its horizon stretches from the Muslim conquest of Iberia (al-Andalus) up to the turn of the 16th century when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about 1100, Muslims dominated most of the Iberian Peninsula; from then onward, Christians ruled much and eventually all of what would become modern Spain and Portugal. Through a process known as reconquista (reconquest), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion. Interactions between the three religious communities occurred throughout, some characterized by shared creativity and mutual respect, others by rivalry and strife. The course focuses on these cultural encounters, placing them in various historical contexts. It will explore the ambiguities of religious conversion, and the interplay of persecution and toleration. Last not least, the course will address the question of how the memory of medieval Spain's diversity reverberates and is utilized in modern popular and academic discourse. All sources will be read in English translation; however, students are encouraged to make use of their linguistic and cultural expertise acquired in previous classes. This

course serves as the capstone seminar for Jewish, Islamic & Near Eastern Studies majors, Arabic majors, and Hebrew majors. Graduate students, minors, and other interested undergrads are likewise welcome.

Same as L75 JIMES 4060

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### L23 Re St 407 Solidarity and Silence: Religious Strategies in the Political Sphere

Although political action is often considered a problem of making oneself heard, religious practices of silence, self-effacement, and withdrawal from certain worldly struggles have guided many significant political and social movements, particularly forms of non-violent resistance. This course considers the role of religious thought and practice in such movements in the twentieth century. The history of these movements presents an apparent paradox: how can political action emerge from the supposedly "private" realm of religion in the modern era, particularly its most individualistic formations in contemplative and mystical practices? Does the historical role of these practices in the political sphere complicate their portrayal in some scholarship as private, individual, and depoliticizing? With these questions animating our investigations, we will consider the work of authors and activists including Leo Tolstoy, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King, Jr., Simone Weil, and William Barber, as well as the history of movements associated with their work. Toward the end of the semester, we will turn to contemporary movements against economic inequality, intimate violence, racially motivated violence, and discrimination toward transgender persons to discuss the use of religious strategies or religiously-derived strategies in current political and social activism.

Same as L57 RelPol 407

Credit 3 units. A&S IQ: HUM EN: H

---

### L23 Re St 408 Nuns

Nuns -- women vowed to a shared life of poverty, chastity, and obedience in a cloistered community -- were central figures in medieval and early modern religion and society. This course explores life in the convent, with the distinctive culture that developed among communities of women, and the complex relations between the world of the cloister and the world outside the cloister. We look at how female celibacy served social and political, as well as religious, interests. We read works by nuns: both willing and unwilling; and works about nuns: nuns behaving well, and nuns behaving scandalously badly; nuns embracing their heavenly spouse, and nuns putting on plays; nuns possessed by the devil, and nuns managing their possessions; nuns as enraptured visionaries, and nuns grappling with the mundane realities of life in a cloistered community.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

### L23 Re St 4080 Sacred Ways and Holy Spaces: Athenian Religion and Topography

From seashore to mountain top, ancient Athens was famous for being a landscape rich with myth and religion. In order to worship their gods with processions, sacrifices, and other acts of devotion, Athenians moved through, across, and within space as defined by such things as sacred roads, monumental gateways and altars, and even places considered so holy that one was forbidden to enter. This course will introduce students to the study of place (topography) and to the methods and evidence by which we can determine where specific buildings and sites were, how they were used, and what they signified. We will explore major sites like the Acropolis as well as a variety of other temples, shrines, and holy sites across urban and rural landscapes alike, each of which structured space in its own way. By examining a wide range of archaeological and textual evidence (c. 800 BC-AD 400), we will develop an integrated understanding of Athenian religious

belief and ritual in the context of architecture and space. While this course will concentrate on the topography of architecturally definable religious sites, we will also explore religious practices (e.g., magic, early Christianity) that employed the landscape in fundamentally different ways than other parts of the Athenian religious system.

Same as L08 Classics 408

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

**L23 Re St 4118 The Good Cause: Psychological Anthropology of Moral Crusades**

Why do people join moral crusades? These are social movements based on powerful moral institutions, ranging from the abolitionist and suffragette movements to witch hunts, insurgency and ethnic riots. Such movements are extremely diverse, yet their unfolding and the dynamics of recruitment show remarkably common properties. We will examine a series of empirical cases, including recent events, and assess the relevance of models based on individual psychological dynamics, intuitive moral capacities, and human motivation for participation in collective action.

Same as L48 Anthro 4118

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

---

**L23 Re St 4121 American Religion, Politics, and Culture: Catholicism and Contemporary American Politics**

Twenty-five percent of Americans identify as Roman Catholics, making Catholicism the largest Christian church in the country. With the exception of George W. Bush in 2000, no presidential candidate since 1960 has won the White House without winning a majority of Catholic voters. This course will examine the complex role of Roman Catholics in American politics, looking at how Catholics have shaped American history and political life and how American history and politics have shaped Catholicism. Topics will include the nature and influence of "the Catholic vote," the role of Catholic social teaching in forming Catholic voters, and the influence that Catholics continue to exercise over public policy and in our national institutions, including the U.S. Supreme Court.

Same as L57 RelPol 4121

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L23 Re St 4122 American Religion, Politics & Culture: Commentary from Alexis de Tocqueville to Contemporary Pundits**

This research-oriented seminar involves in-depth historiographical investigation of leading scholarship at the busy intersections of American religion, politics, and culture. The second semester focuses on classic and contemporary commentaries on the American religious and political scene from Alexis de Tocqueville through today's leading pundits. Some sessions will include a visiting scholar engaged in cutting-edge research--a feature that will allow seminar members to work with important scholars from beyond the university. Possible topics include: church-state relations, religion and foreign policy, religion and civil rights, religion and the science wars, the rise of the Religious Right, and the role of religion in national elections. The seminar is taught under the auspices of the John C. Danforth Center on Religion and Politics and is offered two complementary parts (though enrollment in either one of the two is certainly possible). Its ambition is to build up a community of inquirers engaged in the core questions that animate the Danforth Center. PREREQ: Advanced undergraduate or graduate standing in AMCS, History, or Religious Studies or permission of instructor.

Same as L57 RelPol 4122

Credit 3 units. A&S IQ: HUM

---

**L23 Re St 413 Topics in Islam**

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to the historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through the 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.

Same as L75 JIMES 445

Credit 3 units. A&S IQ: HUM BU: IS EN: H

---

**L23 Re St 418 Sexuality and Gender in East Asian Religions**

In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called "New Religions." We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will then focus on what we know of the actual experience and practice of various types of religious women - nuns and abbesses, shamans and mediums, hermits and recluses, and ordinary laywomen - both historically and in more recent times. Class materials will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be conducted as a seminar, with minimal lectures, substantial reading and writing, and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, will need to obtain the instructor's permission before enrolling.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

---

**L23 Re St 4181 Literature & Religion in an Age of Doubt?**

Readings in such authors as Carlyle, Tennyson, Browning, Mill, Arnold, and Pater.

Same as L14 E Lit 418

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L23 Re St 419 Of Zombies, Ghosts, and Ancestors: Interactions of the Living and the Dead in Chinese Religions**

This course introduces a basic aspect of the multifaceted history of Chinese religions, culture, and civilization by centering on the practice of taking care of the dead. In particular, we will observe how various religious texts, short stories, and plays from China's earliest times until the sixteenth century depicted the interactions of the living and the dead. Despite the distinct genres, time periods, and topics, one important aspect will regularly appear: apparently people perceived the boundaries between the living and the dead to be quite porous in pre-modern China. In other words, the dead seemed to have played as much of a role in society and everyday life as living family members, friends, and government officials.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L23 Re St 4250 Law, Religion, and Politics**

What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work

of legal scholars, theologians, and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.

Same as L57 RelPol 425

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L23 Re St 4251 Topics in Religion and Culture in East Asia: The Buddhist Culture(s) of Japan**

This reading seminar introduces students to texts on and by women in East Asia from the earliest extant writings to the nineteenth century. Texts covered in the first half of the course include philosophical and doctrinal writings that deal with the role of women in society, their fitness for self-cultivation, and their access to salvation. The second part of the course focus is on narrative texts, memoirs and diaries that portray women or that were written by women, drawn from the literary traditions of China, Korea and Japan. Some of the issues students will grapple with are: Are Confucianism and Buddhism, some of the great intellectual traditions of East Asia, inherently misogynistic? Or can they function as liberating forces for women in their search for agency and meaning? More broadly, how can boundaries and constraints contribute to self-cultivation, growth, and even salvation? Previous coursework on East Asia and/or Buddhism is strongly recommended, but no prior knowledge of Chinese, Korean, or Japanese language is required. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: junior level or above or permission of instructor.

Same as L81 EALC 425

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L23 Re St 4252 The Archaeology of Christian Monasticism**

Same as L08 Classics 4250

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM EN: H

---

**L23 Re St 4300 Spiritual But Not Religious: The Politics of American Spirituality**

What does it mean to be "spiritual but not religious"? What are the social and political consequences of foregrounding spiritual seeking and religious experimentation over the "organized religion" of churches, synagogues, mosques, and temples? How did this contemporary view of spirituality take shape historically? The seminar focuses on a series of debates that have arisen over spirituality in American culture: the entwining of religious practices with consumer culture and corporate capitalism, the rise of therapeutic models of meditation and mindfulness, the politics of Euro-American appropriations of Native American and Buddhist religious practices, the implications of embracing religious variety and eclecticism, and the relationship between spiritual seeking and social justice.

Same as L57 RelPol 430

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L23 Re St 432 Early Christianity and Classical Culture**

This course explores the development of Early Christianity from the Apostolic fathers (late 1st century CE) to Augustine in the 5th century. We will be focused on contextualizing these early Christian communities within the classical Greek and Roman worlds through which they spread, examining their engagement with Greco-Roman models of rhetoric, philosophy, and literature. Prereq: L23 307F Introduction to the New Testament or previous work in Classical Studies recommended but not required.

Credit 3 units. A&S IQ: HUM EN: H

---

**L23 Re St 435 Sabbath Politics: Rest and Refusal in Religion and Politics**

The Jewish Sabbath arrives every week to disrupt ordinary life with a wholly different way of living, abstaining from some activities in divinely commanded rest. Is this different way of life strictly a break from the ordinary, or also a guide to it-and to how it might require disruption, reformation, and repair? Sabbath traditions have inspired radical political action including movements against debt, income inequality, environmental destruction, and racial injustice. This course will consider the ways that 20th and 21st century American Jews have practiced Shabbat and thought about its significance in political life. Students will read a range of texts including Abraham Joshua Heschel's classic 1951 book *The Sabbath*, and consider them in relation to movements of contemporary radical politics that have been inspired by Sabbath traditions, including Strike Debt, reparations for the descendants of enslaved people, and agonistic democratic politics.

Same as L57 RelPol 435

Credit 3 units. A&S IQ: HUM EN: H

---

**L23 Re St 4357 The Holocaust in the Sephardic World**

The course provides students with a comprehensive understanding of the Holocaust, of its impact on the Sephardic world, of present-day debates on the "globalization" of the Holocaust, and of the ways in which these debates influence contemporary conflicts between Jews, Muslims and Christians in Southern Europe and North Africa. We will turn to the history of these conflicts, and study the Sephardic diaspora by focusing on the consequences that the 1492 expulsion had within the Iberian Peninsula, in Europe, and in the Mediterranean world. We will study Sephardic communities in Europe and North Africa and their interactions with Christians and Muslims before World War II. Once we have examined the history of the Holocaust and its impact on the Sephardic world in a more general sense, our readings will focus on the different effects of the Holocaust's "long reach" into Southeastern Europe, the Balkans, and North Africa, paying close attention to interactions among Jews, local communities, and the Nazi invaders. Finally, we will address the memory of the Sephardic experience of the Holocaust, and the role of Holocaust commemoration in different parts of the world. We will approach these topics through historiographies, memoirs, novels, maps, poetry, and film.

Same as L97 GS 4357

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

---

**L23 Re St 4366 Europe's New Diversities**

Since the late 1980s, three major upheavals have transformed European senses of identity. The demise of the Soviet Union has forced citizens of new "post-socialist" nations to forge new senses of belonging and new strategies of survival. The rise of a new public presence of Islam and the growth of children of Muslim immigrants to adulthood have challenged notions that Europe is a secular or post-Christian space. Finally, the heightened authority of European institutions has challenged the nation-state from above, and the granting of new forms of subnational autonomy to regions and peoples has challenged it from below. The new Europe is increasingly constituted by way of regional identifications, transnational movement(s), and umbrella European legal and political organizations; these new realities occasion new rhetorics of secularism, nationalism, and ethnic loyalties. We examine these forms of diversity, movement, and debate by way of new works in anthropology, sociology and political science.

Same as L48 Anthro 4366

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

---

**L23 Re St 4400 Religion, Politics, and the University**

This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two

of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest to Professor John Inazu. Details on how and where to submit this statement can be found at <http://law.wustl.edu/COURSES/INAZU/seminar1/summaries/>. Same as L57 RelPol 440  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L23 Re St 4401 Topics in Rabbinic Texts

The course aims to introduce students to independent reading of selected rabbinic texts in the original language. We will focus on a number of topics representing the range of rabbinic discussion, including legal, narrative, and ethical issues. At the same time, we will study the necessary linguistic tools for understanding rabbinic texts. Prereq: HBRW 385 or HBRW 401 or instructor's permission. Same as L74 HBRW 440  
Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L23 Re St 444 The Mystical Tradition in Judaism

What is Jewish "mysticism"? What is its relationship to the category of "religion"? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic, and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as "mystical". (All primary texts are read in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakha) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the "absence of women" from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism.  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### L23 Re St 446 History of Political Thought in the Middle East

This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required. Same as L75 JIMES 446  
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS

---

### L23 Re St 4491 American Unbelief from the Enlightenment to the New Atheism

This seminar examines American secularism, humanism, and atheism from the Enlightenment forward to the present. Topics to be explored include: the tensions between secular and Christian conceptions of the republic, the civil liberties of atheists and nontheists, the battles over religion in the public schools, the culture wars over secular humanism and science, and the contemporary growth of the religiously

disaffiliated or religious "nones." The course considers not only the intellectual dimensions of skeptical critiques of religion, but also the underlying politics of secularism (and anti-secularism) in a nation routinely imagined as "under God."  
Same as L57 RelPol 4491  
Credit 3 units. A&S IQ: HUM Arch: SSP Art: HUM EN: H

---

### L23 Re St 4711 Topics in Religious Studies: Gender and Religion in China

In this course, we explore the images, roles, and experience of women in Chinese religions: Confucianism, Daoism, Buddhism, and so-called "popular" religion. Topics discussed include: gender concepts, norms, and roles in each religious tradition; notions of femininity and attitudes towards the female body; biographies of women in Confucian, Daoist, and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese society. All readings are in English or in English translation. Prerequisite: Senior/Graduate Standing. Students with no previous background in Chinese religion, literature or culture need to obtain instructor's permission before enrolling.  
Credit 3 units. A&S IQ: HUM, LCD

---

### L23 Re St 479 Senior Seminar in Religious Studies

The topic for this seminar differs every year. Previous topics include Religion and Violence; Governing Religion; Saints and Society; and Religion and the Secular: Struggles over Modernity. The seminar is offered every spring semester and is required of all Religious Studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous coursework in Religious Studies.  
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

---

### L23 Re St 480 Topics in Buddhist Traditions

This course focuses on a selected theme in the study of Buddhism. Please refer to the course listings for a description of the current offering.  
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM EN: H

---

### L23 Re St 4803 Advanced Seminar: Partition: The Making of India and Pakistan

The division of India and Pakistan at the time of Independence from British colonial rule was a major event that has left its mark on the lives, memories, and politics of contemporary South Asians. Why did British India break apart along apparently religious lines? Was sectarian or "communal" violence inevitable, or endemic in South Asian society? How was Partition - a time of violence, mistrust, dispossession, displacement, and mass migration -- experienced by ordinary people? How is the traumatic memory of this event borne by individual women, children, by families? How does its legacy persist, and how is it being remembered, and reckoned with, today? In this course, we will not find final answers to these difficult questions, but we will learn how to explore them responsibly, using literature, film, and other archival sources. This course provides students with a forum to discuss and explore topics of their own choosing. Same as L22 History 4803  
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

### L23 Re St 4890 Catholicism and Slavery

This course explores the role of Catholicism in the global history of slavery. Beginning with an assessment of how early Church theologians interpreted slavery in the Bible, the course will then grapple with how the Church justified taking a leading role in ending serfdom in Europe but endorsed the Atlantic slave trade, becoming one of its most invested participants. We will compare regional contexts of Catholicism & examining global continuities and regional particularities regarding



the questions: What did it mean to be enslaved by the Catholic Church? How did enslavers and the enslaved approach Catholicism, as both institution and religious practice, in a context of unfreedom and oppression? In what ways did enslaved people resist Catholic enslavement, drawing upon or rejecting the teachings of Catholicism in their resistance?

Same as L90 AFAS 4890

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

### L23 Re St 490 Topics in Islamic Thought

This course focuses on a selected theme in the study of Islam and Islamic Thought. Please refer to the course listings for a description of the current offering.

Credit 3 units. A&S IQ: HUM, LCD

---

### L23 Re St 4902 Monuments, Museums, and Mountains: Religion and the Politics of Place in Modern America

Some of the most intense battles in American culture are fought over hallowed places and public memory. This class will examine various contested sites on the borders of pilgrimage, tourism, religious display, and civic commemoration. Among the topics to be considered are: Confederate monuments and plantation tours, Mount Rushmore and the Black Hills, the "Ground Zero Mosque" controversy, the Museum of the Bible and evangelical visions for the nation's capital, the public display of the Ten Commandments and the Satanic Temple's monumental interventions, Holy Land pilgrimages, and such alternative religious landscapes as Sedona and Salvation Mountain. Students will also have the opportunity to identify and explore sites of their own choosing as places of religious and political drama within modern American culture. There are no prerequisites for this course, and it is open to both undergraduates and graduate students.

Same as L57 RelPol 490

Credit 3 units. A&S IQ: HUM EN: H

---

### L23 Re St 495 Religion and the State: Global Mission, Global Empire

This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: how has this nation's history been shaped by religious "others" both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence--including, for example, foreign policy and diplomacy, missionary activity, and economic practices?

Same as L57 RelPol 495

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L23 Re St 498 Independent Work for Senior Honors I

Investigation of a topic, chosen in conjunction with a faculty advisor, on which the student prepares a paper and is examined. Students enroll in L23 498 in the fall semester and L23 499 in the spring semester. Prerequisite: Admission to the Honors Program.

Credit 3 units.

---

### L23 Re St 499 Independent Work for Senior Honors II

Investigation of a topic, chosen in conjunction with a faculty advisor, on which the student prepares a paper and is examined. Students enroll in L23 498 in the fall semester and L23 499 in the spring semester. Prerequisite: Admission to the Honors Program.

Credit 3 units.

---

### L23 Re St 4993 Advanced Seminar in History: Women and Religion in Medieval Europe

This course explores the religious experience of women in medieval Europe and attempts a gendered analysis of the Christian Middle Ages. In it, we will examine the religious experience of women in a variety of settings - from household to convent. In particular, we will try to understand how and why women came to assume public roles of unprecedented prominence in European religious culture between the twelfth century and the sixteenth, even though the institutional church barred them from the priesthood and religious precepts remained a principal source of the ideology of female inferiority.

Same as L22 History 4993

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L23 Re St 49CA Advanced Seminar in History: Religion and the Secular: Critical Perspectives from South Asia

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.

Same as L22 History 49CA

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L23 Re St 49JK Advance Seminar in History: Blood & Sacred Bodies: Ritual Murder & Host Desecration Accusations

This seminar follows the history of the Ritual Murder and Host Desecration accusations from the origins in 12th and 13th century Europe to the 20th century. It pays close attention to the social and political functions of the narratives; their symbolic importance in Christianity's salvific drama; attacks on such beliefs from both within and outside the community of the faithful; the suppression and decline of the ritual murder accusation; the integration of Jews into European societies in the 19th century; and the reappearance of the blood libel in the aftermath of emancipation.

Same as L22 History 49JK

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

## Religious Studies Major Program Requirements

- **Total units required:** 30; 24 must be at the 300 level or higher

Religious Studies follows the Arts & Sciences minimum grade requirement of C- for courses that apply to the major.

### Required Courses

Code	Title	Units
Re St 102	Thinking About Religion	3
Re St 368	Theories and Methods in the Study of Religion	3
<b>Total Units</b>		<b>6</b>

## Senior Capstone Experience

During their senior year, religious studies majors are required to take Re St 479 Senior Seminar in Religious Studies or Re St 404 Material Religion for 3 units of credit. Alternatively, students can fulfill the capstone requirement by writing a Senior Honors thesis.

## Elective Courses

All majors must take at least seven courses (21 units; 18 must be at the 300 level or higher), chosen in consultation with their major advisor, that fulfill the following requirements:

- A. Broad coverage of religious traditions: Majors explore various religions by taking at least one course in four different traditions (e.g., Judaism, history of Christianity, Islam, Buddhism, East Asian religions, South Asian religions, religion in the Americas).
- B. Course concentrations: Majors focus their interests on a single religious tradition or theme by creating two course series: a three-course series and a two-course series.

**Note:** An elective course can count toward the fulfillment of both A and B.

## Additional Information

### Senior Honors

Qualified majors are encouraged to apply for Senior Honors. Applications are available on the Religious Studies website and are due prior to the end of the junior year. Students wishing to pursue this option need to meet the minimum honors requirements stated in this *Bulletin* and to satisfactorily complete, during their last two semesters, Re St 498 Independent Work for Senior Honors I and Re St 499 Independent Work for Senior Honors II. Full guidelines are available on the Religious Studies website.

### Transfer Credit

A maximum of 6 units of course work completed elsewhere — whether at another college or university or through a Washington University-approved study abroad program — may be applied toward the major. Credit will be awarded only for those courses that have been approved by the Religious Studies program.

Contact: Tia Crook  
Phone: 314-935-8677  
Email: [religiousstudies@wustl.edu](mailto:religiousstudies@wustl.edu)  
Website: <http://religiousstudies.wustl.edu>

## Religious Studies Minor Program Requirements

- **Total units required:** 18 units; 12 must be at the 300 level or higher.

Religious Studies follows the Arts & Sciences minimum grade requirement of C- for courses that apply to the minor.

## Required Courses

Code	Title	Units
Re St 102	Thinking About Religion	3
Re St 368	Theories and Methods in the Study of Religion	3
<b>Total Units</b>		<b>6</b>

## Elective Courses

Students complete 12 units of electives; 9 must be at the 300 level or higher. Students pursuing the minor may choose their electives based on individual interest and in consultation with their minor advisor.

## Additional Information

### Transfer Credit

A maximum of 3 units of course work completed elsewhere — whether at another college or university or through a Washington University-approved study abroad program — may be applied toward the minor. Credit will be awarded only for those courses that have been approved by the Religious Studies program.

Contact: Tia Crook  
Phone: 314-935-8677  
Email: [religiousstudies@wustl.edu](mailto:religiousstudies@wustl.edu)  
Website: <http://religiousstudies.wustl.edu>

## Romance Languages and Literatures

Romance Languages and Literatures offers vibrant programs in French, Italian, Portuguese, and Spanish. Our language courses have long been popular with undergraduates, including those interested in international travel and those who anticipate a global dimension to their future careers. All of our classes focus on culture writ large: we study great texts, and we do so with an eye toward gender roles, traditions, communities, individual freedom, social obligations, and many other topics of critical importance today. We offer concentrations in French, Italian, Spanish, applied linguistics, and introductory Portuguese.

Our undergraduate programs in French, Italian, and Spanish include a compelling series of language, literature, culture, and civilization courses that introduce students to the global Hispanic, Francophone, and Italoophone communities. The curriculum affords students the opportunity to become fluent in a foreign language, enrich their historical and cultural understanding, and acquaint themselves with influential intellectual, literary, and artistic traditions.

Students also benefit from linguistic and cultural immersion opportunities through our many summer, semester, and year-long study abroad programs. These programs offer unique possibilities to combine foreign language training with other interests, including participating in business internships in Paris; pursuing fieldwork in Cameroon; or studying art history in Italy, literature in Madrid, or Andean culture in Ecuador. These experiences lead to a variety of career paths, including international law, international business, medicine, journalism, and graduate studies in political science, international relations, history, anthropology, art history, comparative literature, French, and film studies. To prepare our students to take full advantage of such opportunities, our faculty provides an innovative range of courses that combine the study of literature with contemporaneous developments in philosophy, science, music, art, and theory.

For undergraduates interested in cross-language study, we offer two programs. Students may elect to major in Romance languages and literatures. This major requires advanced course work in French, Italian, and Spanish, with one of the three languages as the focus of primary emphasis. Alternatively, students may minor in applied linguistics, studying the theoretical, empirical, and practical foundations of teaching and learning languages. This minor is available to all majors on campus, but it is particularly suited to language majors.

Phone: 314-935-5175  
Email: rll@wustl.edu  
Website: <http://rll.wustl.edu>

## Faculty

### Chair

#### **Ignacio Infante**

Associate Professor of Comparative Literature and Spanish  
PhD, Rutgers University

### Directors of Graduate Studies

#### **Tili Boon Cuillé**

Professor of French and Comparative Literature  
PhD, University of Pennsylvania

#### **Miguel Valerio**

Assistant Professor of Spanish  
PhD, Ohio State University

### Directors of Undergraduate Studies

#### **Joe Barcroft**

Professor of Spanish and Second Language Acquisition  
PhD, University of Illinois at Urbana-Champaign

#### **Amanda Carey**

Teaching Professor in Spanish  
MA, Arizona State University

#### **Erika Conti**

Senior Lecturer in Italian  
PhD, Washington University

#### **Jody Doran**

Senior Lecturer in Spanish  
MA, Washington University

#### **Seth Graebner**

Associate Professor of French and Global Studies  
PhD, Harvard University

#### **Rebecca Messbarger**

Professor of Italian  
PhD, University of Chicago

## Department Faculty

#### **William Acree**

Professor of Spanish, American Culture Studies, and Performing Arts  
PhD, University of North Carolina at Chapel Hill

#### **Elizabeth Allen**

Teaching Professor in French  
PhD, Columbia University

#### **Marisa Barragán-Peugnet**

Senior Lecturer in Spanish  
MA, Saint Louis University

#### **J. Andrew Brown**

Professor of Spanish  
PhD, University of Virginia

#### **Heidi Chambers**

Senior Lecturer in Spanish  
MA, Washington University

#### **David Cortés Ferrández**

Lecturer in Spanish  
PhD, University of Kentucky

#### **Nina Cox Davis**

Professor Emeritas  
PhD, John Hopkins University

#### **Lionel Cuillé**

Teaching Professor in French  
PhD, Ecole Normale Supérieure Lettres et Sciences Humaines, Lyon

#### **Rebeca Cunill**

Senior Lecturer in Spanish  
PhD, Florida International University

#### **Elena Dalla Torre**

Lecturer in Italian  
PhD, University of Michigan

#### **Nathan Dize**

Assistant Professor of French  
PhD, Vanderbilt University

#### **Mark Dowell**

Lecturer in Spanish and Portuguese  
MA, University of North Carolina at Chapel Hill

**Rebeca Fromm Ayoroa**

Senior Lecturer in Spanish  
ABD, Princeton University

**Javier García-Liendo**

Associate Professor of Spanish  
PhD, Princeton University

**John F. Garganigo**

Professor Emeritus  
PhD, University of Illinois

**Andisheh Ghaderi**

Lecturer in French  
PhD, University of British Columbia

**Kat Haklin**

Lecturer in French  
PhD, Johns Hopkins University

**Pascal Ifri**

Professor Emeritus  
PhD, Brown University

**Vincent Jouane**

Senior Lecturer in French  
PhD, Washington University

**Stephanie Kirk**

Professor of Spanish, Comparative Literature, and Women, Gender, and  
Sexuality Studies  
PhD, New York University

**Silvia Ledesma Ortiz**

Senior Lecturer in Spanish  
MA, Saint Louis University

**Tabea Linhard**

Professor of Spanish, Global Studies, and Comparative Literature  
PhD, Duke University

**Stamos Metzidakis**

Professor Emeritus  
PhD, Columbia University

**Mabel Moraña**

William H. Gass Professor in Arts & Sciences  
Professor of Spanish  
Program Director of Latin American Studies  
PhD, University of Minnesota

**Eloísa Palafox**

Associate Professor of Spanish  
PhD, Michigan State University

**Nelson Pardiño**

Lecturer in Spanish  
MA, Florida International University

**Ignacio Sánchez Prado**

Jarvis Thurston and Mona Van Duyn Professor in the Humanities  
Professor of Spanish, Latin American Studies, and Film and Media  
Studies  
PhD, University of Pittsburgh

**Nancy Kay Schnurr**

Senior Lecturer in Spanish  
MA, Middlebury College

**Joseph Schraibman**

Professor Emeritus  
PhD, University of Illinois at Urbana-Champaign

**Julie E. Singer**

Professor of French  
PhD, Duke University

**Elzbieta Sklodowska**

Randolph Family Professor of Spanish  
PhD, Washington University

**Harriet A. Stone**

Professor of French and Comparative Literature  
PhD, Brown University

**Akiko Tsuchiya**

Professor of Spanish  
PhD, Cornell University

**Eliza Williamson**

Lecturer in Latin American Studies  
PhD, Rice University

**Colette H. Winn**

Professor Emerita  
PhD, University of Missouri-Columbia

**Irene Zurita Moreno**

Lecturer in Spanish  
PhD, University of Florida

## Majors

- French Major (p. 1048)
- Italian Major (p. 1049)
- Spanish Major (p. 1050)
- Romance Languages and Literatures Major (p. 1051)

## Minors

- French Minor (p. 1052)
- Italian Minor (p. 1053)
- Spanish Minor (p. 1054)

## Courses

Courses include the following:

- French (p. 1020)
  - Italian (p. 1029)
  - Portuguese (p. 1034)
  - Spanish (p. 1034)
-

## French

Visit online course listings to view semester offerings for L34 French.

---

### L34 French 1011 Essential French 1 Workshop

Application of the curriculum presented in French 101D. Pass/Fail only. Grade dependent on attendance and participation. Students must be enrolled concurrently in French 101D.

Credit 1 unit. EN: H

---

### L34 French 101D French Level 1: Essential French 1

This course immerses students in the French language and Francophone culture from around the world, focusing on rapid acquisition of spoken and written French as well as listening and reading comprehension. Songs, games, skits, videos, chats, and debates provide a rich cultural context for the themes of the course, including identity, self, and family; school and university life; French cafe culture; and travel. Interactive web-based practice at home helps students prepare to apply their knowledge in the classroom. By the end of the semester, students are able to present on real or imaginary journeys in French-speaking countries. While not required, it is strongly recommended that students also enroll in French 1011, a one-credit, pass-fail practice culture class. 3 credits.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L34 French 1021 Essential French 2 Workshop

Application of the curriculum presented in French 102D. Pass/Fail only. Grade dependent on attendance and participation.

Credit 1 unit. EN: H

---

### L34 French 102D French Level 2: Essential French 2

This course encourages students to continue their exploration of French and Francophone language and culture through intensive and interactive activities that help solidify their acquisition of oral and written communication skills. Songs, games, skits, videos, chats, and debates provide a rich cultural context for the themes of the course, including living quarters, neighborhoods, and cities; technology and social media; shopping and commerce; French food culture; and nature and the environment. Prerequisite: Fr 101D or equivalent. (Recommended for students with 2-3 years of high school French [7th and 8th grades together count as 1 year]). 3 credits.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L34 French 1051 Advanced Elementary French Practice Session

Application of the curriculum presented in French 102D or French 105D. For students with 2-4 years of high school French. Pass/Fail only. Grade dependent on attendance and participation.

Credit 1 unit. A&S IQ: LCD EN: H

---

### L34 French 1052 Advanced Elementary French Workshop

Working vocabulary for the Institute taught to emphasize real-life situations abroad. Only for students who have completed Fr 102D and 105D in Fall 2003 and WHO PLAN TO ATTEND FRENCH SUMMER LANGUAGE INSTITUTE. Credit/No Credit.

Credit 1 unit. A&S IQ: LCD EN: H

---

### L34 French 201D French Level 3: Intermediate French

An intermediate review course with multiple goals: independent and accurate oral and written communication; comprehension of a variety of French and Francophone materials; review of grammar functions; communicative activities. Prereq: French 102D or the equivalent (usually recommended for students with 4 years of high school French [7th and 8th grades count as 1 year]).

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L34 French 202 French Level III At the Summer Institute

This Summer Institute course focuses on the major features of French 201D. Students will improve speaking, writing, and reading skills in French by combining study of grammatical forms with exercises designed to mirror many experiences they encounter while in France. The location abroad and contact with French host families and other French people will facilitate the student's learning experience. Students enrolled in this course will also take French 353, and will be prepared to enroll in French 307D upon their return to St. Louis. Open only to students attending the Summer Institute in France. Prereq: French 102D or 105D.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

### L34 French 203D Intermediate French 1

This redesigned, interactive course explores the richness and diversity of the Francophone world and important contemporary issues such as social justice, inequalities, and the influence of media on society. Using an innovative approach based on lived experience, students will strengthen their abilities and accuracy in speech and writing and will considerably expand their vocabulary. Multi-media activities include films, readings, songs, virtual museum tours, and group projects. Prerequisite: Fr 102D or equivalent. (Usually recommended for students with 3 years of high school French [7th and 8th grades together count as 1 year]). 3 credits.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L34 French 204D Intermediate French 2

In this second semester of the intermediate language sequence, students deepen their knowledge of the Francophone world and refine their oral and written expression, preparing them for the 300 level language, literature, and culture courses. Through discussion of films, radio, television, newspaper articles, and a novel, students broach controversial topics including family values, the business world, art and entertainment, science and technology and the environment. Prerequisite: Fr 203D or equivalent. (Usually recommended for students with approximately 4 years of high school French [7th and 8th grades together count as 1 year]). 3 credits.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L34 French 214 Medical French

In this introductory course to the "Français Professionnel de la Santé" track (French for Medical Professionals), students will be exposed to medical terminology and practices as well as to health-related issues in France and the Francophone world (Quebec, Haiti, West and North Africa). Using an interactive approach based on real life situations, students will learn to perform various medical tasks such as writing a prescription, advising a patient, or presenting a humanitarian project to potential donors. Medical vocabulary and pre-professional oral and written expression will be enhanced throughout the course. Students will acquire the necessary tools to perform their tasks, preparing them for further coursework in the FPS track, the Diplôme de français professionnel de la santé, and the France for the Pre-Med study abroad program in Nice. Prereq: Fr 203D or equivalent (this class can replace Fr 204D).

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

**L34 French 215 Conversation, Culture, Communication 1: Pop Culture**

The course will examine popular culture through a focus on what is said and performed, viewed especially but not exclusively through French film. Five thematic units will focus on everyday occurrences and themes that mark both French and Francophone experience: the intersection of French History with the lives of ordinary people; the role of the French family in modern life; the motto of the French Revolution and how it applies today; the notions of community and the individual in modern French and Francophone society; the role of the French in the world at large. Active student participation is required; student will be required to do at least two oral presentations on the films we will be seeing, and in some of the versions, to make their own film. An optional film-viewing is scheduled on Fridays 2-4. Prereq: Fr 201D or the equivalent. May be taken before or after Fr 216. Credit 3 units. A&S IQ: LCD BU: ETH

---

**L34 French 216 Conversation, Culture, Communication 2: French Culture Through French Film**

This course enables students to pursue your exploration of French culture through French film. Though not a history of French cinema, it introduces some of France's most celebrated actors and directors. We focus on excerpts that illustrate important life themes, including childhood, coming of age, existential crises, the search for happiness, the need for laughter, the threat of crime and violence, the complexities of love, and attitudes toward death. Students are asked to contrast their expectations of how such themes are to be treated with the way in which the French choose to portray them. Students write film reviews as though they were, alternately, an American or a French critic. As a final project, they write their own screenplay and imagine how it might be filmed in France. By the end of the course, they will have begun to view French culture with a French eye. Prerequisite: French 201D or the equivalent. May be taken before or after French 215. Credit 3 units. A&S IQ: LCD BU: ETH EN: H

---

**L34 French 247 First-Year Seminar**

Taught in English. This small-group seminar is devoted to the reading and study of other texts, such as films, paintings, and so on, as well as discussion and writing. Topics vary but have an interdisciplinary focus. Prerequisite: AP in English, French, or History, or permission of instructor. Does not substitute for any other French course. Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L34 French 299 Undergraduate Independent Study**

Prereq: Fr 201D and permission of the Director of Undergraduate Study. Credit variable, maximum 3 units.

---

**L34 French 307D Cultural Expression**

This course enables students to reinforce and refine their French written and oral expression while exploring culturally-rich contexts and addressing socially-relevant questions. Students develop linguistic mastery, expand their vocabulary, and improve their communication skills through themed readings, films, and interactive activities. FR307D is essential for further study of French language, literature, and culture. Prereq: French 204 or the equivalent. (Usually recommended for students with 5 years of high school French [7th and 8th grades count as 1 year]). Director: Haklin TOPIC FALL 2024: Invitation au voyage. Travel and tourism have long shaped cultural production in French, inspiring writers, artists, and travelers alike to traverse the globe and imagine the world beyond one's doorstep. This course invites students on a journey across the francophone world as we revisit attractions from Paris to the Moon. Through the exploration of various media

from short stories and films to songs and street art, we will embark on imaginary expeditions, exotic excursions, spiritual pilgrimages, and touristic treks. These quests will offer us an opportunity to deepen and enrich our cultural expression in the language.

Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L34 French 308D Introduction to Literary and Cultural Analysis**

The continuation of French 307D, this course emphasizes the improvement of writing skills through the analysis of a broad array of cultural and literary texts. This course introduces students to some of the most defining customs, ideas, and values of the French and Francophone traditions. Each semester a specific theme orients the readings, films, and artworks studied, and provides a context for class discussions and student papers. 3 class hours per week. Should be taken before Fr 325 or Fr 326. Prereq: Fr 307D or the equivalent. Director: Jouane.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L34 French 320 Advanced Conversation: The Art of French Cooking**

This class explores both historically and experientially the fine arts of French cooking. Students will investigate food culture from various perspectives, including recipes from the chefs of kings, famed literary homages, excerpts from contemporary writers, films, and cooking shows. They will present online food blogs or videos sharing their attempts to master an aspect of the historical, regional, or contemporary food culture we have studied; cooking is optional, but creativity is a plus. Topics to be explored include Terroir; the slow food movements; La table d'hote; the role of the cafe and the market in French and Francophone cooking; and reflections on our own national food cultures. Students will gain the necessary vocabulary and cultural knowledge to be able to converse about cuisine with ease with people from any Francophone country, preferably over a long meal. Prereq: Fr 307D.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L34 French 321 Topics I: In Perspective**

Focusing on topics of cultural and social importance, this course will offer students the opportunity to learn about defining moments in the French tradition. The specific topic of the course will vary from semester to semester, and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prereq: Fr 307D. SEC 06: An introduction to some of the "other" literatures in French: the literary traditions and cultural contexts of Francophone countries in North and sub-Saharan Africa and the Caribbean. Vibrant and productive cultures around the world have interacted with the French language and its literature to produce highly diverse texts of their own. We will study some of them, focusing on issues like cultural adaptation, colonialism, and "civilizing missions" and the responses to them. We will also consider the varying meanings of the term "Francophone", from conservative to liberal, and examine the ways in which contemporary mainland France has been transformed by the Francophone presence. Prereq: Fr 307D

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: ETH EN: H

---

**L34 French 322 Topics II**

Focusing on topics of cultural and social importance, this course offer students the opportunity to learn about defining moments in the French tradition. The specific topic of the course will vary from semester to semester, and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prerequisite: French 307D.

Credit 3 units. A&S IQ: LCD, LS BU: ETH EN: H

---

---

**L34 French 325 French Literature I: Dramatic Voices: Poets and Playwrights**

An interpretation of cultural, philosophical, and aesthetic issues as presented in influential works of French poetry and drama from the Middle Ages to the present. May be taken before or after French 326. Prereq: Fr 308D or Fr 318D.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

---

**L34 French 3252 French out of France: Introduction to Francophone Literatures**

An introduction to some of the "other" literatures in French: the literary traditions and cultural contexts of Francophone countries in North and sub-Saharan Africa and the Caribbean. Vibrant and productive cultures around the world have interacted with the French language and its literature to produce highly diverse texts of their own. We study some of them, focusing on issues like cultural adaptation, colonialism, and "civilizing missions," and the responses to them. We also consider the varying meanings of the term "Francophone," from conservative to liberal, and think about its implications for the study of French literature as a whole. Finally, we examine the ways in which contemporary mainland France has been irrevocably transformed by the Francophone presence. Works by Kourouma, Césaire, Kateb, and Lopes. Prereq: Fr 307D.

Credit 3 units. BU: IS

---

**L34 French 326 French Literature II: Narrative Voices: Fiction and Nonfiction**

An investigation of cultural, philosophical, and aesthetic issues as presented in influential works of French prose from the Middle Ages to the present. May be taken before or after French 325. Prerequisite: French 308D or French 318D. Sec 09 Prosaic Greatness. The title of this course emphasizes both the artistic value of certain major prose texts in French and the everyday facets of knowledge about French culture they convey. From the Middle Ages to the present, influential writers like Montaigne, Pascal, Sand, Flaubert, and Gide have demonstrated how important political, philosophic, literary, and artistic concepts have been skillfully passed down from one generation to another through a masterful usage of French prose. By looking closely at the aesthetic and social questions raised by works such as theirs, which are so characteristic of their times, students come to appreciate better the evolution of French prose and its true place within the general history of France.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

---

**L34 French 350 Undergraduate Seminar in French Literature and Culture**

An exploration of a variety of cultural icons, objects, myths, and traditions that define the French experience throughout the centuries. Topics vary. Prereq: French 308. SECTION 01. LITERATURE, ART, AND HISTORY OF THE FRENCH MIDDLE AGES. In France the Middle Ages is a period of intense artistic and literary creation despite an often brutal history. Feudal struggles, the Hundred Years' War, the Crusades, frequent epidemics, and famines add a tragic cast to daily life. Yet this period witnesses the birth of literature written in French (CHANSONS DE GESTE, courtly romances and poetry, theater), a tradition rich with knights and damsels in distress, stories of love and conquest. Cities are built, as are castles and cathedrals. Botanical gardens are planted. Elaborate wall tapestries and paintings begin to decorate the homes of lords and churches. France discovers the art of the book in the form of illuminated manuscripts. Men and women develop a taste for clothing and jewelry. The course explores this fascinating history by examining celebrated examples of the period's literature and art. It includes a visit to the medieval collection of the St. Louis Art Museum and the film VISITEURS DU SOIR.

Credit 3 units. Art: HUM BU: HUM

---

**L34 French 3501 Special Topics in French Culture**

Credit 3 units. BU: IS

---

**L34 French 352 French Institute Project**

Students investigate an important aspect of French life by conducting interviews with French natives and by observing them at work. Supplementing this direct experience with further research, students prepare a presentation on their selected topic for the Institute participants and for their French hosts. Open only to students enrolled in the French Summer Institute.

Credit 2 units.

---

**L34 French 353 Project Plus**

This Summer Institute course combines 1) a course that examines French culture as it is represented in the evocative history of French châteaux, the arts, and contemporary lifestyle; 2) the student's project; and 3) the student's experiences as part of the community abroad (excursions, visits, group discussions). In class students gain background for appreciating the primary sites of the Institute: in the Loire Valley, Paris, and Brittany. The classroom experience is discussion-oriented, with small writing assignments and readings. The project is an individual research program that students conduct with a French native on a particular aspect of French culture. In the past students have dealt with serious topics such as the deportation of the Jewish community in Amboise during World War II; with less grave subjects such as the work of a local wine grower or goat cheese producer, and the culinary repertoire of French and American families; and current topics concerning the political situation in Europe and the euro. Following weekly conferences with the teaching staff, students present a formal report on their experiences to an audience comprised of other members of the group and the students' host families. Students at the Institute are expected to speak French in all group settings. Assignments in this course level-appropriate (students enrolled in French 385 will complete longer papers and projects than those enrolled in French 202; expectations for conversations are likewise adjusted accordingly). Required of all students attending the Summer Institute in France.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L34 French 360 Thinking-It-Through**

Thinking-It-Through courses provide students with long views of contemporary issues. Cross-cultural perspectives from the French and Francophone world, past and present, help us to think creatively about the most pressing problems we face today. The subject -- which is of social, cultural, and/or political interest -- will change each semester. Beginning with a watershed moment in history, students will consider how the topic in question evolved over time by interpreting related forms of cultural representation and expression in order to develop an informed critical perspective on current debates. Prerequisite: French 308.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L34 French 361 Thinking-It-Through II**

Thinking-It-Through courses provide students with long views of contemporary issues. Cross-cultural perspectives from the French and Francophone world, past and present, help us to think creatively about the most pressing problems we face today. The subject -- which is of social, cultural, and/or political interest -- will change each semester. Beginning with a watershed moment in history, students will consider how the topic in question evolved over time by interpreting related forms of cultural representation and expression in order to develop an informed critical perspective on current debates. Prerequisite: French 308 or In-Perspective.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L34 French 3701 In-Depth: Paris, Capitol of Modernity: A Digital 19th Century**

The French assert that the world learned to be modern in 19th-century Paris. Even though this is not entirely true, the Paris we observe today owes a great deal to 19th-century interventions in the city's physical fabric. Our ideas about modernity are informed by the ways in which the French learned to observe and describe the radical changes in their capitol. This course will examine maps, guidebooks, urban descriptions, and fiction to see how Paris changed in the century that brought us urban modernity, including anonymity, city crowds, cycles of boom and bust, high-scale public works, energy and anomie. It will also introduce students to some of the tools for digital scholarship and the presentation of academic work to non-academic audiences. Students will collaborate in the creation of a textual database on Paris monuments, and learn to present their research on urban sites via ArcGIS's Story Maps. Prerequisite: French 308 or In-Perspective. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L34 French 3702 In-Depth: Subtexts and Subterfuges**

What persuades us that we understand a situation -- that we know the players, their intentions, and the effects of their actions? Do we rely on a parent's, lover's, or leader's moral authority or on our own sense of justice? Are we motivated by the coherence of their proposals or by our own emotional needs? All of the above? How, then, do we sort through layers of argument to detect ulterior motives and censored thoughts? Our class will focus on subtexts: hidden meanings, innuendo, ambiguity, veiled hints, omissions, and outright lies. We will consider how storytelling works to elicit particular responses in personal and commercial ads, travel brochures, cookbooks, political speeches, and street art. Tales of seduction by Perrault ("Puss in Boots"), Laclos ("Dangerous Liaisons" [excerpts]), and Proust ("Swann in Love" [excerpts]) along with Haneke's film of suspense and surveillance ("Hidden") will focus our attention on techniques of camouflage and detection. The subtexts in these works will inform our own (thriller?) subplot of contemporary life: a creative project to top off the semester. Prerequisite: French 308.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

---

**L34 French 3703 In-Depth: A Passion for Things**

Imagine a collection of prized objects. What motivates a collector to acquire and display them? How do these objects allow us to understand the past as it defines our own heritage and that of others, what we choose to preserve or erase? These questions ground our study of the pleasures of collecting. A passion for things can be empowering, but it can also signal exploitation. What happens when the desire to possess extends to a person--when a person becomes the thing possessed? The passion to possess implies the power to dispossess, to take from others the property, privileges, and promises that were theirs. We will focus on three sites of power in which collections figure prominently: the court of Louis XIV at Versailles; the museums, department stores, and world's fairs of 19th-century Paris; and the world of objects in 20th-century poetry and photographs. The class will examine objects that speak to the relations between men and women; kings and subjects; humans and nature; ideas of freedom and efforts to suppress it. Authors and artists include Perrault, Lafayette, Duras, Baudelaire, Zola, Ponge, Vuillard, Caillebotte, Cartier-Bresson, and others. Prereq: In-Perspective or Fr 308.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L34 French 3704 In-Depth: France and the Muslim World**

France today has more Muslim citizens than any other country in Europe, and this fact puts the country's relationship with Muslims, both within and beyond its borders, constantly in the news. Starting with Napoleon's invasion of Egypt, we will examine the wide involvement of France in the affairs of Muslim countries: its presence in Egypt and

Lebanon, and most notably its colonization of Morocco, Algeria, and Tunisia, which had an irreversible effect on French culture today. We will also consider the anthropology and cultural productions (literature, film, and art) of French people of Muslim origin. Given the influence of francophone Muslim religious scholars, we can not only speak of France and the Muslim world, but investigate France in the Muslim world. What futures become imaginable, when we see Muslims as an integral part of French culture, and France as part of the global Muslim community? Assignments will include writing for non-academic audiences, and the creation of a StoryMap presentation in ArcGIS. Prereq: In-Perspective or Fr 308.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L34 French 374 In-Depth: Science Fiction**

What we now call science fiction emerged from early tales of voyage and discovery, whose authors envisioned other times, places, customs, and perspectives. It flourished in the fantastic and futurist tales that first arose in France but were popularized in Germany, England, and America. An outgrowth of the scientific and the industrial revolutions, it informed the genres of opera, painting, and the novel before reaching the silver screen. Drawing on theories of the uncanny, we will consider how we determine whether stories are governed by the laws of nature (madness, dreams, coincidence) or the supernatural (ghosts, sylphs, devils). We will then explore when and how the Romantic realms of the gothic gave way to the dystopian worlds of science fiction that inform not only contemporary film but our current perception of reality. Readings by Cyrano de Bergerac, Voltaire, Cazotte, Balzac, Maupassant, Verne, Villiers de l'Isle-Adam, Zola, and Leroux; films by Resnais, Godard, and Jeunet. Prereq: In-Perspective or Fr 308.

Credit 3 units. A&S IQ: HUM, LCD, LS EN: H

---

**L34 French 375C Biography of a City: Paris**

This class has a dual focus: to trace the political and cultural history of Paris throughout the ages since its founding; to highlight Paris as a theme or topos in works of art and in the popular imagination. Thus, we examine both Paris's role as an important historical center as well as its function as a vital cultural symbol. Guest speakers from the Departments of Romance Languages, Art History, History, Music, Philosophy, and others. Course taught entirely in English. Same as Art-Arch 376 and Comp. Lit.

Credit 3 units. Art: HUM BU: IS

---

**L34 French 376C Cinema and Society: Feminist Filmmaking**

Did you know that the inventor of narrative fiction film, and perhaps the only female filmmaker from 1896-1906, was a French woman? This course introduces students to French and Francophone cinema through the lens of the feminine. In this "her" story of French-language film, we will explore works by female directors as well as representations of women and girls on the silver screen from cinema's silent origins to the empowered voices of the #MeToo era. In tandem, we will engage with key ideas from feminist critics like Simone de Beauvoir and Françoise d'Eaubonne. Class discussions will take an intersectional approach, addressing feminism's connections with the following topics: girlhood and adolescence; race and ethnicity; post-colonial cultures; gendered spaces/places and the environment; LGBTQ+ identities; motherhood and domesticity. Our corpus includes classics from the French tradition as well as understudied films, running the spectrum from drama to documentary, to coming-of-age narratives and cult favorites, including works by Chantal Akerman, Yamina Benguigui, Alice Guy, Céline Sciamma, and Agnès Varda, among others. Prereq: In-Perspective or Fr 308.

Credit 3 units. A&S IQ: LCD, LS Art: CPSC BU: IS EN: H



---

**L34 French 383C Literature and Society: Ailing Body/Ailing Mind in French Autobiographical Writings**

Illness and suffering have inspired a great variety of literary texts from the Middle Ages to the modern era. This course considers works ranging from Montaigne's influential ESSAIS through contemporary novels that focus on autobiographical writings in which the author gives a personal account of his or her own direct experience with illness. Open only to students enrolled in the Nice Pre-Med program.

Credit 3 units. A&S IQ: HUM Art: HUM BU: IS EN: H

---

**L34 French 387 Points of Intersection**

Topics in comparative literature. Subject matter will vary from semester to semester.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L34 French 395 Paris and New York: The Art of the City**

The cultural icons Paris and New York exert a powerful hold on our imagination. We will explore how the French and Americans define themselves, and each other, through their premiere cities. The themes of integration and isolation, class and race, innovation and tradition, and commemoration and celebration will ground our discussions of writers Zola ("Therese Raquin"), Wharton ("The Age of Innocence"), Proust ("Swann's Way"), Foer ("Extremely Loud and Incredibly Close"), Krauss ("The History of Love"), Truong ("The Book of Salt"), and Gopnik ("Paris to the Moon"); painters Vuillard, Caillebotte, and de Kooning; photographers Brassai, Cartier-Bresson, Doisneau, Ronis, Abbott, Hine, and Stieglitz; and filmmakers Godard ("Breathless"), Allen ("Manhattan," "Midnight in Paris"); Jeunet ("Amelie Poulain"), and Kassovitz ("Hate"). Through our study of public spaces (the Brooklyn Bridge, the Twin Towers, the Eiffel Tower, and the streets themselves), we will consider how each city functions as a site of memory even as it fashions the future.

Same as L16 Comp Lit 395

Credit 3 units.

---

**L34 French 400 Intensive Translation for Graduate Students I**

The first part of a two-semester course sequence in reading and translating French. For graduate students in the humanities, social and natural sciences. Nongraduate students may enroll with permission of the department. Must be followed by Fr 401.

Credit 3 units. A&S IQ: LCD EN: H

---

**L34 French 401 Intensive Translation for Graduate Students II**

Continuation of Fr 400. For graduate students in the humanities, social and natural sciences. Prereq: Fr 400; credit for Fr 400 is contingent on completion of Fr 401.

Credit 3 units. A&S IQ: LCD EN: H

---

**L34 French 4013 Second Language Acquisition and Technology**

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors.

Same as L92 APL 4023

Credit 3 units. A&S IQ: SSC EN: S

---

**L34 French 411 Intensive Writing in French: Timely Topics**

This course enables advanced students to refine and develop their writing skills and to develop specialized vocabularies based upon current issues in the Francophone world chosen in light of their interests (Global Health, International Relations, Anthropology, Political Science, etc.). They will analyze the rhetorical strategies used in contemporary cultural debate and write creative, persuasive, and analytical compositions that prepare them to apply for internships and pursue careers in international medicine, business, law, diplomacy, and the arts. Students will complete a series of short papers, each with required revisions. Meets WI requirement. Prereq: Fr 307D, Fr 308D, or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS, WI EN: H

---

**L34 French 4131 Advanced French and Translation**

This course fosters an in-depth knowledge of the French language and accuracy in its use. It employs a comparative approach (linguistic and cultural) initiating students into the art of translation (from English to French and from French to English and sensitizing them to the problem of cultural transfer. Students will acquire practical training, cultivating skills advantageous in the workplace by drawing on a wide variety of documents to develop translation strategies. Genres include fiction, autobiography, journalism, advertising, and correspondence spanning different eras, regions, and registers. This course satisfies the college's writing intensive requirement. Prereq: In-Perspective or Fr 308.

Credit 3 units. A&S IQ: LCD, LS, WI EN: H

---

**L34 French 413B Linguistics and Language Learning**

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, etc. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action - on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prereq: Ling 170 is recommended but not required.

Same as L92 APL 4111

Credit 3 units. A&S IQ: SSC BU: BA, ETH

---

**L34 French 415 The 19th-Century Novel: From Realism to Naturalism to Huysmans**

In this seminar we will read some of the great realist novels of the nineteenth century, by the four masters of the genre: Balzac, Stendhal, Flaubert, Zola. We will also examine Huysmans's A REBOURS, which was written in reaction to the excesses of Realism. We will determine what characterizes the realist novel and how it has evolved from Balzac to Zola. We will consider its theoretical orientation, but we will also focus on the major themes it addresses: the organization of French society throughout the nineteenth century, Paris vs. the province, love, money, ambition, dreams, material success, decadence, etc. Prereq: Fr 325 and 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. 3 units.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

**L34 French 417 Poetry and Prose of the Renaissance: Gender, Love, and Sexuality in the Renaissance**

A major writer, an early sympathizer of the reform movement, and a generous patron of the arts and sciences, Marguerite de Navarre (1492-1549), King Francis I's sister, has continued to intrigue readers throughout the ages. Her correspondence, short stories, plays, dialogues and religious poems have been edited and translated into several languages. However, her best known work today remains the *Heptameron*, her collection of novellas. This course will focus primarily on the *Heptameron* in the context of the *Querelle des femmes*, a centuries-long literary debate over the nature and status of woman. It proposes a close study of the text with special emphasis on gender issues. Close attention will be paid to early modern understandings of sex and gender and the extent to which devisants and characters in the stories conform to or defy the predominant gender stereotypes; gender relations; the dynamics of love and marriage; attitudes toward sexuality, gender and sexuality, and sexual aggression and violence. Prereq: Fr 325 or Fr 326, or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

**L34 French 4171 Travel Abroad in Early Modern Times**

This course addresses such questions as national identity; international relations; migration, cultural differences, and integration; cultural interactions and influences. It concerns more specifically the important role humanism played in the spectacular development of vernacular languages and traveling abroad in Early Modern times. It will be organized around the following themes: 1. Humanism, nationalism, and the growing interest in the vernacular; 2. Humanism and the on-going project of translation (TRANSLATIO STUDII); 3. Humanism and Travel Abroad; 4. Views on foreign cultures and one's own after returning home; 5. "La France italienne" (including at least one session on Lyons and another on Italian artists living in France); and 6. Integration and Conflicts. Readings will include major authors (Rabelais, Montaigne, Marguerite de Navarre, Du Bellay) as well as lesser-known figures (Pasquier, Lery, Thevet), diaries and travelogues. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units.

---

**L34 French 4172 Travel in the Renaissance and the Literature of Discovery**

Improved modes of transportation under the king Francis I facilitated travel in the Renaissance. Men and women were able to view famous cultural monuments on their continent and explore parts of the world where no one had ventured before, returning home with vivid tales of distant lands and exotic peoples. With the advent of the printing press, such fascinating stories were made available to a wider audience. This course examines this literature of discovery, paying special attention to the multiple genres that flourished at the time (historical narratives, diaries, correspondences, travelogues, elegiac poetry, adventure novels) as well as the historical and cultural contexts of these works. Other questions addressed include national identity and cultural differences, cultural interactions and influences, international relations, the impact of humanism, and the concept of CURIOSITAS. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L34 French 419 Feminist Literary and Cultural Theory**

This course provides a historical overview of feminist literary and cultural theories since the 1960s and 70s, acquainting students with a diversity of voices within contemporary feminism and gender studies. Readings will include works of French feminism, Foucault's *History of Sexuality*, feminist responses to Foucault, queer (LGBTQ+) theory, postcolonial and decolonial feminism, feminist disability theory, and writings by US feminists of color (African-American, Asian-American, Latina, Native-American). The reading list will be updated each year to reflect new developments in the discipline. We will approach these readings from an intersectional and interdisciplinary perspective, considering their dialogue with broader sociopolitical, cultural, and philosophical currents. By the end of the course, students are expected to have gained a basic knowledge of the major debates in feminist literary and cultural studies in the last 50 years, as well as the ability to draw on the repertoire of readings to identify and frame research questions in their areas of specialization. The class will be largely interactive, requiring active participation and collaborative effort on the part of the students. Students will be encouraged to make relevant connections between the class readings, everyday social and political issues, and their own research interests. NOTE: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Prerequisite: advanced course work in WGSS or in literary theory (300 level and above) or permission of the instructor.

Same as L77 WGSS 419

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

---

**L34 French 4191 The French Islands: From CODE NOIR to Conde**

The French have been dreaming about the tropics ever since transatlantic trade became possible in the sixteenth century, and literature in French has reflected these dreams ever since. Closer to our own period, writers from the French Caribbean have written themselves into the French canon, winning prestigious literary prizes. This course will link these two phenomena by studying literature from and about the tropics from the 18th century to the present. In our readings, we will attempt to see the ways in which the literature from and about France's island possessions has contributed to the forming of cultural and political relations between France and the islands, but also among the islands and within the Americas. Almost all texts available in English for students not majoring in French; main seminar session taught in English with weekly undergraduate preceptorial in French. Prereq: Fr 325 and Fr 326. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L34 French 4192 Dark Humor: Francophone Literature from West Africa**

In 1960, most of the French colonies in Africa gained independence in a largely peaceful transfer of power. Since then, this development has been viewed alternatively as the triumph of self-determination, and as a hollow act undermined by neo-colonial French ministries, multinational companies, and corrupt governments. Media today commonly adopt a highly pessimistic tone when speaking of these phenomena, but literature from West Africa provides alternative ways of looking at the region, which today includes over 140 million French speakers. Reading authors such as Kourouma, Kane, Tansi, Tchicaya, and Lopes, we will consider the ways that literature enters into dialogue with political discourses represented both as tragedy and as farce. The main seminar (section 01) is taught in English; undergraduates also register for a weekly discussion (section A) conducted in French. Prereq: for undergraduates, Fr 325, 326, Thinking-It-Through, or In-Depth; for graduates not in French, reading knowledge of the language.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

### L34 French 421 The 20th-Century Novel

In this seminar we examine the evolution of the French novel in the twentieth century. We closely read five great novels, by Proust, Gide, Céline, Robbe-Grillet, and Ernaux. We determine what characterizes the twentieth-century French novel and how it has evolved from Proust to Ernaux. We consider its technical aspects but will also focus on the major themes it addresses: love, art, memory, time, death, and the general problem of the human condition. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

### L34 French 4211 The Novel of the 1930s: The Human Condition and the Meaning of Life

Most French novelists of the 1930's were no longer satisfied simply to entertain their readers, to bring formal innovations to their writing, to depict society, or to represent human consciousness. Economic transformations, technological advances, and the unspeakable horrors of WWI challenged traditional beliefs. Authors therefore dedicated themselves to examining the human condition and the meaning of life. In this seminar we will read five major novels of the period by Saint-Exupéry, Mauriac, Malraux, Céline, and Sartre. We will determine how each author approaches the fundamental questions of human existence and what, if any, answers he provides. Prereq: Fr 325 and 326 (or, for students who have completed the Paris Business Program, completion of either course). One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

### L34 French 4221 Topics in French Literature: The Voyage of Self-Discovery

In our modern interconnected society, it is not always easy for young people to define who they really are or to discover and fulfill their potential, but it is encouraged and facilitated through education, travels, social contacts, and even technology. But it was not always so. In earlier times, individuals were often constrained by the prevalent social and moral values of their worlds and had a much harder time discovering their persona or fulfilling their needs and aspirations. This seminar explores the issues of self-discovery, initiation, and self-realization in the modern novel, including Balzac's EUGENIE GRANDET, Stendhal's LE ROUGE ET LE NOIR, Flaubert's MADAME BOVARY, Mauriac's THERESE DESQUEYROUX; and Philippe Grambert's UN SECRET. Prereq: Fr. 308.

Credit 3 units. Arch: HUM Art: HUM BU: IS

---

### L34 French 427 Literature of the 17th Century I

UNDERGRADUATES ONLY REGISTER FOR THIS SECTION Prereq: Fr 325, 326, Thinking-It-Through, or In-Depth or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

---

### L34 French 4271 French Classical Theater

A study of works by Corneille, Molière, and Racine. We consider how the theater contributes to the rise of absolutism in France in the seventeenth century. The depiction of kings and the role of primogeniture; the function of sacrifice; the marginalization of women; the glorification of Ancient Rome; Orientalism; tensions between family and State; and the rise of the bourgeoisie in these plays suggest how the dramas played out on stage mirror the historic spectacle of the court over the course of the century as it develops an increasingly

centralized authority culminating in the image of an all-powerful Louis XIV. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

---

### L34 French 428 Literature of the 17th Century II

This seminar examines critical points of intersection in the 17th century. All connections engage texts as well as images. We will explore the expansion of knowledge as reflected in the mapping of bodies (anatomy), cities, and countries; humans in relation to animals; commerce and the rise of the bourgeoisie that challenges the privileges of the aristocracy; the splendors of nature and culture as manifest in the magnificent Versailles gardens, the tulip craze, and landscape painting; the lure of the exotic as part of everyday experience; and links between art and science. These topics will allow us to situate classical France in relation to the periods that precede and that follow it: the Renaissance and the Enlightenment. We will view the French monarchy in relation to both Italy, whose art provided much inspiration, and Holland, where the prosperity of merchants supported an art market that included Vermeer, de Hooch, and other celebrated Golden Age painters, all who are so unlike the artists who flourished under Louis XIV. Works will include Corneille's "Horace" and "Surenna"; Racine's "Berenice" and "Phedre"; Descartes's "Discours de la Methode"; La Bruyère's "Caracteres"; Lafayette's "Princesse de Cleves"; Pascal's "Pensees"; Graffigny's "Lettres d'Une Peruvienne"; extracts from the "Encyclopedie"; art by Le Brun, Poussin, Patel, Bernini, Vermeer and his contemporaries, and Boucher; anatomical drawings by Vesalius; as well as maps and cityscapes. Prerequisites: French 325C and French 326C. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: LCD Art: HUM EN: H

---

### L34 French 4281 Order in the Court: Classical Struggles During the Reign of Louis XIV

Beginning with a study of Versailles, we examine the spectacular dimensions of artistic production under Louis XIV, including architecture, visual arts, and landscapes, in addition to literature. The recent historical novel L'ALLEE DU ROI, which details the romance between the king and his mistress and then second wife Mme de Maintenon, and the MEMOIRES of Saint-Simon help to set the stage for us to appreciate the intrigues at court. Situating the king at the head of a hierarchical and orderly court structure, we examine some of the less harmonious elements of court-dominated life offered in representations by Corneille (SURENA), Molière (LES FEMMES SAVANTES), Racine (MITHRIDATE, PHEDRE), La Rochefoucauld, La Bruyère, La Fontaine, Mme de Sévigné, Pascal. We consider the ways in which the court assures its power through primogeniture, the right of the eldest born son to inherit power, as well as through strict codes of etiquette and the generosity of the crown to its loyal and productive followers. We examine how these factors are insufficient to protect the monarchy against the contravening forces of political ambition, family struggles, the emerging role of women, religious faith, and the devastating effects of war and disease. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units.

---

### L34 French 431 Literature of the 18th Century I

Prereq: Fr 325 or 326. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

### **L34 French 4311 Voices of Dissent: Enlightenment Principle and Social Protest**

The eighteenth century saw a rise in overtly moralizing texts, on the one hand, and unapologetically immoralist philosophies on the other. We focus on texts that avoid these extremes, allowing multiple voices to be heard. With the aid of excerpts from Genette, Bakhtine, Todorov, and Barthes, we identify the voices of dissent in several eighteenth-century genres, including satire, the tale, the novella, the philosophical dialogue, theater, autobiography, and the epistolary novel. By reading authors such as Voltaire, Montesquieu, Prévost, Diderot, Cazotte, Rousseau, Beaumarchais, and Charrière, students come to appreciate a third tendency in eighteenth-century texts that is crucial to our understanding of the Enlightenment: the tendency to validate conflicting perspectives. We consider whether a moral can be derived from a text that consistently questions the voice of authority. We analyze the implications of such questioning in the years before the Revolution. Finally, we consider the extent to which the overzealous censorship laws of the period may have obliged authors to couch socially controversial ideas in narrative forms that seem to deny their own assertions. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates. Credit 3 units.

---

### **L34 French 4321 Art, Revolution, and Society**

This course examines major eighteenth-century aesthetic treatises and literary texts that explore solutions for aesthetic quandaries. Authors include d'Alembert (PREFACE A L'ENCYCLOPEDIE), Rousseau (DISCOURS SUR LES SCIENCES ET LES ARTS, LETTRE A D'ALEMBERT), Diderot (ENTRETIENS SUR Le Fils naturel, LE PARADOXE DU COMEDIEN, LE NEVEU DE RAMEAU), Cazotte (LE DIABLE AMOUREUX), Beaumarchais (LE BARBIER DE SEVILLE, LE MARIAGE DE FIGARO), Staël (DE LA LITTERATURE, CORINNE). These works allow us to study some of the major insights into the aesthetics of music, painting, and the performing arts with an eye to how these aesthetic "revolutions" expanded the scope and influenced the form of the French language and literary texts. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### **L34 French 4331 Women of Letters**

We investigate the representation of women in eighteenth-century texts. Why did the novel and epistolary fiction become so closely associated with women as writers, heroines, and readers in the course of the century? Why were women considered exemplary and yet, at the same time, a threat? The eighteenth century saw the last of the salons led by women well-versed in philosophy, literature, art, and politics. It saw the reinforcement of the opposition between the public and the private sphere. Woman was the incarnation of the ideal of liberty and yet excluded from the "Rights of man." Rousseau praised women's role as nurturers and peace-makers but cast into doubt their capacity for genius. Literary texts that feature women became a sparring ground for two of the century's major literary trends: SENSIBILITE and LIBERTINAGE, for a woman's sensitivity was thought to contain the seeds of virtue and licentiousness. We investigate philosophical discourses on the senses and emotions and political discourses on republican responsibility. We read these texts in conjunction with the literary works of men and women authors, including Prévost, Marivaux, Graffigny, Riccoboni, Diderot, Rousseau, Charrière, Laclose, Sade, and Staël. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates. Credit 3 units. Art: HUM

---

### **L34 French 4341 Enlightenment Energy: Comedy, Eroticism, and the Grotesque**

In this course we will examine works in which the comic, the erotic, and the grotesque--base urges that eighteenth-century audiences deplored yet found entertaining--made inroads into the literature of the time. The Enlightenment was highly suspicious of impulses and intuitions that challenged or escaped the bounds of virtue, sentiment, and reason. French philosophes debated whether genius lay in the supreme mastery or the spontaneous creation of art, whether talent was inborn or could be acquired through practice. Reading texts that span the long eighteenth century, by authors such as Molière, Marivaux, Crébillon fils, Voltaire, Diderot, Restif de la Bretonne, Beaumarchais, Sade, and Hugo, we will investigate how the satirical, the bawdy, and the profane served as the wellspring of Enlightenment inspiration, giving rise to visions of an ideal society. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates. Credit 3 units.

---

### **L34 French 4351 Philosophical Fictions**

The French Enlightenment witnessed a veritable explosion of short fiction, including philosophical, oriental, moral, and libertine tales bearing such self-conscious titles as A THOUSAND AND ONE FOLLIES and THIS IS NOT A TALE. Though written by the literary elite and not considered children's literature, the genre enjoyed widespread popular appeal and had the power to shape mentalities. Often satirical in tone, these tales served to convey and question contemporary political, philosophical, scientific, religious, and moral trends. They inspired some of the most vivid illustrations of the day and were often circulated as part of the literary underground. We will read works by Crébillon fils, Voltaire, Diderot, Cazotte, Charrière, Sade, and Staël alongside excerpts from French cultural history on eighteenth-century mentalities, salons, and print culture. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### **L34 French 4391 Classicism/A-Classicism**

Among the hallmarks of seventeenth-century, French classicism celebrated reason, order, balance, and a power often associated with the great achievements of Ancient Greece and Rome. Reason, however, coexisted with dreams and madness; order encountered threats both political and sexual; disharmony persisted despite longings for justice; and depictions of Antiquity flourished alongside those of the Orient, the exotic other world of the East. The course explores these "a-classicisms," or countervailing forces, by studying the challenges that ground the struggles and seductions in dramas by Corneille, Molière, and Racine as well as in the novels of Madame de Lafayette. We read Graffigny's LETTRES D'UNE PERUVIENNE, Prévost's MANON LESCAUT, Laclous's LIAISONS DANGEREUSES to understand classicism retrospectively, through the "a-classicism" of the eighteenth Century's treatment of identity, alienation, desire, and societal tensions. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates. Credit 3 units.

---

### **L34 French 4392 Commemorating the King**

The court of Louis XIV at Versailles was remarkable for its grandeur, its consolidation of power, and its celebration of the Sun King. Arguably, all aspects of court life were regulated by the crown and all things produced--whether wars or monuments; art or science; novels or histories--were tributes to the king. All reflected a certain "ideology of commemoration," that is, an implicit or explicit validation of the monarch's privilege and prestige, both for his contemporaries and for posterity. We will explore how authors (including Louis XIV, La

Bruyère, La Rochefoucauld, Perrault, La Fontaine), artists (Lebrun, Rigaud, Poussin, Félibien), and historiographers/memorialists (Racine, Saint Simon) support the ambitions of the crown through their works. Modern critics Elias, Marin, Burke, and Merlin will guide our research into the activities of the royal family, the ideology of absolutism, and the role of art in affirming the power of Versailles as we continue to memorialize it through surviving texts, monuments, and images. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates. Credit 3 units.

---

#### **L34 French 443 Contemporary Francophone Literature**

A general survey of Francophone literature. This seminar examines representative texts of Quebec, "Acadia," Africa, and West Indies. Authors to include Antonine Maillet, Louis Hémon, Michel Tremblay, Gérard Leblanc, Anne Hébert, Maryse Condé, along with the influential poets of "négritude," Senghor and Césaire. This course counts towards the seminar requirement for the major. Prereq: Thinking-It-Through or In-Depth. Credit 3 units. A&S IQ: HUM, LCD Art: HUM

---

#### **L34 French 447 The Medieval Literary Arts**

How do medieval French writers understand the structures and functions of the human body? What kinds of bodies are considered disabled? Are womanhood, childhood, and old age construed as disabilities? In this course we will read texts of varied genre--farces, saints' lives, fabliaux, poems, romances, journals and chronicles--as we consider how, if at all, disability exists as a social or literary construct in the Middle Ages. Texts include Philippe de Beaumanoir's MANEKINE, Courtebarbe's TROIS AVEUGLES DE COMPIÈGNE, Guillaume de Machaut's VOIR DIT, and the farce LE GARÇON ET L'AVEUGLE; excerpts from Jean de Meun's ROMAN DE LA ROSE, from the OVIDE MORALISÉ and from Christine de Pizan's MUTACION DE FORTUNE; and poems by Rutebeuf, Deschamps, and Molinet, as well as critical and theoretical texts from the emerging discipline of disability studies. Texts will be available in modern French; no prior study of Old French language is necessary. This course counts towards the seminar requirement for the major. Prereq: Fr 325 or Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

#### **L34 French 451 French Literature of the Middle Ages I**

French literature from the beginning to 1250. The course emphasizes CHANSONS DE GESTE, courtly romance and lyric, and early drama. Most works read in modern French. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

#### **L34 French 452 French Literature of the Middle Ages II: I, Object**

In this seminar we will explore the significance of objects and objectification in medieval French literature. What happens when people are treated as "love objects" in lyric poetry, or when inanimate objects take on human properties in comical or allegorical texts? How do the "transactions" of fictional wills and legacies bind one human subject to another? We will approach these questions through a number of theoretical perspectives, including psychoanalytic, poststructuralist, posthuman, and thing theory. Texts include poems of the troubadours and trouvères, fabliaux, the Roman de la Rose, René d'Anjou's Livre du cuer d'amour espris, and Villon's Testament. Texts will be read in modern French; no prior study of Old French language is necessary. Prereq: Fr 325 or Fr 326 or the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

---

#### **L34 French 450 Intersectional Identities in Medieval France**

Were medieval French identities "intersectional"? What cultural evidence is there -- in literature, theatrical performance, the visual arts, and the artifacts of everyday life -- for such identity categories as "race," "sexuality," or "disability"? In this course, we will investigate medieval French imaginaries of the racialized, gendered, classed, and abled/disabled body, seeking to do the following: (1) understand the systems of power and privilege that undergirded medieval identities; (2) critique the contemporary perception of medieval Europe as an all-"white," male-dominated space; and (3) explore how contemporary critical identity studies can deepen our comprehension of medieval culture and how medieval materials can offer new insights into contemporary identity formations. This course will be taught in English, with a weekly discussion section in French for undergraduates enrolling for French credit. Prerequisite: French 325, French 326, Thinking-It-Through, or In-Depth. Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA EN: H

---

#### **L34 French 456 Romance Philology**

Study of the evolution of the major Romance languages from their common Latin origins. Knowledge of classical Latin not required, but acquaintance with phonetics of at least one Romance language extremely helpful. Conducted in English. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates. Credit 3 units.

---

#### **L34 French 459 Writing North Africa: Francophone Literature of the Maghreb**

With statues of colonizers coming down around the world, France reckons with its colonial legacy in North Africa. Ever since their conquest of Algiers in 1830, the French have been fascinated by writing from across the Mediterranean. Beginning with nineteenth-century French travel narratives about Algeria, the colonial era defined ideas of the "exotic." As Algeria, Morocco, and Tunisia gained independence from France in the mid-twentieth century, North African authors often wrote their own literature in the language of their former colonizer. These authors and their contemporary descendants continue to create and challenge the ideas of postcolonial francophone literature today. The main seminar sessions are taught in English, with additional required weekly undergraduate discussions (section A) in French. Prerequisites: for undergraduates, French 325 or 326, Thinking-It-Through, or In-Depth; for graduates not in French, reading knowledge of the language. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

#### **L34 French 461 Topics in French Literature and History**

How genre affects both the production of a given literary text and its perception by the reader. Representative texts from different centuries and movements. Prereq: Fr 325C and 326C (or, for students who have completed the Paris Business Program, completion of either course). One-hour preceptorial for undergraduates only. Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

#### **L34 French 466 Second Language Acquisition**

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first and second language acquisition; the role of linguistic, cognitive, and sociocultural factors; insights gained from

analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second language acquisition; and a critical appraisal of different theories of second language acquisition. Both theoretical and instructional implications of second language acquisition research are considered. This course can be used towards certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.

Same as L44 Ling 466

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L34 French 469 Reading and Writing in a Second Language

In the past decade the process of becoming literate in a second language has received considerable attention by researchers and instructors. This course, taught in English, extends issues in L2 literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics to be discussed in class include: individual learner differences; the extent to which reading and writing are interrelated; text types and literary forms; literacy and social power; and universal cognitive operations. Students will discuss how to bridge research and practice, and they will create activities to be included in a reading and writing portfolio. Course counts toward the Graduate Certificate in Language Instruction.

Credit 3 units. A&S IQ: LCD

---

### L34 French 495 Honors

To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in Fr 495 and submit an Honors Thesis approved by the Department at least two months before graduation. Prereq: 3.0 grade point average. Qualified students should consult the Department. Credit 3 units.

---

### L34 French 4951 Honors

To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in Fr 495 and submit an Honors Thesis approved by the Department at least two months before graduation. Prereq: 3.0 grade point average. Qualified students should consult the Department. Pass/Fail.

Credit 3 units. EN: H

---

## Italian

Visit online course listings to view semester offerings for L36 Ital.

---

### L36 Ital 1015 Introductory Italian for Visual Arts

Students learn methods of effective communication, the rapid acquisition of spoken ability, and a working vocabulary for the visual arts: drawing, painting, sculpture, architecture, photography, the museum, etc. Students will also learn beginning reading and writing skills.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L36 Ital 101D Elementary Italian in the Everyday World, Level I

This course stresses the rapid acquisition of spoken ability, with attention to the development of reading, writing, and listening skills through contextualized learning and engagement with culturally authentic materials. Designed for students with no prior knowledge of Italian or minimal experience in another Romance language.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L36 Ital 102D Elementary Italian in the Everyday World, Level II

Continuation of Ital 101D. This sequence stresses effective communication and the rapid acquisition of spoken ability with increased attention to the development of reading, writing, and listening skills. Prerequisite: Ital 101D or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L36 Ital 106D Accelerated Elementary Italian in the Everyday World, Level I

This course is designed especially for students with previous language study. It moves at an accelerated pace toward the acquisition of spoken ability, with attention to the development of reading, writing and listening skills through contextualized learning and engagement with culturally authentic materials.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L36 Ital 107D Accelerated Elementary Italian II

Continuation of Italian 106D. Designed for students whose previous study of French or Spanish will enable them to grasp the principles and rules of Italian grammar more efficiently. Emphasis on all four language skills: speaking, listening, reading, writing. Prereq: Italian 106D or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS BU: HUM

---

### L36 Ital 201D Intermediate Italian in the Everyday World, Level III

This course aims for students to achieve intermediate proficiency in speaking, listening, reading, and writing. Focus is placed on vocabulary building and increased facility with Italian grammar through interactive exercises and the use of authentic materials, such as readings and videos. Regular compositions and exams as well as a final exam. Prerequisite: Ital 102D or higher.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L36 Ital 215 Conversation/Culture

This course examines popular culture through a focus on what is said and performed. The course consists of thematic units focusing on everyday occurrences and themes that mark the Italian experience, such as conversation in the Italian bar; poignant views of life expressed in films and other media; daily experiences depicted in poems and songs; public and private politics; the role of the meal in real life, art, and literature. As students advance through each thematic module, they develop a creative project in which they put into practice (by a skit/presentation/text/artwork) what they have learned. Prereq: Ital 102D or the equivalent.

Credit 3 units. A&S IQ: LCD BU: HUM

---

### L36 Ital 216 Conversation

A continuation of Italian 215, this course emphasizes the development of speaking skills in Italian through study of aspects of contemporary Italian culture in particular art, music, film, and politics

Credit 2 units. BU: HUM

---

### L36 Ital 247 First-Year Seminar: Italy's Invention of the Modern Museum

This course traces the development in Italy of what we know as the modern museum. Unfolding chronologically from the Renaissance to the current day, the course will examine the origins and rise of art, natural history, science, and national museums across the peninsula from Rome to Venice, Florence to Naples. We will study the establishment of the early public art museums epitomized by the Vatican Museums, the Uffizi Gallery, and the Capitoline Museums. We

will examine the impact on national and cultural identity of Fascist propaganda museums instituted under Mussolini's regime, and we will conclude with an examination of extraordinary new museums in Italy, such as the interactive MUSME (Museum of Medicine) in Padua, and the MEIS (National Italian Judaism and Shoah Museum) in Ferrara. Art Curators, and Museum directors will visit our course.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: IS EN: H

---

### **L36 Ital 248 First-Year Seminar: Italian Literary Culture: Identity, Subjectivity, Audience**

In this course we'll sample eight centuries of Italian literary culture by reading some of its greatest works. While familiarizing ourselves with key Italian authors (and some outliers); we'll also work to clarify our thinking about three problems: (1) identity (How does each work express an idea of "Italianness"? What other elements of identity, such as gender or religion, are in play? Why do authors sometimes conceal their true identities by using a *nom de plume*?); (2) subjectivity (How does the author or narrator establish their place in the world?); (3) audience (For whom does the author write? Is the author's audience the same as the narrator's? How do authors make their writings available to others?). Authors studied include Boccaccio, Petrarch, Vasari, Galilei, Collodi, Ginzburg, Ferrante. Three short papers. Class conducted in English with readings in English.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### **L36 Ital 249 Refracted Light: How Others View Italy**

Throughout the centuries Italy has both enjoyed and suffered the fascinated gaze of foreigners, who have written about it, painted it, made music and films about it. Drawing principally on prose writings from the eighteenth to the twentieth centuries, in such varied genres as the short story, the novel, the mystery novel, travel writing, and the memoir, this course will examine the images of Italy that non-Italians project. Beyond learning about Italy, students will consider their own "idea" of Italy, examine their own frame of reference and cultural biases, interrogate a variety of stereotypes, and ponder how well one can truly understand a place as an outsider or reader. Authors studied include Stendhal, Dickens, James, Forster and Mann, and James, as well as such contemporary writers as Michael Dibdin and Shirley Hazzard.

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: HUM

---

### **L36 Ital 280 Sex in Italian Culture and Media**

From XIXth century hotbed of sexual tourism to XXist century idyllic scenario of Guadagnino's steamy romance "Call Me by Your Name," Italy has been cast globally as an imaginary site of sexual freedom. Throughout the 20th century, Italy's sexual culture and mores have been shaped more by a climate of discretion, secrecy, and scandals than by overt identity politics. However, between the early 70s and the first Rome Pride in 2000, an Italian movement of sexual activism featuring activists, writers, and artists have impacted globally the ways in which we experience and talk about bodies, desires, and sexual identities nowadays. How do we think, represent, and talk sex in Italian culture? What is queer about Italian culture and how does "queer" translate into Italian language? This course introduces students to the study of Italian cultural productions on sexuality between discretion and identity politics spanning early sexological work, accounts of homosexuality under Fascism, "transsexualita" Italian-style, sexual manifestos, photographic archives, AIDS fiction, LGBTQI films and YouTube videos, transnational queer comedies, drag king performances, etc. The class is taught in English with no prerequisite necessary. No Final.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### **L36 Ital 290 The Culture of Food in Italy**

This interdisciplinary course will provide students with an introduction to Italian culture presented through an exploration of one of Italy's most appreciated aspects around the world: its food. A major focus will be on understanding the extraordinary significance of food in the definition of "Italianness" and the influence of gastronomy in the creation of national identity. Some of the questions that will guide our exploration will be: how has Italian cuisine changed from antiquity through the Middle Ages and Renaissance, from the political unification in 1861 till today? How do national identity and national cuisine relate? How can food become a tool of political power? How do different products, preparation methods, and consumption patterns, determine the Italian approach towards food that has become renowned (and often misrepresented) all over the world? Students will learn through a combination of lectures, class discussions, presentations, hands-on experiences, and interactions with representatives of the Italian food scene in St. Louis. Texts will include excerpts from literary works (such as Boccaccio's *Decameron* and Collodi's *Pinocchio*), academic articles, food magazines and blogs, cookbooks, interviews, and films/documentaries. Students will have the opportunity to increase their vocabulary, review and practice major grammar structures, and improve their conversational and presentational skills in Italian. The course will be taught in Italian. Prereq: Italian 201D

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

### **L36 Ital 2991 Undergraduate Independent Study**

Prereq: Ital 201D and permission of the department. No more than 6 units may be earned by a student.

Credit 3 units. A&S IQ: HUM EN: H

---

### **L36 Ital 301 Oral Communication I**

Designed to offer students an opportunity to practice and refine their conversational skills while expanding their practical vocabulary. Wide variety of topics for discussion; brief oral reports. Regular homework assignments with emphasis on web-based research and learning. Prereq: Italian 201D.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

### **L36 Ital 307D Advanced Italian in the Everyday World**

The course aims at reinforcing and developing advanced grammar structures and writing abilities through the study of a variety of media centered around the theme of humor. Have you ever laughed . . . in Italian? Materials include literary excerpts, short stories, film, television clips, and songs. Our focus will be on grammar and syntax as the bases to understanding contemporary Italian humor. Essential for further study of Italian language and literature, this course must be taken before or concurrently with Ital 323C and 324C. Prereq: Ital 201D, or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### **L36 Ital 308D Grammar and Composition II**

A continuation of Italian 307D, this course features advanced lessons in Italian syntax and vocabulary and an introduction to the analysis of poetry and theatrical texts, with the goal of improving both reading and writing in Italian. The basis of our work will be a series of readings having a common theme, desire required and unrequired. We will think about what poets desire, how they give verbal expression to it, and how the success or failure of their pursuit informs their writing. Likewise we will look at how playwrights exploit this theme as a plot device. Readings include poetry by Petrarch, Michelangelo, Tasso, and Montale, as well as two comedies. Grammar exams and regular composition assignments; final exam. Essential for further study of Italian language and literature, this course must be taken concurrently with Italian 323C or 324C. Prereq: Ital 307D or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L36 Ital 309 Transmedia Italian Culture: Stories, Interpretation, Performance**

This course examines contemporary Italian culture through a variety of genres and media, which may include short stories, graphic novels, blogs, zines, essays, news articles, podcasts, film, music, and so on. Strong emphasis will be placed on writing. Throughout the course, students will produce their own analyses of key questions defining Italian culture through the production of multimedia pieces that combine writing with such interpretive vehicles as film, music, and digital photography. This course is in Italian, and it aims to expand students' writing and analytical skills in Italian as well as their cultural competence. No final.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L36 Ital 310 Advanced Italian Grammar in Padua**

This advanced Italian grammar course is taught every year in the Boston University program in Padua, Italy, with which Washington University is affiliated. The course allows students to further their mastery of Italian grammar and syntax, in order to achieve a level of full satisfaction of comprehension and active communication. Readings include newspaper articles, literary essays; students write brief compositions while taking weekly tests. Open only to Washington University students enrolled in the Padua, Italy program with Boston University.

Credit 4 units. BU: HUM

---

**L36 Ital 311 Introduction to Contemporary Italy**

This course is taught every year in the Boston University program in Padua, Italy, with which Washington University is affiliated. The course focuses on refining students' ability to express themselves in Italian while presenting an overview of the history and society of contemporary Italy. Readings include works by authors who are particularly significant to Italian literature of the 20th century, as well as an array of other materials. Open only to Washington University students enrolled in the Padua, Italy program with Boston University.

Credit 4 units.

---

**L36 Ital 319 Advanced Conversational Italian**

Designed to offer students with strong proficiency in Italian an opportunity to practice and refine their conversational skills through the study, rehearsal and performance of theatrical scenes or an Italian comedy from the repertoire of such chief literary figures as Machiavelli, Goldoni, Pirandello, Natalia Ginzburg and Dario Fo. Prereq: Ital 215, or placement by examination.

Credit 3 units. A&S IQ: LCD BU: HUM

---

**L36 Ital 320 Advanced Conversation**

Designed for students who wish to further their oral mastery of the language. Prereq: Ital 319, or permission of instructor.

Credit 3 units.

---

**L36 Ital 321 Independent Study**

Credit variable, maximum 3 units.

---

**L36 Ital 322 Topics**

This course examines contemporary Italian culture through a variety of genres and media, which may include short stories, graphic novels, blogs, zines, essays, news articles, podcasts, film, music, and so on. Strong emphasis will be placed on writing. Throughout the course, students will produce their own analyses of key questions defining Italian culture through the production of multimedia pieces that

combine writing with such interpretive vehicles as film, music, and digital photography. Essential for further study of Italian language and literature, this course may be taken concurrently with Italian 307D, 323C or 324C. Prerequisite: Ital 201D or permission of instructor. In Italian. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L36 Ital 3221 Topics: The Jewish Experience in Italy**

This course will examine the social and political history of the Jews of Italy from the period of Italian unification through the end of the Second World War. We will look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric we will study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We will approach these topics wherever possible through primary texts, including essays, memoirs, and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Italian 307D; no prerequisite for students in other majors. Three five-page papers. PLEASE NOTE: THE L75 5221 CROSS-LISTING COURSE IS FOR GRADUATE STUDENTS ONLY. Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

---

**L36 Ital 3224 Topics: From Basilisks to Botticelli: The Birth, Development and Politics of Museums in Italy**

This course investigates the rise and cultural authority of museums in Italy from the Renaissance to the twentieth century. The course unfolds chronologically, beginning with the distant precursors and etymological roots of the museum in ancient Alexandria and Rome. We trace the origins of the museum in the art collection and patronage that surged during the Renaissance, including the sixteenth- and seventeenth-century Curiosity Cabinet with its fossils, mythical basilisks, gems and weapons and church displays of religious and classical art. We will study the establishment during the Enlightenment in Italy of the first public art museums epitomized by the Vatican Museums, the Uffizi Gallery and the Capitoline Museums. We will conclude by examining the impact on national and cultural identity of Fascist propaganda museums instituted under Mussolini's regime. No prerequisites. Credit 3 units. A&S IQ: HUM, LCD EN: H

---

**L36 Ital 323C Italian Literature 1: Genre and Gender in Italy, 1200-1600**

This course traces the evolution of narrative and lyric genres in Italy from the late Middle Ages through the Renaissance, with a particular focus on men as writing subjects and the women they constitute as objects. We will focus on such topics as how male poets formed lyric communities, the conflicting dynamics of love and misogyny, the notions of the real and the ideal in the representation of women. We will also look at how women writers both adapted to and wrote back at the dominant discourses of their time. Authors studied include Dante, Petrarch, Boccaccio, Lorenzo il Magnifico, Lucrezia Tornabuoni, Castiglione, Veronica Franco. Prereq: Ital 201D. Previous or concurrent enrollment in Ital 307D or 308D recommended.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L36 Ital 323W Italian Literature I - Writing Intensive Seminar**

Introductory survey of Italian literature from its beginnings in the Middle Ages through the late Renaissance. Analysis of the predominant genres: lyric, religious narrative, novella, treatise, chivalric epic. This is a writing intensive version of the previously offered course L36 323C. Prereq: Ital 201D. Previous or concurrent enrollment in Ital 307D or 308D recommended.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI BU: IS EN: H



---

**L36 Ital 324C Italian Literature II: The Making of Modern Italy, Texts and Contexts**

This course examines key political, social, cultural, and religious aspects of Italian life from Galileo's condemnation in 1633, through the Risorgimento, Fascism, and the birth of the modern Republic, to the increasingly multicultural Italy of today. The overarching theme of this course is the pervading question of Italian identity, or *italianita*. We will study a variety of male and female, native born and immigrant authors, visual artists and cultural critics. Prereq: Italian 201D. Previous or concurrent enrollment in Ital 307D or 308D recommended. Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

---

**L36 Ital 327 History of the Italian Language**

In this course we'll trace the evolution of Italian from its very earliest written manifestations to its increasing internationalization in the twentieth and twenty-first centuries. We'll study the natural evolution of Italian up until the sixteenth century, its codification as a literary language during the sixteenth century, the debates over the institution of a national language that coincide with the unification of Italy in the nineteenth century, the recovery of dialects as literary languages in the twentieth century, and the more recent incorporation of words and phrases originating outside of Italy. Along the way we'll come to understand the reasons why we study a particular form of Italian in school, and we'll consider the implications of these choices not only for our own learning but for Italian literature and its sense of nationhood. Credit 3 units. A&S IQ: HUM, LCD, LS BU: IS EN: H

---

**L36 Ital 332 Topics in Film Studies: Italian Cinema**

This course studies the influence of film on Italian culture. We will consider the trajectory of Italian film from its origins to the present day. Specific areas of discussion may include: cinema as a revolutionary aesthetic; mass culture versus high art; neorealism; literary adaptation; and cinema as political resistance and vehicle for social justice. The course will also work collaboratively with the Italian Film Fest of Saint Louis in the development of materials, class discussion, and student engagement. Two to three hours of film-viewing plus three class hours a week. Taught in English. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L36 Ital 334 Topics in Italian Cinema**

A companion to Italian 332, this course focuses on a select topic in the history of Italian cinema, such as the work of a single director or a significant cinematic movement. Course conducted in English. Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Italian 307D. Prerequisite for non-majors: Italian 332, Film 220, or permission of instructor. Credit 3 units. BU: IS

---

**L36 Ital 350 Topics: Global Italy: Race, Gender, Migration and Citizenship**

Traditionally represented as a land of emigrants and exiles from the south, 21st-century Italy has become the destination of many immigrants and a place of encounter of different cultures and races. In "Cara Italia" [Dear Italy], a rap hymn by the famous artist Ghali, Italy is both a dear and a contested space of belonging where many children of migrants feel both at home and out of place. Exploring the cultural and historical roots of this feeling, the course asks the following: What does it mean to culturally belong? Why are certain people denied the status of Italian citizens? What does it mean to be Black in Italy? How are interracial younger generations reshaping Italy and Italian-ness? This course is an introduction to cultural productions at the intersection of migration, race, gender, and citizenship in contemporary Italy. In the course, students will critically engage a variety of issues such as the relation between Italian colonialism and recent migration,

border politics and civic mobilization, gender struggles and networking, xenophobia and racism, and social protests and activism. Although African migration and Italians of Afro-descent are at the core of the course, students will also explore representations by/of other migrant communities such as the Asian and the Albanian ones. The course will be conducted in English, and screenings will be in the original language with English subtitles.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L36 Ital 404 Senior Independent Study in Italian**

Prereq: senior status; Ital 307D, 308D, 323C, 324C; and permission of instructor. Credit 3 units.

---

**L36 Ital 408 Disease, Madness, and Death Italian Style**

Italian literary history teems with representations of illness, insanity, and death. From the ghastly 1348 plague that frames Boccaccio's Decameron to the midday madness of errant Renaissance knights, from 16th-century tales of poisoning and 19th-century Pirandellian madmen to the contemporary scourge of mafia killings, disease, madness and death are dominant facts of reality, points of view, symbols, and cultural characteristics of Italian poetry and prose. This course undertakes a pathology of these tropes in Italian literary history and seeks to understand their meaning for the changing Italian cultural identity across time and the Italian peninsula. We will read primary literary texts and view excerpts from films alongside articles focused on the cultural history of medicine, religion, and criminal justice. Taught in English. No Final.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L36 Ital 428 The New Sicilian School**

The unification of Italy in the mid-19th century led to the creation of a new "Sicilian School," the first since that of the court poets associated with Frederick II in the 13th century. These new Sicilian writers have given us many narrative masterpieces, focusing on common concerns such as the island's identity over two millennia and the impact of Italian nationalism; the rise of bourgeois culture and the decline of indigenous patriarchal structures; the rule of law and the role of the Mafia; and the politics of language. Authors studied include Verga, Pirandello, Vittorini, Brancati, Tomasi di Lampedusa and Sciascia. Course taught in Italian or English.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

**L36 Ital 430 Divergent Voices: Italian Women Writers**

This course engages the fictional and political works of Italian women writers from the seventeenth century to the present day. We will read one of the acclaimed Neapolitan novels of Elena Ferrante, who is considered by many to be the most important Italian fiction writer of her generation. We will examine a cloistered Venetian nun's defiant 1654 indictment of the misogynist society that forced her into the convent. We will confront the reality of a woman writer who in 1901 was compelled to choose between her child and her literary career. Among other contemporary writers, we will study the humorous and radical feminist one-acts of playwright Franca Rame. Taught in English. No Final.

Credit 3 units. A&S IQ: HUM, LCD, SC, SD EN: H

---

**L36 Ital 432 Divergent Voices: Italian Women Writers**

This course will examine select novels, poetry, and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro, and Anna Banti. Special attention will be paid to the historical, political, and cultural contexts that influenced authors and their work. Textual

and critical analysis will focus on such issues as historical revisionism in women's writing, female subjectivity, and the origins and development of contemporary Italian feminist thought and practice. Taught in English.

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM

---

### L36 Ital 433 Literature of the Italian Enlightenment

This course aims to explore the spectrum of intellectual and literary discourse of the Italian Enlightenment by examining a wide array of texts and genres. Readings will include selections from Enlightenment and popular periodicals, scientific tracts on human anatomy, women's fashion magazines, the reformed theater of Carlo Goldoni, as well as Arcadian poetry, and literary criticism. We will study the rise and characteristics of "coffee culture" during this age. We will pay special attention to the "woman question," which stood at the center of eighteenth-century Italian intellectual discourse, and which was critical to the contemporary drive to define the enlightened nation-state. The class will be conducted as a workshop in which students and instructor collaborate in the realization of course goals. Readings in Italian or English; discussion in English. Prereq. Ital 323C or Ital 324C.

Credit 3 units. Art: HUM

---

### L36 Ital 437 Caffè, Cadavers, Comedy, and Castrati: Italy in the Age of the Grand Tour

Taught in English. With French libertine philosopher the Marquis de Sade, German novelist Johann Wolfgang von Goethe, Romantic poet Lord Byron, and other illustrious travelers of high birth and good fortune who sought finishing enrichment by making their Grand Tour to Italy from the mid-eighteenth through the early nineteenth centuries, we will explore the richness and variety of Italian life and culture as depicted by both Grand Tourists as well as their Italian interlocutors. Chief among our destinations will be Venice, Bologna, Florence and Rome. Attractions typical of the early modern Tour will circumscribe our journey. Coffee houses first appeared in the eighteenth century and, in ways strikingly similar to their function today, became the real and symbolic centers of social, intellectual and civil exchange. We will explore eighteenth-century coffee culture through comedies and Enlightenment and popular journals that took them as their theme, as well as through a study of the coffee houses themselves, a number of which are still in existence. Theaters, concert halls, gaming houses, literary and scientific academies, galleries, churches, and universities will be part of the standardized itinerary we will follow. During the period, anatomy and physiology attained new legitimacy as crucial scientific disciplines and we will visit both the anatomical theater at the University of Bologna, where the annual Carnival dissection took place, as well as the first museum of anatomy and obstetrics founded in the Bolognese Institute of Sciences in 1742 by Pope Benedict XIV. We will visit archeological excavation sites, in particular Pompeii, first unearthed in 1748. Fashion, an obsessive preoccupation of the day, will also be a point of interest in our travels. Through primary and recently published secondary sources we will also encounter the remarkable authority of Italian women unmatched anywhere else in Europe at the time. Prereq: at least one 300-level literature course. Readings in Italian or English.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

### L36 Ital 442 Literature and Fascism

The course features a historical approach to Italian literature from 1930-1950. We will focus on life under the fascist dictatorship, wartime partisan resistance, issues of censorship, and literature as propaganda. Course conducted in English; readings in the original or, if necessary, in translation.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L36 Ital 462 Prose Writers of the Sixteenth Century

With the triumph of the vernacular in 16th century Italy, the peninsula bore witness not just to an outpouring of poetic works but to the arrival of some of the most important prose works in the Italian canon prior to the advent of the novel. In this course, we will conduct close readings of two treatises, Machiavelli's "Prince" and Castiglione's "Book of the Courtier." We will study these works for their linguistic and rhetorical features as well as their historical context and ideological content. We will also consult some secondary readings to help us understand the place of each in the political and cultural landscape of Renaissance Italy. Readings in Italian or English; discussion in English.

Credit 3 units.

---

### L36 Ital 473 Machiavelli and Guicciardini

The development of modern political science in 16th-century Italy. We will address questions of both theory and methodology in Machiavelli's and Guicciardini's political visions. We will also pay close attention to the Florentine context of their work, as well as to the influence of historical examples, both classical and contemporary, in the development of their analyses. Finally, we will ask how the examples they set, and the theories they promulgate, can have resonance in addressing political questions in our own age. Readings in Italian or English; discussion in English.

Credit 3 units. A&S IQ: HUM, LCD EN: H

---

### L36 Ital 481 Dante

This course features an in-depth approach to Dante's "Inferno," the first, and in many ways the most famous, of the three parts of the "Divina Commedia." We'll study the structure of the poem as well as the structure of Dante's Hell, his verse form and use of the vernacular, his notion of sin and punishment and its relation to the theological traditions of which he is an heir. Because so much of the poem is rooted in and extends Dante's autobiography—literary, sentimental, and political—we'll also read two other important texts by him, his early "Vita nuova" (New Life) and his political treatise, "Monarchy." Reading knowledge of Italian helpful but not required. Course conducted in English.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

### L36 Ital 483 Boccaccio: Decameron

The unrivaled master of late medieval Italian prose, Boccaccio is also a strikingly modern author whose works address such questions as the relationship between literature and history; God and man; storyteller and audience; gender, language, and power; literature and truth. With these and other concerns in mind, we will read his masterpiece, the DECAMERON, a collection of 100 tales set in the Black Plague of 1348. We will then contrast it to his late CORBACCIO, ostensibly a misogynist novel but a text that finally resists such a flattening judgment. Readings in Italian or English; discussion in English. Prerequisite: 3 units of literature.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

---

### L36 Ital 485 Ariosto: Orlando Furioso

A close reading of this Renaissance masterpiece with attention to questions of structure and sources, the themes of love and madness, the representation of court life. Readings in Italian or English; discussion in English.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

---

### L36 Ital 491 Postmodernism

This course explores the complex significance of Italian Postmodernism through an examination of the theoretical arguments and literary works that have shaped the cultural and political debate of the past fifty years. Students will study, among others, the critical theories of "open work" (Umberto Eco), "literature as lie" (Manganelli), and

"weak thought" (Gianni Vattimo) that developed from the neo-avant-garde movement of the 1960s. Analysis will focus on the novels of four authors who have had a defining influence on Italian postmodern thought and narrative forms: Carlo Emilio Gadda, Italo Calvino, Luigi Malerba, and Umberto Eco. Course conducted in English; Italian majors read in Italian, others in English translation. Prereq for Italian majors: Ital 307D, or permission of instructor.  
Credit 3 units.

---

**L36 Ital 492 The Italian Detective Novel**

The detective novel has an unusual and exceptionally brief history in Italy. Only within the past 35 years has an Italian version or, more precisely, subversion of the genre emerged and come to dominate the Italian literary scene. Prominent Italian writers such as Italo Calvino, Umberto Eco, Leonardo Sciascia, and Luigi Malerba have deconstructed the conventions of the detective novel in order to portray the disorder and arbitrary meaning of the postmodern world. This course will explore the history of the "anti-detective" novel in Italy, and the philosophical and political questions the genre evokes. Readings in Italian and English. Conducted in English.  
Credit 3 units. Art: HUM

---

**L36 Ital 495 Senior Honors**

Prereq: senior standing, at least one course at the 400 level, and acceptance into the Honors program.  
Credit 3 units.

---

**L36 Ital 4951 Honors**

Prereq: senior standing, at least one course at the 400 level, and acceptance into the Honors program. Pass/Fail.  
Credit 3 units. EN: H

---

## Portuguese

Visit online course listings to view semester offerings for L37 Portug.

---

**L37 Portug 101 Portuguese I**

Introduction to Portuguese language. The course emphasizes acquisition of communicative ability. It also covers basic grammar points through reading and writing activities. Classes are taught entirely in Portuguese. No prior experience in the language is required.  
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L37 Portug 102A Portuguese II**

Introduction to Portuguese language. This second course in the Portuguese program emphasizes acquisition of communicative ability. It also covers basic grammar structures through reading and writing activities. Classes are taught entirely in Portuguese. Prereq: Port 101 or permission of instructor.  
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L37 Portug 103 Portuguese for Romance Language Speakers I**

Intensive and accelerated course especially designed to take advantage of students' knowledge of Spanish and/or other Romance Languages and to promote a more rapid learning of Portuguese. Classes are taught entirely in Portuguese and stress oral communication, basic use of grammar, reading and writing skills. Proficiency in Spanish or another Romance Language is required. 3 units.  
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L37 Portug 104 Portuguese for Romance Language Speakers II**

This course offers a sequence in the learning process initiated in L37 103. It is a fast-paced class designated for students with proficiency in Spanish and/or other Romance Languages, and its objective is improving conversation, writing, and reading skills. Prereq 103 or permission of instructor. 3 units.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L37 Portug 215 Reading and Conversation I**

The goal of this course is to review and to enhance the content learned at the basic level. Through culturally relevant readings and related conversational activities, students are expected to enrich their vocabulary, gain fluency, and improve both reading comprehension and writing skills. Prereq: two college semesters of Portuguese or permission of instructor.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L37 Portug 220 Reading and Conversation II: Intermediate Portuguese**

This course is a continuation of Port 215, therefore an intermediate level in the Portuguese section. Its main goal is to improve students' reading proficiency, as well as to provide a class environment in which conversational skills can be practiced and made into a solid foundation. In addition, the class will provide tools to expand vocabulary and promote a cultural understanding of Brazil and other Lusophone countries. Prereq: Port 215 or permission of instructor  
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

**L37 Portug 399 Undergraduate Independent Study**

Prereq: Permission of the Department.  
Credit 3 units.

---

**L37 Portug 400 Independent Study**

---

## Spanish

Visit online course listings to view semester offerings for L38 Span.

---

**L38 Span 101 Elementary Spanish 1**

Beginning language program stressing acquisition of spoken ability together with attention to the development of reading, writing, and listening skills. In addition to three hours of class, students complete weekly, assessed independent learning activities with multimedia resources.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L38 Span 102 Elementary Spanish 2**

Second semester of the beginning language program stressing acquisition of spoken ability together with attention to the development of reading, writing, and listening skills. In addition to three hours of class, students complete weekly, assessed independent learning activities with multimedia resources. Prereq: Span 101D or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L38 Span 201E Intermediate Spanish I**

The first half of a two-semester intermediate level sequence. Reviews basic knowledge and introduces advanced skills in grammar, reading, writing, culture, and vocabulary. Prereq: Span102D, or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L38 Span 202 Intermediate Spanish II

The second half of a two-semester intermediate level sequence. This class continues to review basic knowledge and to introduce advanced skills in grammar, reading, writing, culture, and vocabulary. Prereq: Span201E, or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L38 Span 223 Intermediate Spanish Conversation and Culture

Practice of spoken Spanish and expansion of vocabulary in a wide range of topics. Discussion and role play based on short readings, music and film. Use of the World Wide Web for up-to-date news and culture. Oral presentations and limited writing. Prereq: 201D or equivalent. Concurrent enrollment in Sp 307D recommended.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

### L38 Span 299 Undergraduate Independent Study

Prereq: Span 201D and permission of the department.

Credit variable, maximum 3 units.

---

### L38 Span 3008 The Stories that Win

We all know them. From fairy tales to bestsellers, legends of oral tradition to trend-setting points in the U.S. and global literary marketplace, they are the stories that win. These stories are rooted in a collective literary imagination that binds individual and community hopes + struggles. They are novels, or memoirs of political coming of age, tales of creative sparks that have led to iconic global brands and products, or narrative analyses that become collective origin stories. They speak to the relationship between expectations of justice and our varied political identities; they provide communal reference points during marked moments in history. These stories win by transcending the limits of time or through the entanglements of commercial success. This semester we delve into political memoirs; origin stories of athletes, iconic products, and CEOs; community narrative histories; fairy tales; and myths of national beginnings. We want to understand how power and the uses of history are central to making certain stories, especially "origin stories," the ones public figures deploy to represent their identity, the stories we as a nation tell about ourselves over and over, and the ones that become our collective points of reference—that is, the stories that win. And we want to know why other stories—and the people they're about—are so often left out of our collective imagination.

Same as L32 Pol Sci 3008

Credit 3 units. A&S IQ: HUM EN: H

---

### L38 Span 302 Cultures and Communication in the Spanish-Speaking World

This course is the first part of a two-semester advanced-level sequence. Through the study of a variety of media (i.e., written, visual, aural, and digital), students will develop linguistic and cultural competence and gain a general understanding of contemporary issues of interest in Spain, Latin America, and the United States. Discussion of a wide array of cultural and linguistic materials will serve as the basis for an exploration of the diversity of the Spanish-speaking world. The course focuses primarily on speaking skills. It is designed to prepare students to proceed to higher-level Spanish courses and to build written and oral proficiency. This course replaces Span 307D and is a prerequisite for several study abroad programs. Prerequisite: Span 202 or placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM, IS EN: H

---

### L38 Span 3021 Language and Culture for Heritage Speakers of Spanish

This course offers an approach to the linguistic and historical study of different cultural productions in various Spanish-speaking communities in the United States and other Spanish-speaking countries. The materials and structure of the course are designed for students whose cultural roots are, to some degree, Latin and who have grown up in Spanish-speaking environments, so course materials focus on autobiography and identity. This course offers students a multidisciplinary way of working at points where linguistic and literary analysis runs parallel to other forms of cultural production and to the historical narrative of Latinx culture in the United States. Prerequisite: placement by examination.

Credit 3 units. A&S IQ: LCD, LS BU: HUM, IS EN: H

---

### L38 Span 303 Cultures and Communication in the Spanish-Speaking World II

This course is the second part of a two-semester advanced-level sequence. Through the study of a variety of media (written, visual, aural, and digital), students will develop linguistic and cultural competence and gain a general understanding of contemporary issues of interest in Spain, Latin America, and the US. Discussion of a wide array of cultural and linguistic materials will serve as the basis for an exploration of the diversity of the Spanish-speaking world. Course content is organized thematically into five units: Youth Cultures, Food Culture, New Indigeneity, Environment, and Public Health. The course focuses primarily on writing skills. It is designed to prepare students to proceed to higher-level Spanish courses and to build written and oral proficiency. Prerequisite: Spanish 302, 3021 or 307D. Fromm Ayoroa in charge.

Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

---

### L38 Span 308E Advanced Reading and Writing

In depth study of the process of advanced reading and writing designed to prepare the Spanish major for upper level courses. Literary texts studied as examples of writing styles. Regular compositions. Prereq: Span 307D or placement by examination. Conducted in Spanish. Doran in charge.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

### L38 Span 310 Advanced Intermediate Spanish in Spain

Continued study of Spanish grammar and syntax at Washington University's Madrid Carlos III University program. A course designed for non-native speakers of Spanish, to refine communicative abilities in all four skills. Prereq: Placement by exam at Carlos III.

Credit variable, maximum 4 units.

---

### L38 Span 311 Hispanic Culture and Civilization I

Study of aspects of the political, social, and cultural life of contemporary Spain and Portugal, and their historical development. Class discussion; readings with compositions. Conducted in Spanish. May be repeated for credit. Prereq: Span 201D.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

---

### L38 Span 313 Chilean Contemporary Culture

This two-week course will provide a panoramic view of Chilean contemporary culture, focusing on the years from 1988 to the present. We will examine the representation of current issues in literature, the arts, and the media, and study topics such as governmental institutions, the constitution of 1980, the economy, the role of the Catholic Church, public policy concerning culture, etc. The course will meet three hours a day, and there will be several guest lecturers. Conducted in Spanish. Requirements: two short papers, short reports

in class of the news or a cultural activity students have attended, and participation in class discussions. Course includes an all-day cultural excursion on Saturday (it includes a visit to one of Neruda's houses, a history museum, etc.).

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### L38 Span 317 Advanced Spanish Language in Chile/Spain

Continued study of Spanish grammar and syntax at Washington University's program in Chile or Spain. A course designed for non-native speakers of Spanish to refine mastery of difficult uses and structures in all four skills. Prereq: placement by exam or program director.

Credit variable, maximum 4 units.

---

### L38 Span 3181 Spanish Culture and Civilization

This course is intended to acquaint students with important aspects of Spanish culture, including history, civilization, society, politics, and the arts, dating from the first invasions of the Peninsula to the present. Students will gain an awareness of the ethnic, cultural, and aesthetic diversity of Spain, as a country of multiple autonomous regions, by working with written texts, other media, and by visits to various locations. The broader aim of the course is to enable students to engage with and to analyze Spanish culture from an intellectually critical perspective and knowledge of its sociohistorical distinctiveness. Requirements include active participation within all classes and excursions, presentations, and various written assignments. This course is taught in Madrid, as part of the Washington University Carlos III Program. Conducted in Spanish.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L38 Span 3200 Debating Cultures: Latin(x) America in the Streets

So much of life in Latin America -- and in many Latinx communities across the United States -- happens in public space: in the streets, to be precise. Picture street food vendors in Mexico City, outdoor produce markets lining squares across Lima, Rio de Janeiro's world-famous carnival celebrations, or politicians addressing thousands in Buenos Aires's Plaza de Mayo. Economic transactions, social interactions, political legends and mass political movements, religious processions, festivals and spectacles, and public art all depend on the streets.

In this course, we will focus on the incredible diversity of activities that define and give meaning to public life in Latin America and the Latinx diaspora. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: IS EN: H

---

### L38 Span 3202 Debating Cultures: How Spanish Works

This course offers an introduction to the study of the Spanish language as a science. It focuses on the main linguistic subsystems: the sound system (phonetics and phonology), the formation and use of words (morphology), and the formation and structure of sentences (syntax). When working with each linguistic subsystem, students are provided with opportunities to reflect on and improve their own abilities in Spanish, such as with regard to how mood (indicative versus subjunctive) and aspect (preterit versus imperfect) work in the Spanish verbal system. Similarities and differences between Spanish and other languages, such as English, are highlighted. The course also provides students with an introduction to the history of Spanish in its evolution from Latin as one of many Romance languages (a diachronic view) and an exploration of various regional varieties of Spanish today (a synchronic view). The goals of the course include understanding linguistics and Hispanic linguistics as cognitive sciences; understanding language acquisition and use as neural processes;

disentangling linguistic rules and linguistic variation from pedagogical rules and stigmatization; and applying one's knowledge of linguistics in general and Hispanic linguistics in particular to practical issues and challenges. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

---

### L38 Span 3203 Debating Cultures: Extraordinary Lives

This course studies Latin America through the lives of its people. We will take biographies as sites where individual dreams and struggles intersect with global, national, and local structures of power and cultural flows. Through various cultural objects and media (film, literature, music, and social media), we will approach the extraordinary yet everyday luchas of Latin Americans in cities and rural areas. We will contextualize each life within the region's political, economic, racial, and gender historicities. The biographies we will discuss may include but are not limited to domestic workers, taxi drivers, street vendors, wrestlers, musicians, folklore dancers, college students, rural teachers, political and ecological activists, influencers, indigeneous YouTubers and filmmakers, LGBTQIA+ communities, and transnational immigrants. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: IS EN: H

---

### L38 Span 320Y Debating Cultures: Mediated Politics in Argentina, Chile, and Uruguay

This course explores the intertwined history of media, culture and political struggle in the region known as the Southern Cone, which encompasses Argentina, Chile and Uruguay. We will discuss the role that media have had in shaping the experience of modernity as well as fostering nation formation in these countries. The course will address the political uses of different types of media, covering a wide spectrum of cultural production (literature, music, comic, political cinema, television, internet) and following a long-term chronological approach, from 19th-century print media to recent YouTube production. In doing so, the course engages with questions of technology, identity, memory, gender, indigenous, and working-class cultures, and it draws special attention to the possibilities and limits that grassroots movements found in different types of media. Course materials may include the Argentine comic "Mafalda," the Afro-Uruguayan newspaper "Nuestra Raza," and Rodolfo Walsh's non-fiction literature, as well as telenovelas and indigenous radio. As part of the course, students will engage in active research on the interplay of media and political struggle in the region. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC BU: BA, IS EN: H

---

### L38 Span 3210 Debating Cultures: Representations of Gender Violence in Modern Iberian Literatures and Cultures

The landmark law against gender violence in Spain, which was passed under the Socialist government in 2004, became the rallying point for feminist activists, even as it generated a vigorous backlash from among conservative sectors of Spanish society. More recently, the

"La Manada" gang rape case in Pamplona in July 2016 provoked national outrage, and, together with the #MeToo and the #NiUnaMenos movements in the United States and Latin America, a global feminist movement was mobilized to protest sexual assault, femicide, and all other forms of gender-based violence. We will consider the works of 19th-century through present-day Spanish women writers, journalists, and filmmakers, including Emilia Pardo Bazan, Carmen de Burgos, Rosa Montero, Carme Riera, Lucia Etxebarria, Isabel Coixet, Iciar Bollain, and Roser Aguilar, who have spoken out against gender violence in a variety of fora. Their works will serve as points of departure for exploring the social and cultural causes and dynamics of gender-based violence as well as the ways in which Spanish women have responded to this problem in their writings, film, and other forms of representation. Our analysis will be informed by the larger historical framework of the development of feminism in Spain as well as by the recent global movement against gender-based violence. Course assignments will consist of daily readings, film viewings, group oral presentations, quizzes, discussion forum posts, and a final project that is orally based; students are also expected to engage actively in class discussions and in small group work. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

### **L38 Span 3211 Debating Cultures: Inclusion & Expulsion, Memory, and Erasure in the Hispanic World**

In this course, we will analyze and discuss the ways in which the Hispanic world has lived, regulated and represented its great religious and cultural diversity. As we progress in our understanding of these multifaceted and varied responses, we will examine the two most important ethical choices that the Hispanic peoples of both sides of the Atlantic Ocean have had in front of them at different points in time: (1) the choice between inclusion and exclusion; and (2) the concerted decision to either memorialize or forget history and the consequences of having chosen to exclude or include certain individuals, ideas, religions or cultural aspects of society. The consideration of these two choices -- as they appear represented in laws, texts and images -- will help us acquire the ability to better understand the challenges and dilemmas that the various Hispanic peoples have encountered in the past and the decisions they continue to make in the present moment when confronted with diversity. Each module of this course will be anchored by an official document or policy that rubber stamped the decision to include, exclude, remember, or forget those who were different because of their origins, their religion, their language, their way of living, or their political choices. Examples of these laws or decrees are the Capitulations of Granada, the Edict of Expulsion of 1492, the New Laws of the Indies, the laws of land confiscation of the 19th century, the persecutions and censorship of the dictatorial regimes in both Spain and Latin America, and the recent Spanish law for the recovery of historical memory. Also, each module will begin in the past and end in the present, with an exploration of the contemporary consequences of those laws and policies. These diachronic studies will contribute to inform the analysis of both social issues and cultural artifacts, and they will enrich the class presentations and discussions. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### **L38 Span 3212 Debating Cultures: Latin American Soundscapes**

This course explores Latin America through its sound cultures from the beginning of the 20th century to the present. Diving into aural, literary, and scientific archives, we will discuss how sound produces meaning beyond visual and written cultures, articulates experience, and mobilizes political and cultural change. We will study sound, beats, speech, music, and noise through various cultural objects and media (novels, poems, essays, anthropological studies, journalism, films, radio, records, and digital cultures). We will contextualize these objects in the region's political, economic, racial, and gender historicities. We will examine the interplay of national identity, popular culture, aurality, and modernity in a variety of case studies: folklore (national and American folkloric missions), indigenista operas, indigenous radio and shamanism, the Latin American new song movement (the 1960s and 1970s), rock and youth cultures, cumbia, reggaeton, avant-garde and slam poetry, and the noises of Latin American megacities and protests. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: IS EN: H

---

### **L38 Span 3213 Debating Cultures: Redes/ Networks: Digital Cultures in 21st-Century Spain**

This is a discussion-based course that examines from interdisciplinary and collaborative perspectives the new digital cultures emerging in Spain during the first two decades of the 21st century. Shaping and connecting an innovative series of creative, political, artistic, and social "redes" or networks, the emergence of new digital media has radically changed the cultural forms produced and circulated in Spain today. How do these different digital networks function, in what ways are these redes formed, and to what extent have they changed the material, ideological, and social ramifications of culture in the 21st century? The course explores a wide range of cultural materials specifically connected to particular redes or digital networks emerging in Spain in the last two decades. The materials studied will range from digital literatures--such as poetry (Alex Saum-Pascual), graphic novels (Fernandez Mallo), alternative forms of literary and cultural journalism--to music (Rosalia), visual arts (Varvara & Mar), cinema (Chus Gutierrez, digital shorts from notodofilmfest), as well as the generation of new forms of social activism (such as the #8M feminist movement) and alternative political communities (15-M). We will also examine in particular the role of new media platforms (YouTube, WhatsApp, Facebook) in the contemporary production and circulation of digital culture. Students will have a strong, mandatory and graded oral component. Course taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS BU: BA

---

### **L38 Span 3214 Debating Cultures: Migration in the Spanish-Speaking World**

In this course we will study how migration shapes and transforms societies, cultural products and practices in the Spanish-speaking world. We will explore questions pertaining to border crossing, displacement, identity, and community in different historical periods and in diverse geographical contexts. We will move chronologically and thematically and also pay close attention to the different ways in which our authors choose to tell their stories. The course is divided into 10 sections that correspond to specific places, both real and imagined.

Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: IS EN: H

---

**L38 Span 3215 Debating Cultures: Love, Actually: (Re)Imagining Love in Latin American and Latinx Literature**

If you are inclined to trust the polls, according to a worldwide survey conducted by Gallup in 2014, Latin Americans are the most emotional people on the planet. In this course we will test this assertion by critically exploring one of the most intense and complex of human emotions: love. We will look at multidimensional and contradictory facets of love—from passion, desire, and happiness to solitude, betrayal and revenge, from family blood ties to bonds of community and patriotism, from motherhood to miscegenation—as they are reimagined in a wide range of 20th and 21st century literary works, performances, films, artwork, music, and popular culture from across Latin American and Latinx diasporic communities. Love as affect and existential experience invariably intersects and becomes interwoven with such important dimensions of the socio-historical framework as ethnicity, class, gender, sexual identity, nationality, exile, and spirituality. In addition to poems, essays and short narratives by authors representing several Latin American countries and their diasporas (Neruda, Mistral, Quiroga, Storni, Benedetti, Garro, Castellanos, Fuentes, Morejón, Poniatowska, Ocampo, Borges, Cortázar, Bobes, Bahr, Vega Serova, Paz Soldán, Obejas, and Meruane, among others), we will examine academic research on the subject of love, blending insights from psychology, sociology, history, anthropology, religion studies, neuroscience, and philosophy. This focus on interdisciplinary approaches will encourage students to seek their own insights grounded in their experiences and areas of expertise and to perceive love as a complex human condition that encompasses a plurality of socio-cultural expressions and unique individual relationships. This course is conducted in Spanish and has a strong, mandatory and graded oral component. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L38 Span 3216 Debating Cultures: Afro-Latin Americans in Film and Television**

This course explores the representation and self-representation of Latin Americans of African descent in film and television. We will discuss, among other things, slavery, race, politics of representation, agency, and Afro-Latin American culture, history, and religion. Students will learn to analyze filmic art. The course will have a strong, mandatory and graded oral component. Students will watch two films and have two short readings per week. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA

---

**L38 Span 3217 Debating Cultures: Unveiling the Secrets of Fantasy, Magic, Mystery in Latin America**

In this course we will explore a variety of Spanish American discourses (short fiction, essays, films, artwork) built around the unveiling of secrets, mystery, fantasy, and magic through the art of detection, whereby the reader or a viewer becomes engaged in the process of sleuthing, either alone or alongside the fictional figure of a detective. We will explore the creative and versatile ways in which Spanish American writers and artists make use of existing aesthetic paradigms—such as magical realism, literary gothic, fairy tales, science fiction,

surrealism, film noir, and detective fiction, among others—as they adapt them to the diverse political, economic and socio-cultural realities of their countries. In many of these discourses, overarching themes of imagination, dreams, madness, criminality, and metaphysical search become intertwined with gendered sensibilities and heterogeneous perspectives profoundly embedded in socio-political realities. Some of the mysteries and crimes that often elude detection and punishment have to do with corruption and state-sanctioned violence, as it happens in the cases of systemic violence in Colombia, of the plight of the "disappeared" persons under the dictatorial regimes of the Southern Cone (Argentina, Chile), or the systemic corruption surrounding narco-trafficking. Authors to be studied include Borges, Ocampo, Cardenal, Casey, Quiroga, Valenzuela, Cortázar, Rulfo, Paz Soldán, Téllez, García Márquez, Schweblin, Dávila, Vega Serova, Benítez Rojo, Bahr, and Enríquez, among others. This course is conducted in Spanish and has a strong, mandatory and graded oral component. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA EN: H

---

**L38 Span 3218 Debating Cultures: Youth and Counterculture in South America**

This course will explore South American cultures from their most provocative and insurgent expressions, lifestyles, and identities. Focusing on the Andes (Peru, Colombia, and Bolivia) and the South Cone (Chile, Argentina and Uruguay) regions, we will study a conjunction of cultural producers that used their rebellious nature as part of their art. How did they represent the youth of their societies? How did they respond to the status quo? How have they used the flows of globalization, media, and revolution? By exploring literature, music, cinema, and performance, we will discuss the sociopolitical impact of these works, which includes poetry performances to punk albums. In addition, we will emphasize the role of the youth as producers and consumers, as opposed to the politics of adults and institutions. By covering the long sixties to the present, this course will discuss the transformation of these movements and subcultures and how they impacted the sociocultural processes of their regions, both nationally and transnationally. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L38 Span 3219 Debating Cultures: Broken Promises and Resilient Bregas: Snapshots of Puerto Rican Culture**

The end of WWII and the advent of the Cold War brought heightened global attention to the Caribbean. While Cubans rid themselves of the Batista dictatorship, embraced socialism, and entered the USSR's realm of influence, Puerto Rico's importance for the U.S. as a showcase of capitalist modernization increased exponentially. Bad Bunny and reggaeton, Lin Manuel Miranda, and JLo wouldn't exist without the events and policies set in motion in Puerto Rico in the 1950s and 60s. This course will offer entry points into Puerto Rico's complex and often contradictory culture, with the goal that students develop a critical understanding of the leading social, political, and historical processes that have shaped the island's cultural production over the past 70 years. We will explore topics such as colonialism and neocolonialism, migration and diasporic communities, environmental and social justice, globalization and neoliberalism, and the intersection of race, class, gender, and identity formation. We will study works from island-born and Puerto Rican Diaspora cultural producers. Materials will include short stories and poems, films, podcasts, pop culture and sports

icons, comics, performances, and historical essays. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: BA, HUM EN: H

---

### L38 Span 322 Advanced Conversation in Spain

Designed to offer students with advanced skills in Spanish an opportunity to refine their ability to discuss a variety of topics. Various media such as films, television, newspapers, and other modes of communication will be used for oral presentations and some writing. Prereq: Spanish 301, 307D or 308E, or multiple 300-level courses.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

### L38 Span 3220 Debating Cultures: How Spanish is Used

This course examines how the Spanish language is used in context with emphasis on variation across linguistic subsystems—the sound system (phonetics and phonology), vocabulary (lexis), sentences (morphosyntax), meaning (semantics), and language in use (pragmatics)—and Spanish applied linguistics. Module 1 includes a concise overview and review of basics about linguistics, Hispanic linguistics, the nature of each linguistic subsystem, the history of the Spanish language, and characteristics of present-day regional varieties of Spanish. Module 2 focuses on semantics and pragmatics, complemented by an exploration of variation in vocabulary throughout the Spanish-speaking world, such as how the English word "popcorn" may translate as palomitas, canguil, cancha, pochoclo, among various other options, depending on the Spanish-speaking region in question. Module 3 introduces students to sociolinguistics as applied to the Spanish-speaking world, beginning with key concepts such as sociolinguistic variable and concluding with student-led analyses of samples of Spanish day-to-day interactions, emphasizing the legitimacy and value of variation in light of what might be relegated as "standard." Module 4 explores a selection of other areas of Spanish applied linguistics, which include teaching Spanish as a second or heritage language and dual immersion programs with Spanish and English in the United States. Students in the course are provided with opportunities to improve their own abilities in Spanish, such as regarding context-appropriate usage, and to apply their knowledge in practical ways to a range of issues and challenges related to the Spanish language today. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: LCD, LS, SSC, SC Arch: SSC Art: SSC BU: HUM EN: S

---

### L38 Span 3221 Debating Cultures: Media, Materiality and Cultural Production in Greater Mexico and the U.S.-Mexico

This course is an invitation to explore the complex mediatic landscape of Greater Mexico and the U.S.-Mexico borderlands throughout the nineteenth and twentieth century. What did an early Spanish-language press look like in the United States? What are the connections it holds with the United Farm Workers publications later in the twentieth century? How did these publications interact with other platforms, such as Spanish-language radio? What are the political and cultural implications of hearing or seeing in the present-day militarized border zone? These are just some of the questions that we will collectively attempt to answer as we approach the cultural and artistic practices of the region. The course will deal with print, visual and aural culture, and you will have the chance to explore material such as Spanish-language newspapers, border ballads, radio, performance art, digital art and activism, among many others. We will discuss issues like ethnic identity, language, race, citizenship and gender, as they intersect with cultural production and its mediality. Moreover, you will become

familiar with transnational frameworks for the study of culture, critically engaging with the work of border studies exponents such as Gloria Anzaldúa and Américo Paredes. This overarching approximation of the nineteenth and twentieth centuries is meant to encourage a comprehensive understanding of the cultural processes of the borderlands: its fluctuations, as well as the continuities it maintains with present-day border culture. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC BU: IS EN: H

---

### L38 Span 3222 Debating Cultures: Poetics of Extinction: extraction, violence, and possible futures in Latin America

The increasing anxiety regarding multiple axes of violence has become a major referent for contemporary literature across Latin America. While there are international discussions and treaties to reduce our carbon footprint on the planet and deliver a livable space for the future generations, the landscape seems to be completely different for countries that depend on the extraction of fossil fuels and other resources to move their economies. This course aims to be a window to some of the ways in which contemporary writers are portraying and criticizing the duality of extraction and violence that leads to extinction, and some of the possible futures they propose while we develop our own possibilities with their help. Here, the idea is that we will see extinction in a broader sense looking at efforts to erase, suppress, and control in the name of consumerism and individual enrichment. We will explore the relationship between the extraction and usage of natural resources, the harm caused onto human and non-human bodies, and the physical, emotional, and economical violence women and other feminized individuals suffer. Some of the topics we are going to engage with include indigeneity and sovereignty, environmental and social justice, ecofeminism and ecocriticism, neoliberalism, counter-market literary practices, technology, and the overall intersection of gender, class, and race through the intertwined triad of capitalism, coloniality, and patriarchy. Materials will include short stories, poems, music, films, podcasts, performances, and essays. Among the authors to be studied, we include Isabel Zapata, Liliana Colanzi, Verónica Gerber Bicecci, Lorena Cabnal, Yásnaya Aguilar Gil, Verónica Gago, Gabriela Damián Miravete, Julieta Paredes, Daniela L. Guzmán, Cristina Rivera Garza, Gladys Tzul Tzul, and others. This course will have a strong, mandatory, and graded oral communications component and is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC EN: H

---

### L38 Span 3223 Debating Cultures: Art of Recycling: Remix, Appropriation, & Eco-Narratives in Latin America & Spain

Some of the most disruptive and controversial artistic and literary works of the 20th and 21st centuries reuse previous materials and known works. These practices of recycling and appropriation have reopened great theoretical and socioeconomic debates: Is it ethical to create a work of art by recycling parts of other works? In these times of remakes and remixes, what gives originality and value to a work of art today? What are the legal limits of appropriation and intellectual property? In our course, we will discuss these questions by analyzing a varied corpus (music, cinema, literature, photography, and other plastic and visual arts) of contemporary works and authors that are recycling the canon and rewriting the current laws of how art and literature work in the Latin American and Spanish context. At the same time, the importance of the aesthetics of recycling coincides with a historical moment in which the ecological crisis is at the center of public debate. For this reason, we will also analyze how Climate and Weird Fiction in Spanish are creating ecological narratives to denounce, among other topics, the extractivism of the planet's resources and propose



new sustainable ways of relating to our environment. This course will have an important practical dimension, so students will have the opportunity to experiment with different forms of artistic intervention. The course will be taught entirely in Spanish, with a strong and graded oral communication component. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM EN: H

---

**L38 Span 3224 Debating Cultures: Race, Migration, and Coloniality in Mediterranean Crossings**

Taking as a point of departure the cultural and religious diversity of medieval Iberia, this course takes a postcolonial approach to the study of migrant cultures in contemporary Spain. The course studies migrants both as objects of representation and as producers of culture. From filmmakers to literary writers, thinkers on both sides of the Strait of Gibraltar produce narratives about migration that invite us to reflect upon how immigrant communities are racialized, how religion becomes entangled with far-right politics, and how Spain's colonial legacies shape immigrants' lives. The materials studied include film (Chus Gutiérrez) and literary texts (Najat el Hachmi). As part of the course, students will discuss the interplay of cultural production, history, and politics. Students will be encouraged to think about the relevance, and limits of, prevailing and emerging concepts such as Orientalism (Said), andalucismo (Hirschkind), migration studies, and Mediterranean studies. This course will have a strong writing and oral communication component. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM EN: H

---

**L38 Span 3225 Debating Cultures: Escritoras, guerrilleras y activistas: Central American Womens Legacy in Art and**

Debating Cultures: Escritoras, guerrilleras y activistas: Central American Women's Legacy in Art and Politics. This course will examine Central American history through the lens of women's struggles and their literary and artistic production. The class will start with readings from Marxist writers like Carmen Lyra and proto-feminists who contributed to the prestigious journal *Repertorio Americano*. The students will be introduced to Prudencia Ayala, the first Latin American woman presidential candidate and her political platform. They will also learn about women's contributions to revolutionary culture during the twentieth-century civil wars, such as testimonio and participation as war reporters. Finally, we will discuss contemporary activism forms such as music, performance, visual art, and Central American film. We will investigate the causes and motivations for women's struggles and creative political participation. The course will be taught entirely in Spanish, with a strong and graded oral communication component. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM EN: H

---

**L38 Span 3226 Debating Cultures: Gender and Feminism in Contemporary Latin American Fiction**

This course will explore the innovative feminist theory and fiction written by Latin American women and feminine-identifying writers in the twenty-first century. We will read and debate a broad range of texts together to think critically about how gender is represented in fiction and to practice doing feminist or gender-focused readings of literary works. During the first part of the class, we will explore major contemporary trends in Latin American feminisms, examining their key themes and differences and using their insights to analyze and critique

the ways gender categories are constructed and mobilized in society. We will then transition to reading fiction, using the critical tools we have developed through reading and discussion to analyze the content and form of novels and short narratives. These stories will help us open a dialogue about how gender and feminist concepts are represented in fiction and intersected by dynamics of race, class, sexuality, memory, violence, family, care, and identity. By the end of our course, you will have the skills and conceptual foundation necessary to craft, write, and present your own original analysis of a fictional text through the lens of gender and/or feminism, and to apply these approaches to any literary or artistic work you may encounter outside the classroom. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, SC EN: H

---

**L38 Span 3227 Debating Cultures: Afrodescendants in Comic Books and Graphic Novels**

This course will explore the representation of people of African descent in comic books and graphic novels from Spain and Latin America. These will include comic books about Afro-Latin Americans and black Spaniards as well as comic books and graphic novels by black artists and writers from these regions. Students will learn how to engage academically with these two literary genres while reading and conducting research about the histories and cultures of Afrodescendants in the Iberian world. Topics of discussion will include: race, slavery, representation, and black resistance. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, SC EN: H

---

**L38 Span 331 Hispanic Art/Arte Hispano**

This course focuses on the most important movements, artistic expressions and its representatives of the art history of Latin America and Spain. From the Pre-Columbian art of the Mayas, Aztecs and Incas, to the syncretism of Post-colonial Latin American art, the Mexican Muralism and the self-reconstruction portraits of Mexican artist Frida Kahlo to the Chicano Art in the U.S.A. From the Medieval paintings of religious Spain, to the criticism of the Spanish nobility by Diego Velazquez, the Spanish Civil War of "Guernica" by Pablo Picasso, to the Surrealism of Salvador Dalí and Antonio Gaudi. The students will visit the St. Louis and the Kemper Art Museums. Prereq: Span 303 or 308E. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

---

**L38 Span 3361 Spanish-American Literature II in Chile/Spain**

A survey of major Spanish-American literary works from the end of the 19th century to the contemporary period at Washington University's program in Chile or Spain. Prereq: Span 308E or the equivalent.

Credit 3 units. Art: HUM

---

**L38 Span 341 Literary and Cultural Studies in Spanish**

This course is an introduction to cultural and literary analysis within Iberian and Latin American cultures. The course will be covering a wide variety of materials that span different countries, historical periods, and various cultural and literary forms. The main objective of the course is to introduce students to key historical, geographical and political aspects of these cultures, while at the same time applying different approaches of cultural analysis. The course is structured upon key central concepts as they are particularly related to the cultures of the Iberian Peninsula and Latin America, such as Nation, Colonialism / Postcolonialism; Modernity and Postmodernity; Popular & Visual Media; Gender, Race, Migration and Social Class. The course combines

the reading of literary texts, films and other cultural forms, with the examination of introductory critical works related to the key concepts that will be explored throughout the semester. Prereq: Spanish 308E or concurrent enrollment in 303. Taught in Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

---

### L38 Span 342 Iberian Literatures and Cultures

Which are the cultures that shape what Spain is today? This course explores the diversity of the Iberian Peninsula through its literatures and cultures. As part of both the Mediterranean and Western Europe, the Iberian Peninsula has been shaped through a dynamic of conflict and negotiation between various cultures, languages, and religions. Students will engage themes such as internal colonization, imperialism, multiculturalism, regional identities, nation formation, migration, media and popular culture, modernization, and gender and race relations, as they relate to our understanding of the country today. Focuses may include but are not limited to the following: multiculturalism of the Middle Ages, the Muslim and Jewish presence in Spain, identity narratives and power relations, stage and performance traditions, as well as authors and artists like Cervantes, Galdós, García Lorca, Picasso, Almodóvar. Prereq: Spanish 308E or concurrent enrollment in 303. Taught in Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

---

### L38 Span 343 Latin American Literatures and Cultures

How did Latin America become Latin America? This course explores the different inventions and reinventions of the region through its literatures and cultures. Beginning with the encounter of Europeans with America, students will engage themes like colonization and colonialism, urban and rural cultures, nation formation, modernization, media and popular culture, as well as gender and race relations. Authors studied may include Colón, Sor Juana, Sarmiento, Neruda, Borges, García Márquez, or Morejón. Prereq: Spanish 308E or concurrent enrollment in 303. Taught in Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

---

### L38 Span 351 Business Spanish

Study of language and structures used in conducting business in the Hispanic world. Actual materials from various businesses--advertising, marketing, real estate, accounting--used. Particular stress on speaking and writing. Prereq: Span 308E, or permission of instructor.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

### L38 Span 353 Medical Spanish

Designed for future medical professionals, this course will provide students with a complete vocabulary and cultural sensitivity necessary for treating Spanish-speaking patients. While the main focus is oral/aural, written exams, varied reading and some research are required. Volunteer work recommended for enrolled students. Advanced students will be given priority. Prereq: Span 307D or 302.

Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

### L38 Span 354 A View from the Southern Cone: Perspectives on Art, Literature and Culture

This course will deal with current issues of cultural, social, political and literary importance related to the Southern Cone. We shall study selected texts from Argentina, Chile and Uruguay as well as contemporary films and drama productions. This course will seek to determine what specifically can be expressed about national identity, globalization and the environment as these countries face the twenty-

first century. Course requirements include four short essays and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. May be repeated for credit. Conducted in Spanish.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

---

### L38 Span 355 Spanish for the Social Sciences

This is an advanced Spanish language course designed to develop conversational, writing and listening skills for students in the social sciences. Students will learn and use the language in a content-based format, guided by culturally sensitive readings, discussions and activities. Prereq: Spanish 307D or 302. In Spanish.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

---

### L38 Span 360 Literature Topics Course in Spain

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prereq: Approval of Washington University's Madrid program director and Carlos III. Credit variable, maximum 3 units. Art: HUM

---

### L38 Span 3600 Researching Cultures: Film and Dictatorship in Argentina and Chile

In this course, we will explore the methods by which filmmakers from the Southern Cone of Latin America used film to engage, document, and remember the military dictatorships of the 1970s and 1980s. We will look at the development of protest cinema in the area, the use of documentary filmmaking and resistance, navigating censorship, and the use of film as a nation's memory as we study films for which directors and actors risked (and sometimes lost) their lives. We will accompany our study of film with historical readings, reports on human rights abuses, and theories on memory and trauma. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisite: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: IS EN: H

---

### L38 Span 3601 Cultural Studies Topics Course in Spain

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prereq: Approval of Washington University's Madrid program director and Carlos III. Credit variable, maximum 3 units.

---

### L38 Span 3604 Researching Cultures: Making Latin America Popular

"Despacito," futbol, telenovelas: All of these are forms of Latin American popular culture that are increasingly part of our everyday reality here in the United States. All are also inseparable from stories of inequality, ethnic tensions and celebrations, understandings of gender relations, and notions of hope that blend ideas of nation with cultural consumption. While popular culture in Latin America is often considered a contemporary phenomenon linked to the 20th century and the mass production of cultural goods -- film, books, and music -- it has deeper roots. We can trace these back to the 19th century, where people, cultural processes, and phenomena literally began making Latin America popular. This course will survey the emergence and variety of modern popular culture in Latin America, from the 1800s to the present. Readings may include best sellers, gaucho poetry, stories of urban life and folk heroes, and materials engaging themes from dictatorship to contemporary Latinx experiences. We will learn about the intersections between race, nation, and music; explore the

emotional and political power of futbol, along with the intense gender divisions it reveals; and delve into the appeal of telenovelas across socioeconomic divides. Historical and anthropological essays will also guide us throughout the semester. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisite: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### **L38 Span 360Y Researching Cultures: Latin American Women Travelers**

When we talk about "adventurers," "explorers," or "travelers," we tend to imagine them embodied in a masculine figure. In this course, we will focus on the limits of this idea of travel, analyzing travel as a gendered and racialized experience. Throughout the semester, we will study different types of mobility, travel, and travel literature created by Latin American women from the 19th century to the present, debunking the stereotypes of female immobility and immanence. From the Peruvian *rabonas* to the Mexican Revolution's *soldaderas*, from pleasure trips to forced exiles, we will read and examine the writings of Flora Tristan, Clorinda Matto de Turner, Victoria Ocampo, Clarice Lispector, Circe Maia, Cristina Peri Rossi, Samanta Schweblin, Cristina Rivera Garza, and Valeria Luiselli, among others. These different travelogues will serve as the basis for discussing the complexities of gender, race and social class in relation to travel, nation and literature. We will also discuss different theoretical approaches, seeking to deepen and enrich our academic writing in the Spanish language. In this course, students will write two short compositions and a final research composition on the topic of their choice related to the course content. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS EN: H

---

### **L38 Span 3611 Researching Cultures: Urban Iberian Cultures -- Barcelona and Madrid**

In this course, we will explore the various urban cultures of two paradigmatic cities in the Iberian Peninsula: Barcelona and Madrid. This is a research-focused course that examines from interdisciplinary and collaborative perspectives the urban spaces and cultures that have shaped the life of the dwellers of these two key cities, both across time and with a focus on the contemporary moment. While the founding of the city of Barcelona, the capital of Catalonia, dates back to the Roman empire (i.e., the first century BCE), the city of Madrid, the capital of Spain, was established during the 15th century around a small fortification developed during Al-Andalus, soon becoming the political center of the Spanish Empire during the 16th century. Through an examination of the urban development of both cities across time and the various contemporary urban spaces and cultures of the 21st century, this course will explore the ways in which writers (Jorge Carrión, Belén Gopegui, Julio Llamazares), musicians (Joan Manuel Serrat, Rosalía), visual artists (Pablo Picasso, Cristina García Rodero, Angeles Santos Torroella), filmmakers (Jose Luis Guerin, Isabel Coixet, Chus Gutiérrez) and architects (Juan de Villanueva, Antoni Gaudí) have reflected on and explored through their work in both cities. We will also explore the political and social relevance of both cities today as related to their own urban planning and development as well as their political

relevance in both Catalonia and Spain as a whole. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: ETH, IS EN: H

---

### **L38 Span 3612 Researching Cultures: Afterlives, Ghosts, and Haunted Places**

In this course, we will examine the historical, cultural and aesthetic implications of how different artists, filmmakers, and writers approach the afterlife in the Spanish-speaking world. We will explore experiences and emotions that can be deeply personal and intimate as well as shared and lived out in public. We will discuss how practices and beliefs vary widely across the Spanish-speaking world and explore how traditions and rituals are invented and how these change over time. While our readings will include a few works from earlier periods, most of the texts stem from the 20th and 21st centuries, allowing us also to examine a number of historical events and their depiction in history and memory. We will discuss the ways in which grief, mourning, and trauma relate to identity and belonging, and we will also pay close attention to coping mechanisms that range from forgetting to humor. The last section of the course will focus on a specific case study of public mourning and remembrance: the Spanish Civil War and its multiple afterlives. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: IS EN: H

---

### **L38 Span 3613 Researching Cultures: The Paradoxes of Contemporary Cuba: The Good, the Bad, and the In-Between**

In the wake of such momentous events as president Obama's visit to Cuba (March 2016), Fidel Castro's death (November 2017) and the end of Raul Castro's presidency (April 2018), for many Americans the island has advanced from the category of a forbidden and exotic fruit to a full-fledged reality. Now is a good time to ask not only "What is next for Cuba?" but also "What can we learn from Castro's revolutionary experiments?" This course explores from interdisciplinary perspectives the paradoxes of Cuban lives on the island and in the diaspora—the good, the bad and the in-between—along with the intertwined histories of the United States and Cuba. Using a combination of literary texts (Carpentier, Cabrera Infante, Ponte, Bobes, Obejas, Morejón, Padura), films ("Strawberry and Chocolate," "Guantanamo," "The Promise," "The New Art of Making Ruins"), artwork (Mendieta, Bruguera, Garaicoa), political speeches, and unique visual materials compiled by the instructor throughout her many research trips to Cuba, we will look at the island's contemporary reality through the lens of its colonial and postcolonial past. Topics include ethnic and gender identities, the history of slavery and plantation economy, the "myths" of Che Guevara and Fidel Castro, African-Cuban spirituality, popular music, political oppression and dissent, and the interplay of migration and exile, along with multiple perspectives on everyday life (foreign tourism, food rationing, dual-currency economy, restoration of colonial Course description: Havana, education, and healthcare). Due to the interdisciplinary perspectives inherent to this course, students will have an opportunity to engage their knowledge of and interest in disciplines outside the humanities (including but not limited to: public health, law, political science, urban studies, anthropology) in the exploration

of Cuba's past, present, and future. This course will have a strong, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L38 Span 3614 Researching Cultures: Iberian Feminisms

This course will examine the development and transformations of feminist thought in the Iberian Peninsula, from the Enlightenment to the present, considering a diverse array of literary and cultural production (narrative fiction, poetry, essay, press accounts, film and visual culture) by women. We will consider not only the challenges faced by women cultural producers, given their social, legal, and historical circumstances, but also the strategies they used to negotiate their participation in the public sphere as writers, intellectuals, social reformers and activists. We will explore, from an intersectional perspective, the unique perspectives these women brought to their work, as they address pressing social, political, and cultural issues pertaining to their place in society, such as citizenship, suffragism, equal rights, divorce, gender violence, personal and political freedom, racial justice, among others. We will consider works of Enlightenment thinkers such as Josefa Amar y Borbón, representing the beginnings of a modern feminist consciousness in Iberia; Romantic writers (Coronado, Gómez de Avellaneda), who, under the impact of liberalism, were key to shaping new models of subjectivity for women; nineteenth-century (proto)feminists and social reformers of the fin-de-siècle (Pardo Bazán, Gimeno de Flaquer, Arenal); early twentieth-century suffragists and freethinkers (Carmen de Burgos, Campoamor, Hildegart); and feminist writers and filmmakers of the post-Franco era (Montero, Riera, Bollaín, Taberna) and women representing the diverse diasporic communities of 21st-century Spain (El Hachmi, Bela-Lobedde, Mbomio Rubio, Quanzhou Wu). Course assignments will consist of short essays, a book report, and a final project. Prerequisites: Spanish 308D or 303 and two of the following (341, 342, 343, 370, 380, or Debating Cultures). Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS EN: H

---

### L38 Span 3615 Researching Cultures: Leisure and Urban Entertainment in Latin America

How do we define leisure or free time? Who can experience it? Can we choose which activities to perform in our free time? By establishing a dynamic dialogue between leisure/free time and other notions such as play, labor, inequality, alienation, and consumption, we will approach Latin America's urban entertainment scene from the end of the nineteenth century to the present. Beginning with the incorporation of the region into the global economic networks, we will trace the trajectory of the concept of leisure/free time to reflect on socio-political issues such as migration, gender, race, and social class. We will examine historical landmarks alongside examples of urban entertainment: from street celebrations, mass media, and soccer games, to social networks and virtual platforms in a pandemic scenario. Even though this course is mainly focused on Argentina and Uruguay, we will also have the opportunity to study cases from other parts of Latin America. This course will have a strong, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. PreReq: Spanish 308D or 303 and at least one Spanish surveys (341, 342, 343, 370, 380, or Debating Cultures). There are no exceptions to the prerequisite. Students who have completed four or more Spanish surveys (including Researching Cultures and the ones mentioned before) may not take this class and must proceed to the 400-level. Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: IS

---

### L38 Span 3616 Researching Cultures: Imagining the Andes

Taking Peru and Bolivia as case studies, this course explores the Andean region's cultures by examining the interactions between global, national, and indigenous cultures. We will study six main topics: indigenous peoples and state-formation; peasant revolutions; internal and transnational migration; memory and political violence; racialization and coloniality; and extractive capitalism and indigenous thinking (Buen Vivir). We will explore these issues while learning about the region's major historical transformation between the 1900s and the present. Course materials include oral histories, myths, literature, film, photography, music, and social media. Authors studied include Jose Maria Arguedas, Claudia Llosa, Yuyachkani, Anibal Quijano, Jorge Sanjines, and Silvia Rivera Cusicanqui. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: IS

---

### L38 Span 3617 Researching Cultures: Representations of Childhood in the Spanish-speaking World

This course examines the construct of childhood in the Spanish-speaking world from an interdisciplinary perspective. We will explore the aesthetic, cultural, sociopolitical, and legal implications of a variety of media, about and/or for children. The course is divided into three thematic units. The first will delve into the pedagogical, nation-building and moral projects that underpin the development of children's literatures in the Hispanic world. The second focuses on children in the midst of crises, where we will turn our attention to issues of child labor, migration, poverty, public health, the environment, as well as economic and political crises that lay bare the inherent vulnerabilities of children. We will also familiarize ourselves with the work of a variety of organizations that aim to mitigate child suffering and develop social awareness about the treatment and living conditions of children. The third unit centers around media and the child consumer, where we will explore the effects of social media, the advertising and marketing of food, games and toys, as well as a variety of other issues that affect children's emotional and psychosocial development. Some of the texts and films we will study include *Ismaelillo* and a selection of *La edad de oro* by José Martí, *Cuentos pintados y morales* by Rafael Pombo, *Perico trepa por Chile* by Alicia Morel, a selection of poems by Rubén Darío, *Sólo un pie descalzo* by Ana María Matute, *Los herederos* by Eugenio Polgovsky, *Voces inocentes* by Luis Mandoki and *Entre nos* by Gloria La Morte and Paola Mendoza. Additional materials include newspaper articles, podcasts and songs. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. 3 units.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: IS EN: H

---

### L38 Span 3618 Researching Cultures: Cultural Revolutions in Central America

Central American region has been invisible and stigmatized as the most violent and unequal of the continent. Nevertheless, these seven countries (Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panamá and Belice) have a complicated history of creativity and cultural struggles related to indigenous people, national identity, revolution, Cold War, postwar and peace times, and transnational migration. This course will explore some of these topics through the lenses of cultural revolutions in Guatemala, El Salvador, and Nicaragua, in the context of the Cold War. Attention will be given to the articulation

of culture and politics. We will study a wide range of media products and performances, such as rock songs, painting, folkloric music, radio streaming, street theater, testimony genre, literature, and film. In addition, we will discuss the engagement of writers and public intellectuals such as Ernesto Cardenal, Daysi Zamora, Roque Dalton, and Gioconda Belli to the revolutionary process in Latin America and the interplay between political mass mobilization and radical resistance. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: BA, IS

---

### **L38 Span 3619 Researching Cultures: Graphic Latin America**

This course examines the visual, affective and linguistic registers that graphic novels, comics and illustrations have used in Latin America to represent popular desire, enjoyment and resistance. We will challenge traditional perceptions of graphic formats as "minor literature" and we will delve into the relationship between popular consumption and structural changes in Latin American countries. Some of the questions that would lead the units are: Is there a specific storytelling attached to graphic narratives? What are the cognitive and perceptual challenges that graphic texts pose to the readers? What do we mean when we talk about "Latin America Graphic Fiction"? What does it mean to read "massive texts"? Can reception have a transformative power in Latin American societies? The genres analyzed include memoirs, political satire, parodies, science fiction and radical zines. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. 3 units. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308D, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: IS EN: H

---

### **L38 Span 361Y Researching Cultures: The Black Parade: Black Social Movements in Columbia & Peru, 1960s to Present**

This course is a conceptual and thematic exploration of Black social movements in Colombia and Peru from the 1960s to present. Learners will explore topics such as Black Consciousness, Black Women's Rights, civil conflicts and drug conflicts, land rights, environmental justice, genocides against Black activists, Black Lives Matter, forced and quasi-voluntary displacements, as well as COVID-19, among others. The course not only highlights the widespread resistance by Blacks against systemic racism and inequality but also movements that celebrate Blackness and the curation of Black representation in countries that have intentionally made Black bodies invisible. Through an interdisciplinary and intersectional approach in an inclusive and co-collaborative environment, learners will analyze, understand, and juxtapose multiple (trans)national movements centering on the dimensions of race, gender, and class in order to productively discuss Afro-Latin American history, culture, and politics. Although this course is focused on writing, research and instructor feedback, learners will have the opportunity to engage bi-weekly with articles, videos, music, children's books, poetry, performances, films, and much more. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students.

Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, ETH, IS EN: H

---

### **L38 Span 3620 Researching Cultures: Politics of Melodrama in Latin America: From Serialized Novels to Telenovelas**

This course explores the social and political history of melodrama in Latin America. We will discuss the role that melodrama has had within Latin American media following a long-term chronological approach that begins with nineteenth-century serialized novels (folletín) and ends with recent streaming television. As a language of emotions and familiarity, Latin American melodrama has been a key tool to reflect on the most important social and political issues, from mid-twentieth century populisms to globalization, from modernization to the human rights abuses of the 1970s' dictatorships. Thus, in this course we will delve into the political power of tears and smiles. The course will address the uses of melodrama in print media, radio, cinema, and television, in order to explore how the melodramatic imagination shaped the experience of modernity in the region and allowed Latin American audiences to deal with issues of class inequality, gender roles, sexuality, national identities, and racism. Course materials may include tango albums, 1940's Argentine and Mexican films, Cuban radionovela *El derecho de nacer*, Manuel Puig's novel *El beso de la mujer araña* [Kiss of the Spider Woman], as well as telenovelas from Colombia, Mexico, and Argentina. As part of the course, students will engage in active research on the interplay of politics and melodrama in contemporary Latin American media. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI BU: BA, IS EN: H

---

### **L38 Span 3621 Researching Cultures: Not a Piece of Cake: Culinary Crossroads of Latin American Cultures**

This course explores from interdisciplinary perspectives the intersectional, transdisciplinary and cross-cultural dimensions of food in the Hispanic cultures of South and Central America, the Caribbean, and their respective (Latinx) diasporas. Using a combination of literary texts, artwork, testimonials, films, and scholarly articles, we will look at food, both as material commodity and metaphor, through the lens of Hispanic America's colonial and postcolonial past. Some topics include ethnic and gender identities, the history of enslavement and plantation economy (sugar, coffee), African-descendant and Indigenous spirituality as it pertains to food rituals, interplay of migration and exile in culinary transformations, along with multiple perspectives on everyday life (hunger, diets and dieting, food rationing, etc.). Due to the interdisciplinary perspectives inherent to this course, students will have an opportunity to engage their knowledge of and interest in disciplines outside the humanities (including but not limited to: sociology, psychology, public health, anthropology, global studies) in the exploration of food/gastronomy/culinary cultures, past, present, and future. This course has a substantial, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

**L38 Span 3622 Researching Cultures: The Stuff of Legends: Remembering and Recreating the Past in the Hispanic World**

Researching Cultures: The Stuff of Legends: Remembering and Recreating the Past in the Hispanic World. In this course we will study various versions of some of the most memorable legends that populate the imagination of Hispanic people in both sides of the Atlantic Ocean. We will study these narratives as they have evolved through time, depending on the contexts and media on which they are told, and we will compare their written versions with their transformations into plays, movies, comics and artistic renderings. To inspire our discussions, we will use the support of some key theories both past and present about emotions, and how these can contribute to our ability to memorize and retrieve the stories we love to remember. This course has a substantial, mandatory, and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).  
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

**L38 Span 3623 Researching Cultures: Decolonial Imaginaries in Latinx Cultures**

Latinx-typically defined as the Latin American descendant and migrant populations settled in the US-is a hotly contested category and a fast-growing presence in US cultural and political life. In this course, we will examine cultural productions: literature, film, television, popular music, and more, to interrogate and attempt to understand the contours of Latinx experience. We will consider questions such as: what is the relationship of Latinx identity to language, migration, colonialism, labor, borders, race, ethnicity, and sexuality? How do race, ethnicity, class, gender, sexualities, citizenship, geography, and imperialism work with or push against Latinx identification? We will also consider the role of shared histories of coloniality in Latin America have on the formation of Latinx identity in the United States. Is there a shared decolonial impetus in Latinx cultural forms? Using an interdisciplinary lens, we will analyze how Latinx identities are imagined and produced through culture, and what they offer Latin American and US American cultural traditions as they push against multiple colonial orders. This course is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).  
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

**L38 Span 3624 Researching Cultures: Afro-Central American Literature and Culture**

While Afro-Latin Studies have flourished in other regions of Latin America, Afrodescendants and their contributions in Central America have been submerged in a deep mutism. Some countries, such as El Salvador, have gone as far as to officially deny the presence of Afrodescendants in the nation while others characterize Afro-Central Americans as an anomaly or as foreign. Nonetheless, Afro-Central Americans possess a long, rich and complex history within the region which although often denied, is very much present. This course introduces students to the contemporary literature and culture of people of African descent in Central America in their attempts to visibilize themselves, rescue their history and to properly represent their roots and culture. We will analyze how this history and culture is represented in the literature of authors such as Gerardo Maloney from Panama, Xiomara Cacho Caballero from Honduras, Isabel Estrada Colindres from Nicaragua, and Wingston Gonzalez from Guatemala, to name a few. In addition, students will also have the opportunity to engage with music, podcasts, art and films which feature and/or are produced by self-identifying Afro-Central Americans. This course has a substantial, mandatory and graded written communications

component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).  
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

**L38 Span 3625 Researching Cultures: Cumbia Culture in Latin America**

This course explores the social impact of cumbia culture in Latin American lifestyles. Why has this music genre become a staple of Latin American countries? How does this music genre interact with the social, ethnic, and economical issues of the region(s)? By looking at cumbia as a transnational phenomenon, we will study how this genre interacted with different contexts and countries, such as Colombia, Venezuela, Peru, Mexico, Argentina, Chile, and the United States. We will explore the multiple cultural practices related to this culture, including music production, visual imagery, identities, parties, and dance. Our material includes music, album covers, video footage, and films, starting from the sixties to the present. From these productions, students will develop research essays using academic sources and methodologies from the cultural discussions of the classes with the guidance of the instructor. This course will have a strong, mandatory, and graded written communications component and is taught in Spanish. Prereq. Spanish 303 or 308D, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.  
Credit 3 units. A&S IQ: HUM, LCD, WI EN: H

---

**L38 Span 3626 Researching Cultures--Curatorial Mexico: Unfolding Heritage Through Curatorial Practice**

This course will get us immersed in Mexico's rich cultural heritage through the perspective of curatorial practice as dispersed throughout its myriad museums, heritage sites, and everyday spaces. We will focus on curatorial discourse as a unique form of communication, a genre in itself that is often understated on the role it plays in shaping, shifting, and contesting cultural and social identities. We will analyze how curatorial language inhabits not only writing but visual culture, speech, heritage collections, gallery installations, and even architecture, fashion, and food. We will discuss how the instability of curatorial discourse reveals the instability and contradictions within cultural heritage itself, deceptively presented constantly as a neutral, unchangeable, and unquestionable entity. The materials and reflections in this course will ponder on cultural heritage as inevitably curated, discern the forms and implications of such mediation, and study curatorial practice and the trade of the curator as a form of agency that should aim to be ethical, inclusive, collaborative, and always challenged and renewed. We will work with a wide variety of materials from the early 20th century to contemporary Mexico that range from gallery and museum texts to political speeches, mass-media dispatches, literary texts, scholarly research, critical essays, interviews, fiction, magazine articles, manifestos, fashion statements, food menus, and architecture. These will lead us to reflect on how curatorial practice is a dynamic tool for understanding, renewing, preserving, and sometimes defying cultural heritage and what it stands for at different times and for different people. \*This course has a substantial, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).  
Credit 3 units. A&S IQ: HUM, LCD, WI EN: H

---

**L38 Span 3650 Researching Cultures: Cultural Geographies of the Hispanic World**

This course provides students with an overview of the cultural history of various regions of the Hispanic World, considering its global, transatlantic, hemispheric, national, and regional formations through print, visual, and sonic media and genres. Taking the multilayered tension between power and resistance as a conceptual framework, the course explores four key cultural geographies: the colonial space, the national space, the migrant space, and the natural space. Each cultural geography maps the oppositional forces that have shaped various regions of the Hispanic World since Western colonial expansion: colonialism and decolonial thinking, melting pot utopias and ethnic communities, revolution and the State, modernity, race, and gender identities, and extractivismo and ecological dissidence. Materials include films, songs, short stories, poetry, comics, and digital culture. This is a writing-intensive course. Prerequisites: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380, or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. Credit 3 units. A&S IQ: HUM, LCD, WI EN: H

---

**L38 Span 3660 Researching Cultures: Sociolinguistics of the Spanish-Speaking World**

This course provides an introduction to the basic concepts in sociolinguistics. Sociolinguistics focuses on the symbolic value of language as an expression of group identity based on region, gender, ethnicity, socioeconomic class, age, or other ways of defining group affiliation. Notions such as speech community, sociolinguistic variable, phonological and syntactic variation, and field methods will be included. The course also surveys other related topics such as language in contact, bilingualism and Spanish in the United States, Spanish as heritage language, language attitudes and language identity, and language and the law. We will focus on research examining the use of Spanish in Latin America, Spain, and the United States. Credit 3 units. A&S IQ: HUM, LCD, SC EN: H

---

**L38 Span 370 Introduction to Hispanic Linguistics**

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional, and social varieties of Spanish and situations of Spanish in contact with other languages. Credit 3 units. A&S IQ: LCD BU: HUM EN: H

---

**L38 Span 380 Topics in Hispanic Cultures**

This course surveys cultures in specific contexts (Latin America and Spain) and in different historical periods, from the Middle Ages to the present. The course provides students with critical and methodological tools in order to carry out an articulate and informed cultural analysis. Prereq: Span 308E or concurrent enrollment in 303. In Spanish. Topics vary from semester to semester. See section description for current offering. Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: ETH EN: H

---

**L38 Span 401 Intensive Translation for Graduate Students II**

Designed to help graduate students in the humanities, social and natural sciences fulfill their Ph.D. language requirement, this is the second part of a two-semester course sequence in reading and translating Spanish. Non-graduate students may enroll with permission of the department. Credit for Span 400 is contingent on completion of Span 401. Credit 3 units. A&S IQ: LCD EN: H

---

**L38 Span 4013 Second Language Acquisition and Technology**

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors. Same as L92 APL 4023. Credit 3 units. A&S IQ: SSC EN: S

---

**L38 Span 405 Undergraduate Seminar: Special Topics**

An undergraduate seminar. Prerequisites: Span 307D, 308E, and either 333C-334C or 335C(Q)-336C(Q). Credit 3 units.

---

**L38 Span 405W Major Seminar**

An undergraduate seminar. Topics vary. This is a writing-intensive course, which requires a minimum of 3 papers of approx. 4-5 pp. length, with rewrites; 50% of the grade must come from written work. Prereq: Span 307D and Span 308E and at least two 300-level literature courses taught in Spanish. In Spanish. Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

**L38 Span 410 Major Seminar**

An undergraduate seminar. Topics vary. Prereq: Span 307D and Span 308E and at least two 300-level literature/culture surveys taught in Spanish. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L38 Span 411 Spanish Grammar and Syntax**

This course presents a detailed study of Spanish syntax. Different theories (including generative theory) as well as the relationship between (morpho) syntax and other linguistic subsystems are considered. Special attention is also given to Spanish/English contrasts of particular interest to language learners and teachers. Prerequisite: Any one Researching Cultures course. Credit 3 units. A&S IQ: LCD EN: H

---

**L38 Span 4111 Advanced Grammar and Syntax in Spain**

Detailed study of contemporary Spanish syntax. Special attention to fine points of grammar and syntax necessary for communication at the advanced level, taught at Washington University's Carlos III program in Madrid. Prereq: placement by exam. Credit variable, maximum 4 units.

---

**L38 Span 4112 Bilingual Advanced Grammar and Syntax in Spain**

Detailed study of contemporary Spanish syntax for bilingual students, taught at Washington University's Carlos III program in Madrid. Prereq: placement by exam or program director.

Credit 3 units.

---

### L38 Span 413 Linguistics and Language Learning

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, etc. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prereq: Ling 170 is recommended but not required. Same as L92 APL 4111

Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S

---

### L38 Span 416 Introduction to Hispanic Linguistics

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional, and social varieties of Spanish and situations of Spanish in contact with other languages. Preceptorial for undergraduates only.

Credit 3 units. A&S IQ: LCD EN: H

---

### L38 Span 417 Spanish Phonetics, Phonology, and Dialectology

This course, conducted in Spanish, explores the linguistic varieties of the 21 Spanish-speaking countries from both a historical and a synchronic perspective. The course begins with a traditional look at Spanish phonetics and phonology, with all students memorizing and utilizing the International Phonetic Alphabet. Course readings and discussions extend beyond the descriptive and include a search for the sources of language variation within the Spanish speaking world. Particular attention is devoted to language contact and bilingualism. Students will read in areas such as history, sociolinguistics, dialectology, and sociology, as well as traditional linguistic studies, in designing their projects concerning phonetics, phonology and dialect diversification.

Credit 3 units. A&S IQ: LCD BU: IS EN: H

---

### L38 Span 466 Second-Language Acquisition

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first and second language acquisition; the role of linguistic, cognitive, and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second language acquisition; and a critical appraisal of different theories of second language acquisition. Both theoretical and instructional

implications of second language acquisition research are considered. This course can be used towards certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.

Same as L44 Ling 466

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### L38 Span 467 Grammar and Vocabulary Acquisition

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such a learning context and processing resource allocation; and comparisons of incidental and direct vocabulary instruction techniques. Major theories of language acquisition (e.g., nativism, emergentism) are critically examined in light of the research presented, and research findings are applied to instructional practices.

Credit 3 units. A&S IQ: LCD BU: BA EN: H

---

### L38 Span 469 Reading and Writing in a Second Language

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics to be discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students will discuss how to bridge research and practice, and they will create reading and writing activities driven by theory and empirical investigations. This course is a required course for the for the undergraduate minor in Applied Linguistics and an elective for the Graduate Certificate in Language Instruction.

Credit 3 units. A&S IQ: HUM, LCD

---

### L38 Span 4691 Second Language Reading and Writing: Theory, Research and Practice

This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics to be discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students will discuss how to bridge research and practice, and they will create reading and writing activities driven by theory and empirical investigations. This course is a required course for the for the undergraduate minor in Applied Linguistics and an elective for the Graduate Certificate in Language Instruction. This course carries the Social and Behavioral Sciences attribute.

Credit 3 units. A&S IQ: SSC EN: S

---

### L38 Span 4692 Reading Across Languages and Cultures: Theory, Research, and Practice

The United Nations has declared that literacy is a fundamental human right. This course, which is taught in English, connects to the mission of UNESCO and examines the wide range of theoretical and research issues -- both historical and current -- related to reading and writing across languages and cultures. Literacy acquisition among second-language learners involves a number of variables, including both cognitive and social factors. Topics to be discussed include universal cognitive operations, individual learner differences, text types and



literary forms, literacy and social power, and the extent to which reading and writing are interrelated. Students will discuss how to bridge scientific research in the laboratory to practice, and they will be involved in St. Louis community outreach projects with refugees and immigrants at the International Institute, where they will create and implement reading and writing activities driven by theory and empirical investigations. Students will take the theory and research they learn, and they will help meet the local reading and writing needs of a changing population with a variety of backgrounds, values, and educational preparations. The course is required for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors, such as Global Studies and Educational Studies.

Same as L92 APL 4692

Credit 3 units. A&S IQ: SSC EN: S

### L38 Span 495 Honors

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prereq: permission of Director of Undergraduate Studies. Preregistration not permitted. Credit variable, maximum 3 units.

### L38 Span 4951 Honors

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prereq: permission of Director of Undergraduate Studies. Preregistration not permitted. Pass/Fail. Credit 3 units. EN: H

## French Major

### Program Requirements

- **Total units required:** 30 (27 for second majors)

### Required Courses

Code	Title	Units
French 307D	Cultural Expression	3
French 321 or 322	One "In-Perspective" course	3
French 321	Topics I: In Perspective	
French 322	Topics II	
French 360 or 361	One "Thinking-It-Through" course	3
French 360	Thinking-It-Through	
French 361	Thinking-It-Through II	
French 370s-390s	One "In-Depth" course	3
French 4xx	Two 400-level seminars	6

\* Students pursuing the major earn the remainder of their credits by taking our rich 300- and 400-level elective offerings in French and Francophone literature, language, culture, and related disciplines in the arts and sciences. Majors may count one course taken abroad toward the satisfaction of their Thinking-It-Through or In-Depth requirement. Students also may count as elective credit toward the

major one 3-credit course that is taught in English by a member of the French faculty, either within or beyond the department at Washington University. This course must be at the 300 level or above and does not replace any specifically required course.

### Additional Information

Courses taken Pass/Fail do not count toward the major. Students must maintain an average of B- or higher and are expected to maintain a B average or better in all French courses. Both 400-level courses required for the major must be taken at Washington University. All primary majors must complete a capstone experience by achieving a B+ or better in one of the 400-level seminars.

### Study Abroad

We encourage French majors to participate in a study abroad program. Summer programs are available in Paris, Nice, and Senegal, and semester- and year-long programs are available in Toulouse and Paris. Three credits from the Senegal program, and up to 6 credits from each of the others, can count toward the major. Those interested in studying in other historically French-speaking countries should consult the faculty. **Students should complete an In-Perspective course prior to attending the Nice, Toulouse, or Paris programs.**

Please refer to the French home page for more information about French study abroad programs and for our **French for the Medical Professions track**.

### Writing Intensive (WI) Courses

Students wishing to satisfy the university Writing Intensive requirement within their French major may do so by taking either French 411 Intensive Writing in French: Timely Topics or French 4131 Advanced French and Translation. These Writing Intensive courses are not seminars, are not required for the major, and do not replace the major requirements.

### Senior Honors

Students who have maintained at least a minimum cumulative grade point average of 3.65 through the end of their junior year are encouraged to work toward Latin honors (cum laude, magna cum laude, summa cum laude). To qualify for Latin honors in the major by thesis, a student must complete special literary research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. To qualify for Latin honors by course work, a student must complete four literature courses at the 400 level (including two in literature before 1800) and present two critical essays written for those courses to be judged by an honors faculty committee. Recommendations for Honors are based on performance and the quality of the thesis or critical essays in addition to the student's cumulative GPA.

## Transfer Credits

21 of the 30 units required for the major must be taken in residence. Courses not taken at Washington University may count toward the major only with departmental permission.

Phone: 314-935-5175  
Email: rll@wustl.edu  
Website: <http://rll.wustl.edu>

## Italian Major

### Program Requirements

- **Total units required:** 27 (24 for second majors); of these units, 3 may be taken outside of Italian (L36) with the approval of the major advisor.

For more information about the program and language study in general, Washington University Arts & Sciences has produced a video called "Falling in Love With Another Language and Culture."

### Required Courses

- Students may count one of the following:\*

Code	Title	Units
Ital 247	First-Year Seminar: Italy's Invention of the Modern Museum	3
Ital 248	First-Year Seminar: Italian Literary Culture: Identity, Subjectivity, Audience	3
Ital 249	Refracted Light: How Others View Italy	3
Ital 280	Sex in Italian Culture and Media	3
Ital 290	The Culture of Food in Italy (The Culture of Food in Italy)	3

\* Students may count Ital 201D Intermediate Italian in the Everyday World, Level III toward the major as an elective as well.

- Students are required to complete one of the following courses (3 units):

Code	Title	Units
Ital 307D	Advanced Italian in the Everyday World	3
Ital 309	Transmedia Italian Culture: Stories, Interpretation, Performance	3

- Students are required to complete one of the following courses (3 units):\*

Code	Title	Units
Ital 323C	Italian Literature 1: Genre and Gender in Italy, 1200-1600	3
Ital 324C	Italian Literature II: The Making of Modern Italy, Texts and Contexts	3
Ital 327	History of the Italian Language	3

\* Students may count Ital 201D Intermediate Italian in the Everyday World, Level III, which is a prerequisite for Ital 323C and Ital 324C, toward the major as an elective as well.

- Students must complete two of the following 400-level seminars (6 units):

Code	Title	Units
Ital 408	Disease, Madness, and Death Italian Style	3
Ital 428	The New Sicilian School	3
Ital 432	Divergent Voices: Italian Women Writers	3
Ital 437	Caffe, Cadavers, Comedy, and Castrati: Italy in the Age of the Grand Tour	3
Ital 442	Literature and Fascism	3
Ital 456	Romance Philosophy	3
Ital 462	Prose Writers of the Sixteenth Century	3
Ital 473	Machiavelli and Guicciardini	3
Ital 481	Dante	3
Ital 483	Boccaccio: Decameron	3
Ital 485	Ariosto: Orlando Furioso	3
Ital 491	Postmodernism	3
Ital 492	The Italian Detective Novel	3

### Additional Information

Students must maintain an average of a B- or better, and they must maintain a B or better in Italian. Courses taken credit/no credit do not count toward the Italian major.

### Study Abroad

Students are strongly encouraged to participate in a study abroad program. We offer a semester abroad program at our affiliate program with Boston University's Centro in Padua. This program is considered in residence.

### Senior Honors

Students are encouraged to work toward Latin honors (cum laude, magna cum laude and summa cum laude). To qualify for Latin honors in the major by thesis, a student must complete special literary research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. To qualify for Latin honors by course work, a student must enroll in Ital 4951 (Honors, fall of the senior year) and Ital 495 (Senior Honors, spring of the senior year). Recommendations

for honors are based on performance and the quality of the thesis in addition to the student's cumulative grade point average. (Please refer to the departmental guidelines for more information about Latin honors.)

## Transfer Credits

A minimum of 18 of the 27 units required for the major must be taken in residence. Courses not taken at Washington University may count toward the major only with departmental permission.

Phone: 314-935-5175  
Email: rll@wustl.edu  
Website: http://rll.wustl.edu

## Spanish Major

### Program Requirements

- **Total units required: 30**

The Spanish major requires a minimum of 30 units at the 300 level or above, 24 units of which must be taken in residence. Courses within Washington University's own study abroad programs in Spain or Chile are considered "in residence."

### Required Courses

The following courses must be included in the 30 units:

#### Cultures and Communications in the Spanish-Speaking World

- Span 302 Cultures and Communication in the Spanish-Speaking World (Heritage speakers of Spanish must be certified by the director of undergraduate studies and must enroll in Span 3021 Language and Culture for Heritage Speakers of Spanish.)
- Span 303 Cultures and Communication in the Spanish-Speaking World II

Span 303 is a prerequisite or corequisite for any other 300-level literature course in Spanish.

#### Two "Debating Cultures" Courses (6 units)

- Courses designated as Spanish 32xx
- Study abroad options:\*

Code	Title	Units
Span 3341	Literatura Espanola	3
Span 322	Advanced Conversation in Spain	3
Span 3361	Spanish-American Literature II in Chile/Spain	3
Span 350	Topics in Spanish Literature	3
Span 354	A View from the Southern Cone: Perspectives on Art, Literature and Culture	3

- \* One literature course taken in the Chile or Spain semester abroad program offered by Romance Languages and Literatures, designated as an acceptable substitute, may be used as one of the 32xx-level courses.

#### Two "Researching Cultures" Courses (6 units)

- Courses designated as Spanish 36xx
- Study abroad options:\*

Code	Title	Units
Span 311	Hispanic Culture and Civilization I	3
Span 313	Chilean Contemporary Culture	3
Span 3181	Spanish Culture and Civilization	3

- \* 32xx and 36xx designations indicate sequential levels. Once a student takes a course at one level, they may not take a course at the previous level.

#### Two 400-Level Seminars (6 units)

Code	Title	Units
Span 405W	Major Seminar	3
Span 410	Major Seminar	3

- Other 400-level courses taught in Spanish, including the following linguistics courses:

Code	Title	Units
Span 411	Spanish Grammar and Syntax	3
Span 417	Spanish Phonetics, Phonology, and Dialectology	3

- The prerequisite for 400-level courses is the completion of at least one "Researching Cultures" course.
- Study abroad:
  - One 400-level seminar taken on campus
  - An approved 400-level course from the Madrid or Chile program (refer to the study abroad guidelines on the Romance Languages and Literatures website)

#### Elective Courses

Students must select two elective courses (6 units) from the following list:

Code	Title	Units
Span 202	Intermediate Spanish II	3
Span 353	Medical Spanish	3
Span 355	Spanish for the Social Sciences	3
Any other advanced 300- or 400-level Spanish (L38) class taught by a Romance Languages and Literatures faculty member		

- Only one elective course taught in English may be taken, when available, for the major.
- Study abroad:
  - Span 322 Advanced Conversation in Spain
  - Elective credit from semester programs in Santiago or Madrid
  - Elective credit from Petitioned, Organization for Tropical Studies, School for International Training, or Comparative Literature programs (refer to the study abroad guidelines on the Romance Languages and Literatures website)
  - Spanish courses completed (and approved) as part of study abroad programs other than those offered by Washington University may be used for Spanish elective credit only.
  - All study abroad credit requires authorization from the director of undergraduate studies.

## Other Requirements

To declare the Spanish major, a student must first file an "Intent to Major" form on WebSTAC. The student must then request an appointment with the director of undergraduate studies in Spanish for review and approval of their major program.

- Major requirements have been revised as of 2021.
- Under the new requirements, to major in Spanish, students must take a minimum of 30 units, starting with Span 202; 24 of these units must be taken in residence at Washington University, with Washington University's study abroad programs in Spain or Chile being considered "in residence."
- Students must complete all courses with grades of B- or above and maintain a B average or better overall in Spanish. Courses taken Pass/Fail do not count toward the Spanish major.
- Transfer students with an advanced level of Spanish and native/heritage speakers need to be certified by the director of undergraduate studies prior to declaring the major.

### Recommended for prospective teachers:

1. A second language
2. Span 466, Span 467, Span 469, Span 413, Span 417 and Span 411
3. A semester or year in Spain or Chile

### Recommended for prospective graduate students:

1. A second language related to the student's area of interest
2. Advanced work in other literatures, literary criticism and theory, and related course work in other literature or film programs
3. A year in Spain or Chile
4. Senior honors by thesis or course work (refer to the honors requirements on the Romance Languages and Literatures website): Students who have maintained a minimum cumulative grade point average of at least of 3.65 through the end of the junior year are encouraged to work toward Latin honors (i.e., cum laude, magna cum laude, or summa cum laude).

Phone: 314-935-5175  
Email: [rl@wustl.edu](mailto:rl@wustl.edu)  
Website: <http://rl.wustl.edu>

## Romance Languages and Literatures Major

### Program Requirements

- **Total units required:** A minimum of 42 units at the 300 and 400 level, distributed among French, Italian, and Spanish

### Required Courses

Like our other majors, the Romance languages and literatures major requires a writing-intensive course and a capstone experience. Further details are available on the department's website.

- **Language I:** Six courses, all at the 300 or 400 level:
  - *If Language I is French:*
    - French 307D Cultural Expression
    - One "In Perspective" course
    - One "In Depth" course
    - Two 400-level courses
    - One other course from among the 300- and 400-level offerings
  - *If Language I is Italian:*
    - Ital 307D Advanced Italian in the Everyday World
    - Ital 309 Transmedia Italian Culture: Stories, Interpretation, Performance
    - Two from among Ital 323C Italian Literature 1: Genre and Gender in Italy, 1200-1600; Ital 324C Italian Literature II: The Making of Modern Italy, Texts and Contexts; and Ital 327 History of the Italian Language
    - Two 400-level courses
  - *If Language I is Spanish:*
    - Span 302 Cultures and Communication in the Spanish-Speaking World
    - Span 303 Cultures and Communication in the Spanish-Speaking World II
    - Two "Debating Cultures" courses
    - Two 400-level courses
- **Language II:** Five courses, all at the 300 or 400 level:
  - *If Language II is French:*
    - French 307D Cultural Expression
    - One "In Perspective" course
    - One "In Depth" course
    - One 400-level course
    - One other course from among the 300- and 400-level offerings
  - *If Language II is Italian:*

- Ital 307D Advanced Italian in the Everyday World
- Ital 309 Transmedia Italian Culture: Stories, Interpretation, Performance
- Two from among Ital 323C Italian Literature 1: Genre and Gender in Italy, 1200-1600; Ital 324C Italian Literature II: The Making of Modern Italy, Texts and Contexts; and Ital 327 History of the Italian Language
- One 400-level course
- *If Language II is Spanish:*
  - Span 302 Cultures and Communication in the Spanish-Speaking World
  - Span 303 Cultures and Communication in the Spanish-Speaking World II
  - Two “Debating Cultures” courses
  - One 400-level course
- **Language III:** Four courses, all at the 300 or 400 level:
  - *If Language III is French:*
    - French 307D Cultural Expression
    - One “In Perspective” course
    - One “In Depth” course
    - One other course from among the 300- and 400-level offerings
  - *If Language III is Italian:*
    - Ital 307D Advanced Italian in the Everyday World
    - Ital 309 Transmedia Italian Culture: Stories, Interpretation, Performance
    - Two from among Ital 323C Italian Literature 1: Genre and Gender in Italy, 1200-1600; Ital 324C Italian Literature II: The Making of Modern Italy, Texts and Contexts; and Ital 327 History of the Italian Language
  - *If Language III is Spanish:*
    - Span 302 Cultures and Communication in the Spanish-Speaking World
    - Span 303 Cultures and Communication in the Spanish-Speaking World II
    - Two “Debating Cultures” courses
- One writing intensive course in Spanish, Italian, or French (French 411 in fall only)
- A capstone experience, either by completing Latin Honors or by completing a senior undergraduate seminar during the junior or senior year with a grade of B+ or better

We encourage students to think about doing an honors thesis, perhaps combining French and Spanish. The 6 units of Span 495 Honors or French 495 Honors would be above and beyond the requirements listed above for each language.

Students need to take these courses for a letter grade and earn a B- or better, with a B average overall, per departmental requirements of all majors.

Students need approval from directors of undergraduate studies for Italian, French, and Spanish for this major.

## Additional Information

Students who plan to teach or pursue graduate study should consider taking a second foreign language as well as linguistics courses. In all departmental courses for the major, the student must receive a grade of B- or better. Each student's progress toward achieving the objectives of the major will be assessed on a regular basis and by a variety of means. More information is available in the departmental mission statement.

## Spanish Honors in Linguistics

To qualify for Spanish Honors in Linguistics in the major by thesis, a student must complete linguistic research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. The honors thesis in linguistics may include scientific experiments conducted in Spanish. The written thesis will include several drafts, all of which will be written in Spanish.

## Study Abroad

Students are encouraged to participate in a study abroad program. Programs are available in France, Italy, Spain, and Chile. Up to six units from each approved study abroad program may count toward the major. A minimum of 33 of the 42 units required for the major must be taken in residence. Courses not taken at Washington University may count toward the major only with departmental permission.

## Senior Honors

Students who have maintained at least a 3.65 overall cumulative grade point average through the end of the junior year are encouraged to work toward Latin honors (i.e., cum laude, magna cum laude, or summa cum laude). To qualify for Latin honors in the major by thesis, a student must complete special literary research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. To qualify for Latin honors by course work, the student must complete four literature courses at the 400 level (including two in literature before 1800) and present two critical essays written for those courses to be judged by an honors faculty committee. Recommendations for honors are based on performance, the quality of the thesis or critical essays, and the cumulative GPA.

Phone: 314-935-5175  
Email: rll@wustl.edu  
Website: <http://rll.wustl.edu>

## French Minor Program Requirements

- **Total units required:** 18

## Required Courses

Code	Title	Units
French 307D	Cultural Expression	3
French 321 or 322	One "In-Perspective" course	3
French 370s-390s	One "In-Depth" course	3

<sup>1</sup> Students pursuing the minor earn the remainder of their credits by taking our rich 300- and 400-level elective offerings in French and Francophone literature, language, culture, and related disciplines in the arts and sciences. Units earned from study abroad will be transferred as elective credit. Students also may count as elective credit toward the minor one 3-credit course that is taught in English by a member of the French faculty, either within or beyond the department at Washington University. This course must be at the 300 level or above and does not replace any specifically required course.

## Additional Information

Courses taken Pass/Fail do not count toward the minor. Students must complete courses taken for the minor with a grade of B- or higher and are expected to maintain a B average or better in all French courses.

## Study Abroad

We encourage French minors to participate in a study abroad program. Summer programs are available in Paris, Nice, and Senegal, and semester- and year-long programs are available in Toulouse and Paris. Three credits from the Senegal program, and up to 6 credits from each of the others, can count toward the minor. Those interested in studying in other historically French-speaking countries should consult the faculty. **Students should complete an In-Perspective course prior to attending the Nice, Toulouse, or Paris programs.**

Please refer to the French home page for more information about French study abroad programs and for our **French for the Medical Professions track**.

Phone: 314-935-5175  
Email: rll@wustl.edu  
Website: <http://rll.wustl.edu>

## Italian Minor

### Program Requirements

**Total units required: 18**

### Required Courses

- Students may count one of the following courses (3 units):
  - Students may count Italc 201D Intermediate Italian in the Everyday World, Level III toward the major as an elective as well.

Code	Title	Units
Italc 247	First-Year Seminar: Italy's Invention of the Modern Museum	3
Italc 248	First-Year Seminar: Italian Literary Culture: Identity, Subjectivity, Audience	3
Italc 249	Refracted Light: How Others View Italy	3
Italc 280	Sex in Italian Culture and Media	3
Italc 290	The Culture of Food in Italy (The Culture of Food in Italy)	3

- Students are required to complete one of the following courses (3 units):

Code	Title	Units
Italc 307D	Advanced Italian in the Everyday World	3
Italc 309	Transmedia Italian Culture: Stories, Interpretation, Performance	3

- Students are required to complete one of the following courses (3 units):
  - Students may count Italc 201D Intermediate Italian in the Everyday World, Level III, which is a prerequisite for Italc 323C and Italc 324C, toward the major as an elective as well.

Code	Title	Units
Italc 323C	Italian Literature 1: Genre and Gender in Italy, 1200-1600	3
Italc 324C	Italian Literature II: The Making of Modern Italy, Texts and Contexts	3
Italc 327	History of the Italian Language	3

## Elective Courses

Code	Title	Units
Italc 301	Oral Communication I	3
Italc 319	Advanced Conversational Italian	3
Italc 320	Advanced Conversation (Advanced Conversation)	3
Italc 3221	Topics: The Jewish Experience in Italy	3
Italc 3224	Topics: From Basilisks to Botticelli: The Birth, Development and Politics of Museums in Italy	3
Italc 332	Topics in Film Studies: Italian Cinema	3
Italc 334	Topics in Italian Cinema	3
Italc 350	Topics: Global Italy: Race, Gender, Migration and Citizenship	3
Italc 408	Disease, Madness, and Death Italian Style	3
Italc 428	The New Sicilian School	3
Italc 430	Divergent Voices: Italian Women Writers	3
Italc 433	Literature of the Italian Enlightenment	3
Italc 437	Caffe, Cadavers, Comedy, and Castrati: Italy in the Age of the Grand Tour	3
Italc 442	Literature and Fascism	3

Ital 473	Machiavelli and Guicciardini	3
Ital 481	Dante	3
Ital 483	Boccaccio: Decameron	3
Ital 485	Ariosto: Orlando Furioso	3
Ital 491	Postmodernism	3
Ital 492	The Italian Detective Novel	3

## Additional Information

Students must maintain an average of B- or better, and they must maintain a B or better in Italian. Courses taken credit/no credit do not count toward the Italian minor.

Students are strongly encouraged to participate in a study abroad program. Please refer to the Italian page on the Romance Languages and Literatures website for more information about Italian study abroad programs.

Phone: 314-935-5175  
Email: rll@wustl.edu  
Website: <http://rll.wustl.edu>

## Spanish Minor

### Program Requirements

- **Total units required:** 18

The Spanish minor requires the completion of 18 units, 12 of which must be taken in residence. Study at Washington University's own programs in Spain or Chile is considered "in residence." Students must complete courses with a grade of B- or better and maintain a B average or better overall in Spanish. Courses taken on a Pass/Fail basis do not count toward the Spanish minor.

### Required Courses

#### Cultures and Communications in the Spanish-Speaking World (6 units)

- Span 302 Cultures and Communication in the Spanish-Speaking World (Heritage speakers of Spanish must be certified by the director of undergraduate studies and enroll in Span 3021 Language and Culture for Heritage Speakers of Spanish.)
- Span 303 Cultures and Communication in the Spanish-Speaking World II

Spanish 303 is a prerequisite or corequisite for all 300-level literature and culture courses in Spanish.

#### Three "Debating Cultures" and/or "Researching Cultures" Courses (9 units)

- **One or two "Debating Cultures" courses (3-6 units):**

- Courses designated as Spanish 32xx
- Study abroad options:\*

Code	Title	Units
Span 322	Advanced Conversation in Spain	3
Span 3341	Literatura Espanola	3
Span 3361	Spanish-American Literature II in Chile/Spain	3
Span 350	Topics in Spanish Literature	3
Span 354	A View from the Southern Cone: Perspectives on Art, Literature and Culture	3

- \* One literature course taken in the Chile or Spain semester abroad program offered by Romance Languages and Literatures, designated as an acceptable substitute, may be used as one of the 32xx-level courses.

#### One or two "Researching Cultures" courses (3-6 units):

- Courses designated as Spanish 36xx
- Study abroad options:\*

Code	Title	Units
Span 311	Hispanic Culture and Civilization I	3
Span 313	Chilean Contemporary Culture	3
Span 3181	Spanish Culture and Civilization	3

- \* 32xx and 36xx designations indicate sequential levels. Once a student takes a course at one level, they may not take a course at the previous level.

#### One 400-Level Seminar (3 units)

Code	Title	Units
Span 405W	Major Seminar	3
Span 410	Major Seminar	3

- Other 400-level courses taught in Spanish, including the following linguistics courses:

Code	Title	Units
Span 411	Spanish Grammar and Syntax	3
Span 417	Spanish Phonetics, Phonology, and Dialectology	3

- The prerequisite for 400-level courses is the completion of at least one "Researching Cultures" course.

Phone: 314-935-5175  
Email: rll@wustl.edu  
Website: <http://rll.wustl.edu>

## Russian Language and Literature

Students who want to achieve a high level of proficiency in the Russian language and study Russian literature can pursue a minor in Russian language and literature. The program offers elementary through third-year language courses and a number of courses on 19th- and 20th-century Russian literature (in translation) on a wide variety of topics. Students are strongly encouraged to study abroad.

Russian language and literature is an independent minor administered by Global Studies. Students undertaking this minor are encouraged to consider a major in Eurasian studies (p. 669) (through Global Studies), comparative literature and thought (p. 425), or history (p. 729), all of which can be pursued with a focus on Russia and the former Soviet Union.

Contact: Mikhail Palatnik  
Phone: 314-935-4558  
Email: palatnik@wustl.edu  
Website: <https://artsci.wustl.edu/russian-language-and-literature-minor>

## Faculty

### Program Faculty

#### Steven J. Hirsch

Professor of Practice  
PhD, George Washington University  
(Global Studies; Latin American Studies)

#### Hillel Kieval

Professor Emeritus  
Gloria M. Goldstein Professor of Jewish History and Thought  
PhD, Harvard University  
(History; Jewish, Islamic, and Middle Eastern Studies)

#### Max J. Okenfuss

Professor Emeritus  
PhD, Harvard University  
(History)

#### Mikhail Palatnik

Senior Lecturer  
MA equivalent, University of Chernovtsy  
MA, Washington University

#### Nicole Svobodny

Teaching Professor  
PhD, Columbia University  
(Global Studies; Russian Literature)

#### Anika Walke

Associate Professor  
Georgie W. Lewis Career Development Professor  
PhD, University of California, Santa Cruz  
(History; Jewish, Islamic, and Middle Eastern Studies; Women, Gender, and Sexuality Studies; Global Studies)

#### James V. Wertsch

Professor Emeritus  
Director Emeritus of the McDonnell International Scholars Academy  
David R. Francis Distinguished Professor  
PhD, University of Chicago  
(Sociocultural Anthropology; Global Studies)

## Majors

There is no major in Russian language and literature. Students interested in Russian are encouraged to consider a major in Eurasian studies (p. 669), comparative literature and thought (p. 425), or history (p. 729), all of which can be pursued with a focus on Russia and the former Soviet Union.

## Minors

- Russian Language and Literature Minor (p. 1057)

## Courses

Visit online course listings to view semester offerings for L39 Russ.

---

#### L39 Russ 101D Elementary Russian I

Interactive multimedia course designed to emphasize spoken language; includes the very latest video materials geared toward situations in contemporary post-Soviet Russian life. Also provides thorough understanding of fundamental grammar and develops reading and writing skills. Five class hours per week, plus an additional hour for conversation, review and testing.  
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### L39 Russ 102D Elementary Russian II

Continuation of 101D (Russian 101D or the equivalent is required). Interactive multimedia course designed to emphasize spoken language; includes the very latest video materials geared toward situations in contemporary Russian life. Also provides thorough understanding of fundamental grammar and develops reading and writing skills. Five class hours per week, plus an additional hour for conversation, review, and testing. Prerequisite: Russian 101D.  
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### L39 Russ 211D Intermediate Russian I

Designed to solidify students' control of Russian grammar and advance conversational, reading, and writing skills. Includes video materials produced in Russia and conveying an up-to-the-minute picture of contemporary Russian life.  
Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

#### L39 Russ 212D Intermediate Russian II

Continuation of 211D, completes comprehensive review of Russian grammar and further advances conversational, reading, writing, and listening skills. Revised textbook with new audio and video materials that convey an up-to-the-minute picture of contemporary Russian life.



Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L39 Russ 322D Third-Year Russian I**

Designed to develop students' abilities in the contemporary spoken language. Conversational practice is combined with a review of grammatical concepts. Students also work with newspapers, read literary texts, and write compositions. Prerequisite: Russ 212D or equivalent.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L39 Russ 324D Third-Year Russian II**

Designed to develop students' abilities in the contemporary spoken language. Conversational practice is combined with a review of grammatical concepts. Students also work with newspapers, read literary texts, and write compositions. Prerequisite: Russ 322D or equivalent.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

---

**L39 Russ 332 Russian Theater, Drama and Performance: From Swan Lake to Punk Prayer**

This course explores performance in Russia from the wandering minstrels of medieval times to protest art of the present day. Genres include tragedy and comedy (Griboedov, Pushkin Gogol), drama (Ostrovsky, Turgenev, Chekhov), experimental theater (Stanislavsky, Evreinov, Meyerhold), ballet (Imperial, Soviet, Ballets Russes), opera (Tchaikovsky, Mussorgsky, Shostakovich), and performance art (Futurists, Pussy Riot, Pavlensky). We also consider performativity in rituals, public events, and everyday life. Our discussions center on the analysis of short and full-length plays, critical theory, specific productions and performers, and the role that performance has played in shaping Russian culture. All readings are in English translation. No prerequisites.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

**L39 Russ 350C The 19th-Century Russian Novel (WI)**

The 19th-century "realistic" novel elevated Russian literature to world literary significance. In this course we do close readings of three major Russian novels: Nikolai Gogol's *Dead Souls*, Ivan Turgenev's *Fathers and Sons*, and Leo Tolstoy's *Anna Karenina*. While we consider a variety of formal and thematic concerns, special emphasis is placed on the social context and on questions of Russian cultural identity. Readings and discussions are supplemented by critical articles and film. This is a Writing Intensive course: workshops are required. All readings are in English translation. No prerequisites.

Credit 3 units. A&S IQ: HUM, LCD, SD, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L39 Russ 3559 Socialist and Secular? A Social History of the Soviet Union**

This class explores daily life and cultural developments in the Soviet Union, 1917 to 1999. Focusing on the everyday experience of Soviet citizens during these years, students learn about the effects of large-scale social and political transformation on the private lives of people. To explore daily life in the Soviet Union, this class uses a variety of sources and media, including scholarly analysis, contemporaneous portrayals, literary representations, and films. Students will receive a foundation in Soviet political, social, and cultural history with deeper insights into select aspects of life in Soviet society.

Same as L22 History 3559

Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L39 Russ 364 Anarchism: History, Theory, and Praxis**

This course analyzes the genesis, historical evolution, and current iterations of global anarchism. It examines anarchist beliefs, ethics, aims, countercultural expressions, organizations, emancipatory practices, and intersectional modes of struggle in different temporal, geographic, and cultural contexts. Special attention will be given to anarchism in the global south, cross-fertilization and relations between anarchists and the Marxist Left, anarcho-feminism, green anarchism, and anarcho-pacifism.

Same as L97 GS 364

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L39 Russ 372 Dostoevsky's Novels**

In this discussion-based course we focus on two of Dostoevsky's major novels: *Demons* (also translated as *The Possessed* and *Devils*) and *The Brothers Karamazov*. Our close readings of the novels are enriched by literary theory and primary documents providing socio-historical context. All readings are in English translation. No prerequisites.

Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

---

**L39 Russ 375 Topics in Russian Lit and Culture: (WI)**

The words "Russian Literature" might conjure up long, sprawling, "loose and baggy monsters." However, the short story is arguably the most significant genre in the Russian literary tradition. In this course we do close readings of some of the greatest Russian short stories, mostly from the 19th and 20th centuries. Authors might include Pushkin, Lermontov, Gogol, Dostoevsky, Tolstoy, Turgenev, Chekhov, Gippius, Teffi, Tsvetaeva, Platonov, Bunin, Nabokov, and others. Some of the questions we explore: Is a short story (*rasskaz*) just a shorter piece of fiction or does it aim to do something very different from a novel? How did the Russians develop—and maybe change—the genre? In what ways are these stories connected to the place and time in which they were written? We will read one or two short stories a week. This is a Writing Intensive course. No knowledge of Russian is required. All readings are in English translation.

Same as L97 GS 3750

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: IS EN: H

---

**L39 Russ 379 Nabokov in Europe and America**

This course begins with our close reading of Vladimir Nabokov's autobiography *Invitation of a Memory*. We then study some of the author's first works originally written in Russian and published in émigré presses. In the second half of the course, we move to a selection of his short stories and novels originally written in English, including *Lolita*, *Invitation of a Memory*, and *Pale Fire*. Discussion topics will include memory, multilingualism, migration, authorial identity, narrative personae, and literature as enchantment. Requirements include three short papers, weekly Canvas and in-class participation, and an oral presentation. All assignments are in English.

Same as L97 GS 379

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

---

**L39 Russ 3866 Interrogating "Crime and Punishment"**

Whether read as psychological thriller, spiritual journey, or social polemic, Dostoevsky's 1866 novel *CRIME AND PUNISHMENT* has inspired diverse artistic responses around the world. From the nineteenth century to the present day, writers and filmmakers have revisited (and often subverted) questions that Dostoevsky's novel poses: What internal and external forces cause someone to "step over" into crime? What are the implications of a confession? To what extent can the legal system provide a just punishment? Are forgiveness and redemption possible, or even relevant? What role does grace—or luck—play in the entire process? This course begins with our close reading of Dostoevsky's novel and then moves on to short stories,

novels, literary essays, and movies that engage in dialogue with the Russian predecessor. A central concern of our intertextual approach is to explore the interplay between specific socio-historical contexts and universal questions. All readings are in English. No prerequisites. Same as L97 GS 3866  
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H

**L39 Russ 4442 The Jewish Experience in Eastern Europe**

A study of Jewish culture, society, and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania, and the Ukraine, from the 16th century through the 20th century. Among the topics to be covered are: economic, social, and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial policies toward the Jews; nationality struggles and antisemitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East European Jewish life; and the transition from Cold War to democratic revolution. Same as L22 History 4442  
Credit 3 units.

**L39 Russ 4868 Russia and the West: Creating and Representing Identity**

What does the West look like through Russia's eyes, and what does Russia look like through the eyes of the West? And to what extent does this relationship matter to the rest of the world? In this course, students will examine American/European/Russian philosophical and polemical essays, literary texts (novels, poetry, short stories), films, dance/vocal/theatrical performances, architecture, travelogues, autobiographies, visual arts, propaganda, and primary historical documents- from the early 19th century to the Cold War to the present day. Our focus is on how group identity (national, ideological, coalitional, and so forth) intersects with various types of personal or individual identity. This is a discussion-based course and active participation (speaking and listening) each class-day is expected. There will be two short writing assignments and weekly online Canvas discussion and collaboration. Students will research a topic of their choice, culminating in an in-class presentation and final paper or project. No prerequisites. All interested students are welcome.  
Same as L97 GS 4868  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

**L39 Russ 4869 Reading War and Peace**

What is it like to enter into a fictional world for a semester? In this course we read Leo Tolstoy's War and Peace in its entirety. Set during the Napoleonic wars (1805-1812), War and Peace takes the reader on a panoramic journey from the battlefield to the hay field, from the war room to the ballroom. It is a vivid portrayal of 19th-century Russian society as well as a penetrating examination of the causes and consequences of violence and the nature of love and family dynamics. In our discussions, we explore philosophies of history, issues of social injustice and gender inequality, the psychology of human suffering and joy, questions of literary form and genre, and the very experience of reading a long work of fiction. We begin with a selection of Tolstoy's early works that laid the foundation for War and Peace and conclude with a few of Tolstoy's late works that had an enormous influence on, among others, Mahatma Gandhi. Primary texts are supplemented with literary theory and film. All readings are in English.  
Same as L97 GS 4869  
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

# Russian Language and Literature Minor

## Program Requirements

- Total units required: 20

### Prerequisites

Code	Title	Units
Russ 101D	Elementary Russian I	5
Russ 102D	Elementary Russian II	5

### Requirements

Code	Title	Units
Russ 211D	Intermediate Russian I	4
Russ 212D	Intermediate Russian II	4
Russ 322D	Third-Year Russian I	3
Russ 324D	Third-Year Russian II	3
One 300- or 400-level course in Russian literature		3
One elective course: either another Russian literature course or a Russian subject course taught in such departments as history or political science		3
<b>Total Units</b>		<b>20</b>

### Regulations

- Students can earn up to 6 credits from a semester or summer study abroad program, with the approval of the Russian language and literature advisor.
- Students may be allowed to transfer credit from course work completed at another college or university. Transfer of credit requires prior approval of the Russian language and literature advisor.
- All advanced units must be unique to the Russian language and literature minor (i.e., not counted toward any other major or minor).
- Students must earn at least a B- in language courses in order to continue to the next level. They must also maintain at least a B- average in all courses taken to fulfill the minor requirements. Students who do not meet this requirement may either repeat the course or courses in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).

## Additional Information

### Study Abroad

The Russian Language and Literature minor program encourages students to study abroad in Russia and other post-Soviet countries. Washington University offers summer, semester, and year-long study in St. Petersburg, Russia, under the auspices of the Council on International Educational Exchange (CIEE). Students can also petition for an alternative study abroad program by filling out the Washington University Petition Packet. Students may count up to 6 units from study abroad toward the Russian Language and Literature minor: 3 units for a literature or culture course and 3 units for a language course.

Semester options include both language and area studies programs. The summer program is language-focused only, but there are programs available for students at any language level, including beginning.

Financial aid may be available for these programs through both Washington University and the CIEE.

Contact: Mikhail Palatnik  
Phone: 314-935-4558  
Email: palatnik@wustl.edu  
Website: <https://artsci.wustl.edu/russian-language-and-literature-minor>

### Sociology

The Department of Sociology strives to understand the origins and reproduction of social inequality, especially as it relates to issues of pressing public concern. Our particular areas of focus include — but are not limited to — the following: race/ethnicity; gender and the family; the sociology of organizations, work, and the workplace; immigration; political sociology and social movements; and community and urban sociology.

Sociological analysis begins from theoretical perspectives that explain how the structures that organize and govern social systems emerge and change. Our curriculum and research emphasize an understanding of social processes that is well-grounded in empirical data related to how societies actually function. We also seek to engage with social policies and social institutions to better understand the world in which we live and to help guide social change.

Re-established in 2015 after a hiatus of more than two decades, the department offers undergraduate major and minor programs with wide-ranging course offerings every semester. The curriculum provides students with research tools to examine critical social issues and to apply their understanding of sociology to activities outside of the university.

Contact: Kaitlyne A. Motl  
Phone: 314-935-5790  
Email: kaitlyne.motl@wustl.edu  
Website: <http://sociology.wustl.edu>

## Faculty

### Chair

**Jake Rosenfeld**  
Professor  
PhD, Princeton University

### Associate Chair

**Ariela Schachter**  
Associate Professor  
PhD, Stanford University

### Director of Graduate Studies

**Kenneth (Andy) Andrews**  
Professor  
PhD, State University of New York at Stony Brook

### Director of Undergraduate Studies

**Caitlyn Collins**  
Associate Professor  
PhD, University of Texas at Austin

### Department Faculty

**Darwin Baluran**  
Assistant Professor  
PhD, Vanderbilt University

**Yannick Coenders**  
Assistant Professor  
PhD, Northwestern University

**David Cunningham**  
Professor  
PhD, University of North Carolina at Chapel Hill

**Steven Fazzari**  
Bert A. and Jeanette L. Lynch Distinguished Professor  
PhD, Stanford University

**Cynthia Feliciano**  
Professor  
PhD, University of California, Los Angeles

**Patrick Ishizuka**  
Assistant Professor  
PhD, Princeton University

**Samuel Kye**  
Assistant Professor  
PhD, Indiana University

**Zakiya Luna**  
Associate Professor  
PhD, University of Michigan

**Margot Moinester**

Assistant Professor  
PhD, Harvard University

**Adia Harvey Wingfield**

Mary Tileston Hemenway Professor in Arts & Sciences  
PhD, Johns Hopkins University

**Kiara Wyndham-Douds**

Assistant Professor  
PhD, New York University

## Majors

- Sociology Major (p. 1068)

## Minors

- Sociology Minor (p. 1069)

## Courses

Visit online course listings to view semester offerings for L40 SOC.

---

### L40 SOC 106 Social Problems and Social Issues

This course explores and analyzes contemporary American social problems and social issues using sociological tools. The sociological perspective provides the overarching framework for analyses of social issues, along with the application of sociological theory and research. Topics may include aging, substance use and abuse, crime, violence, poverty, discrimination, health care, family, globalization, and environmental degradation. This course will be valuable to students pursuing graduate work and careers in sociology, law, medicine and health care, and social services. The content may also prove useful for MCAT, LSAT, and GRE preparations. No prerequisite.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

### L40 SOC 144 First-Year Seminar: Monumental Anti-Racism

As sources of national memory and identity, public monuments, place names, historical markers, and other elements of commemorative landscapes are potential sites of cultural violence (e.g., alienation, disrespect, and erasure) contributing to broader conflict and inequality; they are therefore important considerations in movements for equal opportunity and justice. Some contend that memory sites are "the new lunch counters," where our racial politics are worked out. This course examines the racial politics of commemorative objects and practices as well as commemorative intervention as a strategy of anti-racist activism. We begin with an historical survey of various ways that racism has been inscribed on the commemorative landscape, and readings in history, political theory, cultural studies, and other fields will be used to gain insight into these contested commemorative objects, their development, and social significance. We then turn to a critical assessment of efforts to remove and recontextualize commemorative objects and to erect new objects commemorating neglected figures and issues. We consider how these reparative efforts relate to what political theorists call "remedies of recognition" and specifically how they might aid in advancing equal opportunity and justice. Through our study and engagement with contested commemorative landscapes (including local, national, and global cases), students will become familiar with the burgeoning interdisciplinary field of memory studies, diverse forms and sites of commemoration, local and global efforts to advance what has been termed "commemorative justice," and the challenges being faced.

Same as L90 AFAS 144

Credit 3 units. A&S: FYS A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: BA EN: H

---

### L40 SOC 2010 The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.

This course provides an overview of sociological understandings of race, with a particular focus on race relations in the contemporary United States. The course begins by inquiring how sociologists understand racial distinctions, asking: What comprises a racial group? What constitutes a "group" in the social sense? The course then shifts to explore patterns of racial inequality in the U.S., particularly through investigating the intersections of economic, political, and racial stratification. After analyzing national trends in racial stratification, the course narrows its focus to particular regions and metropolitan areas, including St. Louis, to shed light on pressing public concerns such as the interrelationships between race and the criminal justice system. The course ends by looking beyond U.S. borders to compare the way that race is understood in other countries. Are there common patterns of racial classification shared by many societies? What makes the U.S. system of racial stratification distinctive? No prerequisite.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

### L40 SOC 2020 Order and Change in Society

This course identifies and analyzes processes that create social order and forces that generate social change. What kinds of structures make social life coherent so that people can navigate a wide range of social settings? How do societies sometimes mobilize to alter the status quo, and what kinds of barriers limit those efforts to change social systems? This course engages with such core issues through a sociological lens. Specific topics include: the emergence of social roles and status systems; how social networks matter in communities, schools, and other groups; and the performance, reproduction, and, subversion of privilege and inequality. No prerequisite.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

### L40 SOC 2030 Social Movements

Social movements are collective efforts to produce political, economic, and/or cultural change. This course draws on a range of historical and contemporary case studies to analyze such collective actions by interrogating distinctive aspects of movements and their associated campaigns. Key questions include: when and where do movements occur, who participates and why, how do protest strategies and tactics develop, how do police and other movement targets react to challenges to the status quo, and how can we assess the direct and indirect impacts of contention? No prerequisite.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

### L40 SOC 2090 Media, Culture, and Society

This introductory level course will focus on the critical analysis of media at both structural and interactional levels. The course will approach critical questions about media as a social institution, such as how media is socially constructed and, relatedly, how media shapes the social world. Core themes students will consider include critical media theory, representation in media, consumption of media, and action/engagement with social issues concerning media. Along these themes, the course will consider key concepts such as race, gender, class, sexuality, nation, language, law/justice, generation, space/place, and social change. The course will use an intersectional, social justice framework to discern how media reflects, commodifies, oppresses, liberates, and constructs social life. This course will be an accessible entry point for students who are new to sociology as a discipline. No prerequisite.

Credit 3 units. A&S IQ: SSC, SC EN: S

---

#### **L40 SOC 2110 Social Inequality in America**

Americans face different challenges and opportunities that depend on a variety of characteristics, including race, class, gender, and sexual orientation. This class examines these intersecting categories from a sociological perspective - not simply as ways to classify people, but as social constructions that help to explain social inequality. Students will examine these systems in a variety of institutional contexts, such as popular culture, family life, education, the criminal justice system, and the labor force. No prerequisite.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 250 Topics in Sociology**

This course acts as an introductory-level seminar that provides in-depth explorations of sociological concepts, methods, or perspectives. Topics of study vary. No prerequisite.

Credit 3 units. A&S IQ: SSC

---

#### **L40 SOC 2510 Sociological Approaches to American Health Care**

This course is a sociological exploration of how health, illness, and health care delivery in the United States are influenced by the social structure in which they are embedded. With the backdrop of the ongoing crisis of health care in the United States and the controversy surrounding the Affordable Care Act, the course focuses on the intersections of diversity factors including such as race, social class, gender, and sexuality that predict risks in navigating the health care system. Professionals representing a variety of health-oriented settings who serve the needs of a diverse constituency will share their perspectives. No prerequisite.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 2511 Juvenile Justice in the Black Experience**

This course examines the sociological past, present, and future of American juvenile justice, with a focus on the Black American experience. The course is organized in three parts. Part I surveys the late 19th- and early 20th-century development of the "parental state," including its institutional centerpiece (the juvenile court), its principle legal subjects ("dependents" and "delinquents"), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond as well as practical strategies for achieving equal protection within and beyond the law. For AFAS majors, this course counts as Area Requirement 2.

Same as L90 AFAS 251

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 2520 Inequality By Design: Understanding Racial/Ethnic Health Disparities**

This course critically examines health status and health care disparities among racial/ethnic minority groups in the United States. The course will utilize sociological, demographic, epidemiological, and psychological concepts to introduce students to racial/ethnic health disparities research. Students will be exposed to the descriptive demography and epidemiology of health indicators across population groups, as well as to the theories used to understand and explain racial/ethnic health disparities. In particular, the course will examine the ways in which multiple forms of interpersonal and institutional discrimination, neighborhood and community factors, and inequalities in socioeconomic status influence health behaviors, access to health care services, and health status outcomes across racial/ethnic groups. Concepts such as acculturation, patient preferences, provider congruence and cultural competence will also be explored in this

course. Finally, students will be challenged to use the theories and frameworks introduced in this course to develop and present policy approaches to address racial/ethnic disparities in health and health care in the United States. No prerequisite.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 2530 Punishment and Inequality**

This course examines the institutions and policies that shape punishment in the United States, with a particular focus on mass incarceration. The U.S. incarceration rate has more than quadrupled since the early 1970s. In this course, students examine how the United States became the world's leader in incarceration and how racial and class disparities in imprisonment became so large. The course next investigates the consequences of incarceration, both in terms of its high rates and intense social concentration. The course concludes by assessing recent attempts to reform the criminal justice system. No prerequisite.

Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S

---

#### **L40 SOC 2580 Families and Social Inequality**

Families have changed dramatically in recent decades in the United States. Dual-earner families, single parents, cohabiting families, and blended families are now common in the contemporary family landscape. The prevalence of increasingly diverse and complex family configurations varies substantially by social class, race and ethnicity, and gender. Men's and women's work and family lives have also become more similar over time, but gender inequalities in child care remain significant. Drawing on insights from sociology, demography, and economics, this course aims to understand the causes and consequences of social inequalities in family life. The course focuses primarily on the contemporary U.S. context, but also explores historical and cross-national variation in families. The course also considers the role of social policy in affecting inequalities. No prerequisite.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 2710 First-Year Seminar: Beyond the Melting Pot: Life in Immigrant America**

This course uses a sociological lens to explore contemporary immigration to the United States. The more than 43 million immigrants living in the United States today come from across the globe. Their reasons for migrating to the United States are complex, as are the laws, policies, and social structures they must navigate before and after their arrival. In the first half of the course, students will get to know Mexican immigrants who split their lives between Brooklyn and their small hometown in Mexico, fourth-generation Chinese Americans who are still asked, "Where are you from?", and West Indian immigrants forced to confront a U.S. racial order where they are defined by their Blackness. In the second half of the course, students will learn about Iranian-American youth navigating life in post- 9/11 America and the challenges of becoming a young adult when one learns that they lack any legal status. Who are these immigrants? Why and how did they come here? How well are they and their children integrating into American society? Readings will be drawn from sociological research that opens windows into the lives of immigrants in America. Students will also conduct their own hands-on research to better understand life in immigrant America. This course is open to first-year students only. No prerequisite.

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC, SC BU: BA, IS EN: S

---

#### **L40 SOC 2910 Alternative Facts: An Introduction to the Social Construction of Reality**

This course acts as an introduction to the concept of social construction - the idea that an 'objective' reality is shaped by one's social positions and through social interactions. Recent political events and social conflicts highlight deep divisions in American society, raising critical questions about the media and objectivity (e.g., alternative facts and 'fake' news), networks and segregation (e.g., who

talks to whom), who gets to decide what is viewed as 'truth,' and the role of researchers and academia in combating (or contributing to) misinformation. This course explores these questions through a sociological lens. Students will use foundational sociological theories to learn how to recognize the existence of multiple realities, and consider the implications of social constructionism for key domains of everyday life, American politics, and the production of knowledge. Students will also evaluate the ways that cutting-edge technological innovations and academic research can - or cannot - help people distinguish facts from 'alternative' facts. No prerequisite.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 2911 Racism and Antiracism**

When President Obama was elected, it ignited a debate about whether America had finally become "post-racial." This assertion was belied by an entrenched underclass of Blacks and others from immigrant backgrounds; by the regular killing of innocent, young Black men alongside their mass incarceration, along with a whole series of other social indicators; by the dramatic rise in anti-Semitic incidents and Islamophobia globally; and most evidently by the discourse used during the Trump era that weaponized white Christian nationalism. At the end of four years of the Trump presidency defined by racist discourse and policies, it culminated in an insurgent riot on the Capitol designed to block the peaceful transfer of power, the basis of American democracy. This course provides the long view to understanding this recent period in American and global history. We begin by defining key terms in the discussion around racism today, including what we mean by racism and what unites anti-Semitism, anti-Black racism and Islamophobia, but also notions like privilege, cultural appropriation, and microaggressions. We then move on to the long history of the category of race. We start with a unit on race and religion and then move on to the role of the discovery of the "New World" and the development of the Atlantic slave system, and its impact on the Enlightenment, which was the incubator for the concept of race. From there, we consider how fundamental race was to European and American colonial dominance by the end of the nineteenth-century and the role it played in racial states like Nazi Germany and South Africa. The last portion of the class will focus on struggles to dismantle racism over the last century, considering the anti-colonial and Civil Rights movement, and the anti-apartheid struggle. Along the way, we will have addressed the overlaps and disconnects between anti-Black, anti-Jewish, and anti-Islamic racism and read a number of key thinkers and activists who can help us in the fight against racism.

Same as L75 JIMES 2910

Credit 3 units. A&S IQ: HUM, SC

---

#### **L40 SOC 3001 Social Theory**

This course provides an overview of major theoretical frameworks used by sociologists to understand social behavior and group patterns. This course explores classical theories, including those developed by Marx, Weber, and Durkheim, along with contemporary perspectives such as functionalist, interactionist, and conflict theories. Class discussions and writing assignments emphasize students' application of theory to understand current social experiences and structures. The course has no specific prerequisites, but students should be prepared for intensive study of challenging ideas and the application of these ideas in new contexts relevant to modern society. This course counts toward the program's Theory component which Sociology majors and minors must complete to fulfill degree requirements.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 3002 Black Feminist Theory**

What makes Black feminist theory unique? Whose theorizing is considered "theory" worthy of canonizing? What are the different strands of Black feminist thought? What has Black feminist thought contributed to academic and popular culture? Through engaging with primary text and producing their own text, students in this seminar

will develop answers to these questions through exploration of (contemporary) Black feminist thought. The course has no specific prerequisites, but students should be prepared for intensive study of challenging ideas and the application of these ideas in new contexts relevant to modern society. This course counts toward the program's Theory component which Sociology majors and minors must complete to fulfill degree requirements.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

#### **L40 SOC 3006 Global Health and Language**

Long before COVID-19, scholars across the globe postulated that language in health care is one of the most significant, and yet underexplored, social determinants of health in underserved linguistic diverse communities. This new course attempts to harmonize work across the disciplines of Global Public Health and Applied Linguistics by analyzing studies that examine language acquisition and language use across contexts with populations that experience serious health disparities- immigrants, refugees, indigenous peoples, racial and ethnic minority groups- and the course offers corresponding implications for health equity. Broadly speaking, this course addresses global health literacy issues, in both spoken and written communications, and its relationship to public health. As part of the seminar, students will apply the theory and research they learn to help meet the local language health needs of a changing population of refugees and immigrants in St. Louis community.

Same as L97 GS 3006

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, ETH, IS EN: S

---

#### **L40 SOC 301B Individual and Community**

What social, political, and cultural forces shape the individuality of people and yet make them part of not just one community but many, each of which is greater than the sum of the individuals that comprise it? What role do families and friends fill in this process? Students explore answers to these questions by reading theories and case studies that try to explain the foundations of individuals' sense of self and the interdependence and responsibilities of individuals, families, and communities to one another. Cases students read highlight (1) how family and communal experiences (like school) influence individuals and (2) how virtual (online) and non-virtual communities are structured and sustained as social entities. In addition to readings, the class will rely on guests from the "real world" as well as field trips into virtual and non-virtual communities. AMCS Majors may count this course for Fieldwork credit with permission of instructor; a supplemental assignment might be required.

Same as L98 AMCS 301B

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA, ETH, IS EN: S

---

#### **L40 SOC 3030 Introduction to Research Methods**

This course offers an overview of research methods commonly used to investigate sociological phenomena, including experiments, surveys, ethnographic field research, and analysis of existing data. The course explores general issues in sociological research, such as research design, conceptualization and measurement, reliability, validity, sampling, and ethical conduct. Students will also review applications of research methods in specific sociological studies and analyze how research results are communicated. This is a core course within the Sociology program and is required of all Sociology majors; Sociology minors are encouraged to take this course to fulfill their Methods prerequisite within their course of study. The course has no specific prerequisites, but some familiarity with sociological analysis is recommended.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 3050 Statistics for Sociology**

This course acts as an introduction to descriptive and inferential statistical techniques used in sociological research. Topics addressed include: probability distributions, data presentation and visualization, confidence intervals, hypothesis testing, and linear regression. Students will learn to design and evaluate statistical analysis drawn from sociological research and other social science data sources, such as polling and economic data. Students will use statistical software to complete lab assignments. This is a core course within the Sociology program and is required of all majors; Sociology minors are encouraged to take this course to fulfill the Methods requirement within their course of study. The course has no specific prerequisites, but some familiarity with sociological analysis is recommended.

Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

---

#### **L40 SOC 320B Deviance and Society**

In sociology, deviance is the term used to describe actions or identities that differ from group norms. It encompasses everything from serious crimes (e.g. murder) to non-criminal, but frowned upon, behavior (e.g. talking loudly at the movies). Why do certain actions and identities become labeled as deviant and others do not? In what ways do societal conceptions of deviance change over time? How do people labeled as deviant manage their deviant identities and deal with any associated stigma? In this course, students will think about and explore how sociology and related disciplines have approached the study of social deviance and consider what can be learned about societies by looking at the way they construct deviant identities and acts. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Credit 3 units. A&S IQ: SSC, SC

---

#### **L40 SOC 3212 The Social Construction of Race**

This course examines race, ethnicity, and racism from a sociological perspective to understand race as a socially-constructed phenomenon manifested in a wide range of social institutions. The course focuses on how race and racism impact contemporary social problems and public policy issues including immigration, affirmative action, education, media representation, and work. Students will learn to apply sociological analysis to understand current race-related events. This course has no specific prerequisites, but completion of an introductory Sociology course is recommended prior to enrollment.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 3310 The New Inequality**

This course explores recent trends of economic inequality in the United States that have reached levels not seen since before the Great Depression. Students will examine factors that account for the decades-long increase in economic disparities, paying particular attention to patterns in educational attainment, political developments, and the role of technological change. Students will also compare recent movements in economic inequality and macroeconomic performance in the U.S. to other advanced industrialized nations. This course has no specific prerequisites but successful completion of an introductory Sociology course is recommended prior to enrollment.

Credit 3 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 3320 Getting Paid: A Sociological Investigation of Wages and Salaries**

A Burger King worker in the United States today performs the same duties and requires the same skills as a Burger King worker in Denmark. However, the worker in Denmark earns two-and-a-half times as much money. Why? A full-time construction worker in the United States today earns \$10,000 less per year (adjusted for inflation) than a worker with the same job in 1973. Construction work cannot be shipped overseas, so why the decline? What determines one's pay? Are people paid fairly? How might one know? This course seeks to

answer these questions. Students will draw on a range of comparative, historical, and contemporary case studies to explore changes in the ways in which American workers get paid. Key areas of focus include: employer strategies to prevent workers from realizing their market value, the role Wall St. plays in influencing pay, and ongoing efforts to measure and reward individual productivity. The ultimate goal of the course is to upend students' taken-for-granted assumptions about pay-setting, and to provide students with a richer and more complex understanding of the contemporary world of wage and salary determination. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

---

#### **L40 SOC 3350 Poverty and the New American City**

This course explores structural changes that are transforming the American urban landscape, especially for low-income populations. The course begins with a review of classic theories of urban poverty and consider their relevance in the modern context. Students will then analyze key political, economic, demographic, and geographic shifts in how urban poverty is organized and reproduced, including gentrification, immigration, social policy reform, and the credit crisis. Special attention will be devoted to exploring the social and political implications of changing urban policy approaches, as well as the "suburbanization" of poverty. The course will conclude by discussing how urban poverty interfaces with broader social structures, including law, markets, and the state. Prerequisite: successful completion of an introductory sociology course or consent of the instructor.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 3410 Gender in Society**

This course acts as an introduction to the sociological study of gender. The primary focus of the course will be on U.S. society, but the course will also discuss gender in an international context. From the moment of birth, boys and girls are treated differently. Gender structures the experiences of people in all major social institutions, including the family, the workplace, and schools. Students will explore how gender impacts lives and life chances. The central themes of the course are historical changes in gender beliefs and practices; socialization practices that reproduce gender identities; how race/ethnicity, class, and sexuality shape the experience of gender; and the relationship between gender, power, and social inequality. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 351 Topics in Sociology**

An intermediate- to advanced-level seminar focused upon various topics and subject areas within - and adjacent to - the field of Sociology. Themes and content of course will vary by offering and instructor. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Credit 3 units.

---

#### **L40 SOC 352 Topics in Sociology: Growing Up Poor Across America-An Application of Sociological Reasoning to Data**

This is an advanced seminar on poverty in America, with a special focus on applying and analyzing data pertaining to its study. The American Dream is built around the idea that anyone, regardless of his or her origins, can have a fair start in life. Yet, recent research shows that the promise of the American Dream is uneven across the nation. Poor children growing up in San Jose, CA are three times more likely to escape poverty than those in Charlotte, NC. What might be driving these geographic differences in opportunities for low-income youth? This course will investigate factors that might drive these differences by working with engaging real-world data. Students will explore cutting-edge research on poverty and mobility in America to develop their

own research questions. Students will also develop the computational and statistical skills to put their ideas into practice by learning to analyze data and construct data representations that communicate their findings effectively. The ultimate goal of this course is to learn to connect sociological reasoning and understanding of poverty and inequality with data analysis. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor. Completion of - or concurrent enrollment in - Introduction to Research Methods (SOC 3030) and/or an introductory statistics course (SOC 3050 or equivalent) is strongly encouraged.

Credit 3 units. BU: BA

---

#### **L40 SOC 3550 Sociology of Work**

This course acts as an overview of the sociological understandings of work, and in particular, how work reduces or replicates inequality. This course will cover classic and contemporary sociological theories of work; how work in the U.S. has changed over time; and how workers are matched to "good" and "bad" jobs. Threaded through the course is the exploration of barriers to racial, gender, and class to inclusion and advancement at work. Students will explore how organizational structures, policies, and practices can increase or decrease those barriers. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 3660 Social Conflict**

This course is a comparative and historical examination of conflict between social groups, including groups defined by race, ethnicity, and class. Course readings will combine classical and contemporary perspectives on collective conflict with in-depth analyses of historical and contemporary episodes. The course will discuss the various ways in which conflicts can manifest, including: the formation and hardening of divisive attitudes; discriminatory lawmaking and criminal justice practices; riots and collective violence; residential segregation; and sustained social movement activity. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 3710 Sociology of Immigration**

This course reviews theoretical and empirical research on how and why people migrate across international borders, and the consequences of international migration for immigrants and natives in the United States. While immigration is one of the most controversial issues in the contemporary United States, these contentious debates are not new. Americans once voiced the same concerns about the economic and social impact of Southern and Eastern European immigrants that today are aimed at immigrants from Latin America, Asia, Africa, and the Caribbean. In this course, students will compare historical (1880-1920) and contemporary (1965-present) waves of immigration to the United States. In this, students will explore why and how people migrate; immigrant integration; the impact of immigration on native-born Americans; and how government policies - at the national, state, and local level - shape immigrant assimilation and what it means to be considered truly "American" in a social as well as a legal sense. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 3711 Confronting Capitalism: Feminism, Work and Solidarity**

This course explores the relationship between gender, the ideological construction of work and workers, and feminist and queer mobilizations against labor exploitation. To examine how notions of the "ideal worker" shape and are shaped by gender, sexuality, and race, we will study various forms of work, including care work and reproductive labor; affective and emotional labor; migrant labor; service work;

and sex work. Considering what is "new" and old about late (or neoliberal) capitalism, we will explore how the relationship between citizenship, the state and political economy has shifted over the last four decades. Across each of these registers, we will engage thinkers spanning Marxist feminist, radical feminist, liberal feminist, indigenous feminist, Black feminist, and disability justice traditions. We will ask how these interwoven genealogies grapple with U.S. imperialism and the relationship between race, class, and patriarchy, while mapping out various visions of solidarity economies, internationalism, and anti-work politics. Prerequisite: Intro to WGSS or permission of instructor.

Same as L77 WGSS 371

Credit 3 units. A&S IQ: HUM, SC BU: BA EN: H

---

#### **L40 SOC 3810 Film and the City**

What makes a city a city? Is there something unique about urban life, in comparison to the way life is lived in rural areas and small towns? Only recently has over half of the world's population started to live in urban centers. What issues, if any, might have arisen from this development? In this course, students will think about and explore how sociology and related disciplines have approached the study of cities. Students will read classic and contemporary theorists on urban life and consider how cities shape the human experience. Then, they will apply what they learn to consider the city as portrayed in film. Movies will become the lab where students grapple with the good, the bad, the ugly, and also the beauty of cities. This course has no specific prerequisites, but completion of an introductory Sociology course is recommended prior to enrollment.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 3910 Economic Realities of the American Dream**

Exploration of the realities of economic life in the U.S. and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology, and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: An introductory course in economics or sociology, or consent of the instructors. All students who pre-register will be put on the wait list. Students will receive an email immediately after pre-registration requesting more information.

Same as L11 Econ 348

Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 3920 Philanthropy Lab**

This course is designed to give students a theoretical and practical understanding of contemporary philanthropic efforts. First, the course will lay out the sociological and historical roots of philanthropy in the United States, including where philanthropic funds come from, how they are used, and the inherent tension between capitalism and philanthropy. The role of government in funding non-profits and new philanthropic tools, such as donor-advised funds, will also be reviewed. The course will also look at philanthropy's role in addressing social issues, including new approaches that go beyond simply giving money - such as the growing interest in and need for advocacy among institutional givers. This course has no specific prerequisites, but some familiarity with sociological analysis is recommended.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, HUM EN: S

---

#### **L40 SOC 3950 Culture and Identity**

Topics course focusing on instances of identity and culture within the American scope. Varies by semester, see Course Listings for description of current semester's offering. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor.

Credit 3 units.



---

**L40 SOC 4036 Children of Immigrants: Identity and Acculturation**

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants. Attendance on the first day of class is mandatory to reserve class enrollment.

Same as L97 GS 4036

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L40 SOC 411 Childhood and Society**

This discussion-based course will focus on the social context and critical analysis of childhood as a social construct and as a valuable site of sociological research, social inquiry, and social action. The course will discuss critical questions about how social inequalities and social institutions shape life chances and outcomes from early childhood through young adulthood. The breadth of the analytic framing of this course will range from the prenatal context and birth to early childhood, school age, pre-teen and teen stages and will also importantly consider how the social transition to "adulthood" is both socially constructed and has concrete impacts and outcomes. Students will consider intersections of inequality and childhood including but not limited to economic inequalities, race, gender, sexuality, education, criminal justice, health, disability, immigration, media, environment, and social change as the course highlights an intersectional lens. Students focus on an applied sociological perspective of childhood and will emphasize social action and social change. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.

Credit 3 units. A&S IQ: SSC, SC EN: S

---

**L40 SOC 4110 Applied Sociological Research**

This course is an advanced seminar that aims to connect sociological reasoning with practical data analysis. Course instructors will select current issues in contemporary sociology and identify relevant data that students will use to explore a range of related research questions. The course develops computational and statistical skills in order to put sociological ideas into practice by learning to analyze and evaluate data, in addition to presenting study results in ways that communicate one's research findings effectively. Topics and subject areas covered will vary by offering and instructor. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor. Completion of - or concurrent enrollment in - Introduction to Research Methods (SOC 3030) and/or an introductory statistics course (SOC 3050 or equivalent) is strongly encouraged. Graduate students should enroll in the 500-level offering.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

---

**L40 SOC 4210 Land of Dollars: Race, Money, and the Politics of Equity**

This course will explore how racialized meanings and structures shape the circulation and accumulation of money throughout the market economy. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.

Credit 3 units. A&S IQ: SSC, SC BU: BA

---

**L40 SOC 4211 Race and Place**

In this course, students will investigate the claim that race and place are mutually constitutive; that is, race shapes how people perceive and organize places, and places in turn shape understandings and experiences of race. This investigation will span time - from the beginning of colonization in North America to the present - and space - from rural communities to central cities. Students will use a primarily sociological lens, but will also draw insights from history, political science, demography, and philosophy. Topics of study include segregation, housing, the criminal legal system, schooling, work, and more. This seminar is an upper level course intended for advanced sociology majors and minors, as well as graduate students. Graduate students should enroll in the 500-level offering.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

**L40 SOC 4212 Work, Family, and Gender Inequality in the Contemporary U.S.**

Despite dramatic increases in women's education and employment over the past century, progress toward gender equality in both the public and private sphere has slowed or stalled in recent decades. Drawing on research in sociology, economics, and demography, this course examines why gender inequality persists in the workplace and in family life. Students focus primarily on the contemporary U.S. context but also draw on historical and cross-national comparisons. In addition, the course considers the role of cultural norms and work-family policy in shaping gender inequality. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

**L40 SOC 423 Political Sociology**

In this course, students will be discussing politics, the way that people interact with politics, and the way that politics shape our lives. Why do individuals participate in politics (e.g., vote) or become engaged in their communities (e.g., join a voluntary association, protest, etc.)? What role do social connections play in political and civic engagement? What does political competition in the US look like today? What accounts for increasing political partisanship in the United States? Who has access to political institutions? How amenable is our political system to change? Who has the power to impact policy and institutions? How do shifts in political participation, civic engagement, and partisanship all shape policymaking? How does policy shape participation? In this class students will engage with these questions through course discussion, group work, class data collection and analysis, and more. Prerequisite: successful completion of an introductory-level Sociology course or consent of instructor. Graduate students should enroll in the 500-level offering.

Credit 3 units. A&S IQ: SSC EN: S

---

**L40 SOC 4260 Memory for the Future**

The year-long Studioloab "Memory for the Future" (M4F) will create spaces and practices of humanities education, practical public history, and collaboration in the spirit of "multidirectional memory." This concept tries to address the interlinked histories and legacies of the Holocaust, slavery, apartheid, and colonialism and create opportunities for dialogue between communities impacted by and implicated in these forms of violence. Our principal aims are to explore, enrich, and sustain the global and local focus of "reparative memorial practices" in St. Louis. Focusing on commemorative efforts through public memorials, monuments and especially museums, M4F will engage survivors, activists, institutional leaders, and scholars (students and faculty) in the development of educational materials, artistic representations, exhibitions, and other approaches to bringing the past into the present. We strive to support the efforts of local and regional initiatives and venues to end racism, antisemitism, and homophobia and their related violence through innovative and inclusive memory

work. Alongside classroom-based instruction focusing on discussing scholarship and acquiring practical, curatorial, and pedagogical skills, students will work with area institutions and initiatives to apply their study of multidirectional memory. This practicum is an integral part of the course and requires students to leave campus and regularly work with one of our partners (The Griot Museum of Black History, George B. Vashon Museum, St. Louis Kaplan Feldman Holocaust Museum, The Mildred Lane Kemper Art Museum, Reparative Justice Coalition of St. Louis, St. Louis Community Remembrance Project). Participants of the Studioloab are expected to attend regular weekly meetings and engage in self-directed and collaborative project work. We are also preparing study trips to regional sites of memory and education. The M4F Studioloab will convene at the Lewis Collaborative, a living-learning-commercial space at the west end of the Delmar Loop. All A&S graduate students and advanced undergraduates are invited to participate. Undergraduate enrollment by permission of the instructors. For History majors, this course fulfills the capstone requirement as an Advanced Seminar. As a year-long course, students are expected to enroll in both the fall and spring sections. For more information, please consult <https://www.m4f.community/>  
Same as L56 CFH 426  
Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM EN: H

---

#### **L40 SOC 4289 Neighborhoods, Schools, and Social Inequality**

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 4289 and graduate students must enroll in Educ. 5289  
Same as L12 Educ 4289  
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 4310 Sociology of Higher Education**

What we call "higher education" in the United States is a complex web of institutions - nearly 3,000 4-year colleges, 1,500 2-year colleges, and still more postsecondary institutions that grant a variety of credentials. It is a system through which tens of millions of students pass each year; over the last few decades, the importance of earning a postsecondary credential has increased markedly. As such, higher education is deserving of rigorous scrutiny and careful interrogation. But in studying "higher education," we are in fact attending to a multitude of things - among other things, varied institutional types with different resources and different imperatives, experiences of accessing and navigating higher education that are widely divergent along axes of inequality, and institutional processes that play out on campus but have resonance beyond the university gates. In this course, which will be conducted as a discussion-based seminar, we will engage with texts examining the enterprise of higher education from varied vantage points, but always through a sociological lens. We'll discuss why and how higher education came to be so important and loom so large in contemporary life, the stark differences between different sectors of the higher education landscape, and how stratification occurs between and within institutions. We'll talk at length about how higher education is a microcosm of many of the inequalities we see in the broader society, looking at issues of race, class, gender, and politics

on campus. By taking a sociological lens to studying higher education, we'll learn a language and facility for rooting discussion of issues in higher education in theoretical grounding and empirical evidence. In so doing, students will develop the capacity to more critically assess research and public discourses on higher education, as well as their own work and experiences in the sector. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4310, and graduate students must enroll in Educ. 5310.

Same as L12 Educ 4310

Credit 3 units. A&S IQ: SSC, SC EN: S

---

#### **L40 SOC 450A Interdisciplinary Topics in the Humanities: Freedom | Information | Acts**

Same as L93 IPH 450

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

#### **L40 SOC 450B Interdisciplinary Topics in the Humanities**

Same as L93 IPH 450A

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

#### **L40 SOC 451 Topics in Sociology**

This course is an upper-level seminar course providing in-depth explorations of sociological concepts, methods, or perspectives intended for advanced Sociology majors or minors and graduate students. Topics of study vary. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.  
Credit 3 units. BU: BA

---

#### **L40 SOC 4510 Race, Ethnicity, and Migration**

This course will explore theoretical and empirical analyses of race, ethnicity and migration through a sociological lens, focusing on children of immigrants and later-generation descendants of migrants in the United States. Students will compare the experiences and outcomes of various racial and ethnic "groups," including whites/Europeans, Blacks/African-Americans, Latinos/Hispanics, and Asians, investigating how migration processes and patterns shape racial/ethnic group formations and inequalities. Examples of specific topics related to these issues include: assimilation; ethnic and racial identities; multiraciality; language; legality; intergroup relations; and education. This course will be taught in a seminar style where student engagement within class discussions is required and one's participation is central to the learning process. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.  
Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS EN: S

---

#### **L40 SOC 4511 Sick Society: Social Determinants of Health and Health Disparities in the United States**

Improving the health of the U.S. population and reducing disparities in health are national priorities. To reach these goals, much research has sought to determine the factors that influence health status beyond health care quality and access. This course explores the broad area of study termed the "social determinants of health" while placing special emphasis on the exploration of health disparities in the United States. The course will examine the social conditions that relate to the health of populations, paying particular attention to how patterns of health vary by social class, race/ethnicity, and gender. The course will also consider mechanisms that produce and maintain these differences. In addition to sociology, students will draw upon the work of multiple disciplines, including public health, demography, anthropology, public

policy, economics, and medicine to understand what makes our populations sick and what might make them better. The class will be taught through an active learning approach, with class discussions, small group work, presentations, and critical writing assignments being central to the learning process. Student participation through reading and discussions is essential for both the success of the class and individual student learning. While this course has no specific prerequisites, some familiarity with sociological analysis is strongly recommended. Graduate students should enroll in the 500-level offering.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 4515 Migration and Health**

This course explores the complex relationship between migration and health, with a focus on immigrant health in the United States. Topics include the immigrant health paradox, the impact of immigration enforcement on health and health behavior, access to health care, the health effects of migration on those left behind, and refugee health. Throughout the course, students will pay particular attention to the diverse mechanisms through which immigration and immigration status affect health. In addition to sociology, students will draw on scholarship from the fields of anthropology, demography, medicine, public health, and public policy. Prerequisite: successful completion of an introductory Sociology course or consent of instructor. Graduate students should enroll in the 500-level offering.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 4601 Historical Racial Violence: Legacies & Reckonings**

There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts. Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These 'haunting legacies' include heart disease and other health disparity, homicide rates, white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptualize and develop interventions intended to clarify and disrupt legacies of racial violence, facilitating contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.

Same as L90 AFAS 4601

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

#### **L40 SOC 470 Interdisciplinary Topics: Data Signs-A Literary History of Information**

Various interdisciplinary topics are explored that may include around the humanities, social sciences and data sciences.

Same as L93 IPH 470

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L40 SOC 4720 Race, Reproduction, and Justice**

Reproduction is biological, economic, political, and social. Of course, individuals reproduce, but when, how, why, and with whom we do (or do not) is also a matter of public policy and social concern. Drawing on readings from sociology, law and other fields that engage continually with these key questions: Why is reproduction an important site through which to understand sociology? How do statuses such as race, class, gender, sexuality, and ability influence people's reproductive possibilities? How have communities supported or resisted efforts at reproductive control? Why is reproductive justice central to these

answers? Students will review theoretical pieces, empirical research, media and more to explore the answers. This course primarily focuses on the US but will expose students to global reproductive concerns. Class sessions include lecture, in-class discussion and online discussion, media analysis and other activities. This upper-level seminar presumes an understanding of the basic concepts in sociology such as sociological imagination and social construction. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in this 500-level offering.

Credit 3 units. A&S IQ: SSC, SC EN: S

---

#### **L40 SOC 4810 Global Structures and Problems**

This course examines social problems around the world and their relationship to globalization - that is, the increasing connectedness of social and economic life across borders. Students will investigate a range of these problems - such as environmental degradation, labor exploitation, human rights abuses, ethnic conflict, poverty, and inequality - and these issues' links to both personal experiences and larger social structures. The course is premised on the idea that to understand current global social problems, one must understand the evolution of markets, states, civil society and social movements, gender hierarchies, ethnic categories, and global governance over the past century. While the course has no specific prerequisites, some familiarity with sociological analysis is strongly recommended. Graduate students should enroll in the 500-level offering.

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC, SSP BU: BA, IS EN: S

---

#### **L40 SOC 4830 Global Racial Systems**

This course will examine the history and contemporary expressions of racism around the world. Specifically, it aims to illuminate the entwinement of racist systems with capitalism, gender, science/knowledge production, and politics over time, focusing on global convergences and localized manifestations of such overlapping structures. The course aims to highlight the effects of global racism across spectrums of (dis)advantage as well as social movements, programs, and policies resisting racism and its effects. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC EN: S

---

#### **L40 SOC 4884 Advanced Seminar: The Roots of the American Working Class: Myths, Realities, Histories**

The diverse realities of American labor and working-class experience have long been submerged under layers of politics and ideology. How should we study the lives of working people? What questions should we ask? Where do we go to answer them? This research seminar engages the lived experiences of the American working classes, in all their complexity, over the long 19th- and 20th-centuries, to the present. The course has the double project of (1) exploring the roots of mythologies about American working people that have the effect of distorting or erasing their experiences, efforts and accomplishments, and struggles for organization, visibility, citizenship, and power, with special attention to mythologies about American workers who are non-white, non-male, and non-U.S.-born who did/do not fit conventional tropes of "American labor" or "the white worker"; and (2) exploring the roots of working people's experiences, as shaped by forces of technology, class, race, gender and sexuality, religion, nationalism, and violence: what are the challenges, conceptual and archival, of studying the people, in their working and familial/community lives, as producers and consumers, in their organizing efforts, and in their civic and political capacities? How did the transformation of work, technology, culture, and society over this long era from Enslavement to Artificial Intelligence, from Blackface Minstrelsy to Hip Hop, shape working people's lives and struggles? How did working people survive cataclysmic crises, from the Civil War to Covid, and mold the evolution of American citizenship and democracy?

Each student will produce a 12-15 page original research paper related to the course material, based on an analysis of primary sources, in consultation with the instructor, and due at the end of the semester; the course is designed to closely mentor students in this project. Same as L22 History 4884  
Credit 3 units. A&S IQ: HUM, SC EN: H

---

#### **L40 SOC 4900 Capstone Paper for Sociology Majors**

This course requires students to carry out an independent research and writing project pertaining to the material covered within the student's choice of an associated 300- or 400-level class that they have successfully completed prior to this Capstone course - or such a course in which the student is currently enrolled. Student work will be supervised and evaluated by the faculty member who instructed or is instructing the course on which this paper is written. Registration may be concurrent with the associated course or after the course is completed. Successful completion of this paper satisfies the capstone requirement for the Sociology major. Students will normally enroll in the minimum one credit required to fulfill the capstone requirement, but students may register for up to three credits with the approval of their faculty supervisor. This course is open to Sociology majors only. Students should obtain faculty approval for their sponsorship and proposed paper topic well in advance of course registration. Students will register for the section assigned to their respective faculty supervisor and will be waitlisted until supervisor approval is confirmed. Prerequisites: approval of faculty supervisor and upper-level class standing at the time of enrollment.  
Credit variable, maximum 3 units.

---

#### **L40 SOC 4901 Sociology Honors Thesis**

The Honors Thesis program is a two-semester sequence of coursework that aids students in developing, designing, executing, and producing original research within the field of sociology. Successful completion of this sequence and the thesis product is required for a student to be eligible for Latin Honors in Sociology. In the fall term, students will participate in a seminar-style course centered upon research design and obtaining needed approvals for carrying out their proposed project. In the spring term, students will be supervised by faculty mentors in an independent study as they carry out their research, analyze their findings, construct the thesis document, and defend their work in a formal defense. Students may be required to share their work in additional venues, such as departmental symposiums or institution-wide undergraduate research events. Successful completion of both terms of coursework and completion of a defensible thesis paper satisfies the capstone requirement for the Sociology major. Additionally, students may count three of the six-credit sequence's hours toward the major's upper-level requirements. This course is open to Sociology majors only. Students who are interested in the thesis program should contact the department's Director of Undergraduate Studies and/or the Academic Coordinator - as well as their planned faculty mentor(s) - prior to their planned enrollment. Students will be waitlisted until program acceptance and faculty approval is confirmed. Prerequisites: acceptance into Honors Sociology Program; consent of instructor and faculty mentor(s).  
Credit 3 units. A&S IQ: SSC EN: S

---

#### **L40 SOC 4910 Internship in Sociology**

Students may receive up to three units of credit for an approved, faculty-sponsored internship that relates to the study and application of sociological material. To fulfill the major's capstone requirement, students must enroll in no less than two credit hours and complete at least 90 approved hours at their internship site, in addition to constructing an academic product to be submitted to and evaluated by their faculty advisor. Specific academic and work requirements will be set by the faculty supervisor in consultation with the student's supervisor at the organization where the internship work is completed. Students must complete and submit an Internship Learning Agreement

prior to their course enrollment and no less than two weeks after beginning at their internship site. This course is open to sociology majors; Sociology minors may enroll with departmental permission. Student should register for the section assigned to their faculty supervisor. Students will be waitlisted until their completed Internship Learning Agreements have been received. Prerequisites: completion and submission of the department's Internship Learning Agreement and approval of faculty and internship site supervisors.  
Credit variable, maximum 3 units.

---

#### **L40 SOC 4920 Teaching Practicum in Sociology**

Students may receive up to 3 units of credit for work assisting in course instruction, tutoring, and preparation of course materials under the supervision of a faculty member. This course may fulfill sociology major requirements with the permission of one's advisor and/or the Director of Undergraduate Studies. Students may enroll in this course multiple times, but may only receive program credit once. Register for the section assigned to the faculty supervisor. This course is open only to students who have been approved and assigned to work as a departmental course assistant. Students who register will be waitlisted until practicum assignments have been confirmed with faculty supervisors. Please contact the department's Academic Coordinator for additional details. Prerequisites: approval for practicum participation from supervising faculty and Academic Coordinator.  
Credit variable, maximum 3 units.

---

#### **L40 SOC 4930 In|Visible St. Louis: People, Place, and Power in the Divided City**

This course approaches the study of segregation and inequality in St. Louis as deeply relational and contextual -- that is, embedded in a particular space and place and constituted through social-political relations. Students will be immersed in the history, theory and contemporary academic debates surrounding inequality, segregation, and social justice initiatives in urban cities across the United States. The course pairs this theoretical base (conceiving of segregation as multifaceted and durable, historical, spatial, and interpersonal) with intensive research experiences drawing on the methodological tools available across sociology, urban design, and architecture (archival research, data collection, mapping, diagramming, interviewing, field observation). Students will initiate collaborative research projects aligning with the needs of local organizations that serve the city's historically disadvantaged populations. Local guest speakers (scholars, community leaders, residents) will enhance students' classroom learning, as will site visits and other discussion formats. This interdisciplinary course bridges the Department of Sociology and the Sam Fox School of Design and Visual Arts, a collaboration supported by The Divided City initiative.  
Same as I50 INTER D 4930  
Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S

---

#### **L40 SOC 4950 Research in Sociology**

Students will conduct independent research on a sociological topic as directed by a faculty member within the Department of Sociology. The student and supervising professor will agree in writing on the course goals, requirements, readings, assignments, meeting schedule, and evaluation criteria. The written agreement must be submitted to the department's Academic Coordinator and approved by the Director of Undergraduate Studies before registration will be authorized. Students should enroll in the section assigned to their faculty supervisor. Students will be waitlisted until faculty supervisor approval is confirmed. Students may take the course for up to three credits, and, with the approval of the supervising faculty member may be repeated. However, this course may be taken for program credit no more than twice (a maximum of 6 credit hours), depending on the student's status as a major or minor. Prerequisites: approval of faculty supervisor and Academic Coordinator.

Credit variable, maximum 3 units.

---

## Sociology Major

### Program Requirements

- **Total units required:** 31-36 (credits may vary based on capstone option taken)

The major in Sociology provides students with a rigorous understanding of the ways in which social relations and settings shape individual and group experiences and outcomes, with an emphasis on how various forms of inequality are created and propagated through time. Reflecting the diversity of social settings that motivate sociological inquiry, students will enroll in multiple introductory-level courses. We intend that these foundational courses will help students develop a sociological lens through which they can better understand the baseline determinants of inequality, social order, and change. Because the discipline draws on diverse theoretical and methodological tools to engage with these core issues, required course work ensures that students develop expertise in classical and contemporary theoretical concepts as well as both quantitative and qualitative research methods. Upper-level seminars provide majors and minors with opportunities to apply these substantive, theoretical, and methodological perspectives to focused and more intensive study of specific sociological topics. The major additionally features a capstone experience, which enables students to deploy sociological tools to undertake original work connected with a course-related research project, an internship, or an honors thesis.

The sections that follow provide a detailed overview of the Sociology major, with an emphasis on providing answers to many of the questions likely to arise at each stage as well as serving as a guide to related opportunities available to our majors and minors.

## Requirements

The major requires the successful completion of 10 courses, distributed as specified below. Courses that satisfy major requirements must be completed with a letter grade of C- or better. Courses taken on a Pass/Fail basis do not satisfy program requirements.

- a. **Introductory requirement** (6 credits): Any two 100- or 200-level Sociology courses. Students may substitute an upper-level Sociology course for one of their two introductory courses with the written approval of their major advisor.
- b. **Theory requirement** (3 credits): SOC 3001 Social Theory or SOC 3002 Black Feminist Theory
- c. **Methods requirement** (6 credits): SOC 3030 Introduction to Research Methods and SOC 3050 Statistics for Sociology. Because SOC 3050 Statistics for Sociology draws on specific sociological applications of statistical analyses, we strongly encourage students to enroll in our department's Statistics for Sociology course. However, with the written approval of their major advisor, students may substitute SDS 2200, SDS 3200, or a disciplinary statistics course from another social science for

SOC 3050 Statistics for Sociology. Majors who receive approval to fulfill this requirement with a course from another department or university are required to take an additional upper-level Sociology elective in lieu of SOC 3050 Statistics for Sociology.

- d. **Upper-level Sociology electives** (15 credits): Any five 300- or 400-level seminar courses. An independent learning course (i.e., independent research, a teaching assistantship, or an internship) can fulfill one of these five elective course requirements. Courses taken to fulfill Theory and Methods requirements cannot count toward upper-level elective program credit.
- e. **Capstone:** Majors will choose to complete one of the following options:

(1) *Capstone paper tied to an upper-level course* (at least 1 credit): Students electing this option may align the research paper with any upper-level Sociology elective course taken during or prior to the semester in which they undertake this accompanying capstone paper. Capstone research papers typically are 10 to 15 pages in length and represent a researched extension of the course content addressed in an elective course taken by the student. The capstone paper topic should be developed by the student in consultation with the instructor. Students interested in this option should register for the section of SOC 4900 Capstone Paper for Sociology Majors assigned to the relevant instructor, who will then do the following:

- a. Upon completion of the paper, certify the final product as fulfilling the capstone requirement
- b. Assign a final grade for this course
- c. Be available for consultation throughout the duration of the project
- d. Approve the capstone paper topic no later than the beginning of the semester in which the capstone is to be completed

Students should schedule a meeting with the relevant instructor well prior to or at the start of the semester (i.e., well before the add/drop period) to obtain the required approval for enrollment in SOC 4900 Capstone Paper for Sociology Majors and discuss the paper.

(2) *Internship* (at least 2 credits): Students electing to complete a field internship are able, in consultation with their faculty advisor, to identify and select a position with an organization of their choosing. For help identifying options in St. Louis, we recommend that students reference the Gephardt Institute's internship opportunities listings as well as the Center for Career Engagement's resource pages. Capstone internships are intended to integrate and apply the knowledge gained in the classroom to community and organizational settings. As such, students are required to identify a faculty advisor of their choosing to approve and oversee the experience in consultation with the on-site internship manager. (**Note:** The internship advisor need not be the same as the student's major advisor.) To receive credit for the internship, students should first obtain approval for the proposed experience from their selected faculty advisor in advance of the internship start date. The selected faculty advisor will then provide the required permission for the student to enroll in the advisor's assigned section of SOC 4910 Internship in Sociology. Students must complete and file an Internship Learning Agreement with the department no later than two weeks after the first day of the internship. Students should contact the Academic Coordinator for this form well before beginning their internships.

*Internships cannot be awarded retroactively.* The university stipulates 45 hours of work for each academic credit earned, so students will need to complete at least 90 internship hours — along with a series of reflective assignments arranged in consultation with their advisor — to fulfill the capstone requirement. Although only 2 credit units are required, students can register for up to 3 credit units, which would require a minimum of 135 internship hours to be completed.

(3) *Honors thesis* (6 credits): The Sociology Honors Thesis program is a two-semester sequence that students complete during their final year of study. Students interested in the program should submit an application in the late spring of their junior year. In the fall of their senior year, students who have been admitted to the program will enroll in the Honors Thesis Seminar (SOC 4901 Sociology Honors Thesis), which will aid them in developing their research questions and their thesis proposals. In the spring, students will undertake independent research under faculty mentor supervision through an independent study-style course (SOC 4901 Sociology Honors Thesis). Honors students must successfully defend their thesis in front of a faculty committee. The students are also expected to share their work by participating in department- and university-level research forums. Students who choose the thesis capstone option can apply 3 of their thesis credits toward their major elective requirement (part d in the list above). Thus, in addition to their thesis project, they would need to complete four (rather than five) additional 300- or 400-level seminar courses. Students must complete both fall and spring offerings of the honors sequence to receive this dual credit. *To be eligible for Latin honors in Sociology, students must complete an honors thesis.* For more information about honors within the department (including types of previous projects and suggested timelines), please visit our Honors Thesis Program page.

(4) SOC 4930 In\Visible St. Louis: People, Place, and Power in the Divided City (3 credits): This course collaboration between the Sam Fox School of Design & Visual Arts and the Department of Sociology (SOC 4930 In\Visible St. Louis: People, Place, and Power in the Divided City) provides a unique, hands-on opportunity to fulfill the capstone requirement in a formal classroom experience. As the class collectively works with St. Louis community partners to further their missions through student projects, students who enroll will learn about inequalities of power and place within the city and region. *Although first-year and sophomore students may enroll in this course, only juniors and seniors will earn capstone credit for their work. This capstone option is offered episodically; please contact the Department's Academic Coordinator to inquire about the course's upcoming availability.*

## Additional Information

In very exceptional cases, students may request a course outside of Sociology to count toward their program requirements. Please contact the Academic Coordinator (Contacting the Director of Undergraduate Studies) for additional information about course substitutions.

Students interested in teaching, research, or leaderships opportunities within the Department should contact the Academic Coordinator.

Majors may apply up to 6 credits of Study Abroad coursework approved through Washington University or approved transfer credits from another US institution. The Department of Sociology hosts numerous Study Abroad opportunities, and this list is ever-growing. Keep up to date on Study Abroad opportunities on the Department of Sociology website. Students who wish to apply Study Abroad credits or transfer credits to their program requirements should contact the Academic Coordinator (and copy the Director of Undergraduate Studies).

*To be eligible for Latin honors in Sociology, students must complete an honors thesis.* For more information about honors within the department (including types of previous projects and suggested timelines), please review the Requirements entry above and/or visit our Honors Thesis Program page.

Contact: Kaitlyne A. Motl  
Phone: 314-935-5790  
Email: kaitlyne.motl@wustl.edu  
Website: <http://sociology.wustl.edu>

## Sociology Minor Program Requirements

**Total units required:** 15

### Required Courses

To earn the minor in Sociology, students must complete the following course work:

- **Introductory requirement** (3 credits): One 100- or 200-level Sociology course
- **Theory requirement** (3 credits): Either SOC 3001 Social Theory **or** SOC 3002 Black Feminist Theory
- **Methods requirement** (3 credits): Either SOC 3030 Introduction to Research Methods **or** SOC 3050 Statistics for Sociology
- **Additional upper-level sociology electives** (6 credits): Any two 300- or 400- level Sociology courses

Courses taken Pass/Fail and courses in which a student earns less than a C- do not fulfill minor requirements. Upper-level courses taken to fulfill Theory or Methods requirements cannot be used toward upper-level elective credit.

## Additional Information

In very exceptional cases, students may request a course outside of Sociology to count toward their program requirements. Please contact the Academic Coordinator and the Director of Undergraduate Studies for additional information about course substitutions.

Students interested in teaching, research, or leaderships opportunities within the department should contact the Academic Coordinator.

Minors may apply up to 3 credits of study abroad course work approved through Washington University or approved transfer credits from another U.S. institution. The Department of Sociology hosts numerous study abroad opportunities, and the list of opportunities is always

growing and changing; the most up-to-date information can be found on the Department of Sociology website. Students who wish to apply study abroad credits or transfer credits to their program requirements should contact the Academic Coordinator and the Director of Undergraduate Studies.

Contact: Kaitlyne A. Motl  
Phone: 314-935-5790  
Email: kaitlyne.motl@wustl.edu  
Website: <http://sociology.wustl.edu>

## Speech and Hearing

The minor in speech and hearing is offered by the Program in Audiology and Communication Sciences (PACS) in the School of Medicine and is designed for students interested in exploring topics related to typical and disordered human communication. The required course work provides an overview of the fields of hearing, deafness, language, and speech with opportunities to explore related topics in more depth. This minor is especially valuable for students in fields such as psychological and brain sciences, education, philosophy-neuroscience-psychology (PNP), and linguistics, but it has broad applicability for many fields of study. Courses completed as part of this minor can also be used to fulfill the total unit requirements for graduation and as prerequisites for graduate studies in audiology, deaf education, and speech-language pathology. However, the minor may not be used as an Integration in Arts & Sciences Integrated Inquiry (IQ) curriculum, and it does not otherwise fulfill any Arts & Sciences distribution requirements.

Contact: Kate McClannahan  
Phone: 314-747-0109  
Email: k.mcclannahan@wustl.edu  
Website: <http://pacs.wustl.edu>

## Faculty

### Minor Advisor

**Kate McClannahan**  
Assistant Professor of Otolaryngology

### Program Directors

**Kate McClannahan**  
Director of Undergraduate Studies  
Assistant Professor of Otolaryngology

**Amanda Ortmann**  
Director of Audiology Studies  
Assistant Professor of Otolaryngology

**Casey Reimer**  
Director of Deaf Education Studies  
Assistant Professor of Otolaryngology

## Faculty and Staff List

For a full list of faculty and staff, please visit the PACS website.

## Majors

There is no major in this area. The minor in speech and hearing is offered by the Program in Audiology and Communication Sciences at Washington University School of Medicine. The program also offers graduate study in the fields of audiology, deaf education, and speech and hearing sciences, which lead to the following degrees: Doctor of Audiology (AuD), Master of Science in Deaf Education (MSDE), and Doctor of Philosophy (PhD)—Speech and Hearing Sciences.

## Minors

- Speech and Hearing Minor (p. 1070)

## Courses

To view offerings, visit online course listings for M89 PACS or the PACS course listings page. Please visit the Speech and Hearing Minor page (p. 1070) for courses that are open to undergraduate students.

## Speech and Hearing Minor

### Program Requirements

**Total units required:** 15

### Required Course

Code	Title	Units
Educ 234	Introduction to Speech, Language, and Hearing Sciences	3

### Elective Courses

At least four of the following, totaling at least 12 units:

Code	Title	Units
PACS 324	Acoustics and Speech Perception	3
PACS 343	Observation in Audiology	3
PACS 344	Observation and Methods in Speech-Language Pathology	3
PACS 360	Introduction to Audiology	3
PACS 401	Anatomy and Physiology of Speech and Hearing	3
PACS 4301	Sign Language I	2
PACS 4302	Sign Language II	2
PACS 4303	Sign Language III	2

PACS 434	Typical Language Development	3
PACS 443	Speech and Language Disorders	3
Ling 170D	Introduction to Linguistics	3
Ling 312	Phonetics	3

## Additional Information

This minor is composed of a minimum of 15 units that focus on the study of speech, language, and hearing. Of the 15 units, 3 units must be Educ 234; at least 9 units must be at the 300 level or higher; and at least 9 units must be offered by the department (M89). To count toward the minor, courses must be selected from the courses listed above or approved in advance by the minor advisor. A grade of C- or higher is required for a course to count toward the minor.

For students who intend to pursue graduate studies in audiology, speech-language pathology, or deaf education, we recommend meeting with the minor advisor to develop a course of study that will fulfill prerequisite requirements for the intended area of study.

Because the minor in speech and hearing sciences is offered by the Program in Audiology and Communication Sciences (PACS) in the School of Medicine, it may not be used as an Integration and does not otherwise fulfill any Arts & Sciences distribution requirements.

Contact: Kate McClannahan  
Phone: 314-747-0109  
Email: k.mcclannahan@wustl.edu  
Website: <http://pacs.wustl.edu>

## Statistics and Data Science

Statistics — as a core discipline focusing on data-driven discovery, understanding, and decision-making — is rapidly evolving and advancing in the data science era. The new Department of Statistics and Data Science (SDS) strives to be a world-class department with outstanding scholars who will transform the university's intellectual community not only through their own activities and achievements but also through synergistic collaborations with existing faculty and departments across Arts & Sciences, the McKelvey School of Engineering, and all of the other schools at the university.

The department aims to provide a foundation for ambitious and innovative digital transformation across a range of disciplinary areas, filling a vital niche in the current academic landscape that leverages the emerging opportunities of computational and data science. SDS values foundational as well as transdisciplinary scholarship and will focus on using data to offer solutions to some of the most complex global issues.

The Department of Statistics and Data Science offers two Bachelor of Arts degrees:

1. The AB in Statistics provides flexible and rigorous training in statistics for a wide range of career paths in industry or further graduate studies.
2. Jointly offered with CSE, the AB in Data Science offers students the formal foundation needed to understand the applicability and consequences of the various approaches to analyzing data with a focus on statistical modeling and machine learning.

Both programs are offered as a prime or a double major. In addition, SDS offers a Minor in Statistics and an Accelerated AB/AM in Statistics. All of our programs are flexible enough to allow a broad range of double majors or major/minor combinations. Majors are encouraged to complete additional work in other related areas.

Why choose the AB in Statistics? Data permeates every aspect of our lives. The ability to comprehend, synthesize, analyze, extract valuable information, and draw sound conclusions from data is a must-have in almost all human endeavors and activities. Statistics not only facilitates the implementation and evaluation of mathematical and computational models that represent reality but also acknowledges the inherent randomness in data, rendering it indispensable for the making of informed decisions in a wide range of domains.

Why choose the AB in Data Science? Data science arises in the midst of a new era of data revolution and the challenges faced by the standard mathematical and statistical approaches when dealing with massive datasets, high dimensionality, and extremely complex data objects. These datasets appear in modern applications ranging from medicine to climatology to social sciences, to name just a few. Students trained in data science are already in high demand across a wide spectrum of industries. Data science is by nature interdisciplinary, requiring the mastery of a variety of skills and concepts, including many traditionally associated with the fields of statistics, computer science, and mathematics. In crafting the BA in Data Science, SDS and CSE have sought to leverage courses that are already taught as much as possible, while at the same time judiciously introducing a handful of new courses that capture unique aspects at the intersection of the two disciplines. The program features a novel practicum component during which students undertake a mentored experience to apply their knowledge and skills in industry or research.

The Accelerated AB/AM in Statistics allows highly qualified undergraduate majors to earn both the AB and AM degrees with two additional semesters of work (i.e., usually a total of five years). Participants can count up to 15 units of 400-/500-level course work earned during the four years of undergraduate study (with grades of B or better) toward the AM course requirements. Counting these 15 units makes it possible to finish the master's requirements in one additional year, but the program is still fast-paced and requires a lot of intense work and careful planning. For more information, visit the Statistics and Data Science page of the graduate Arts & Sciences *Bulletin*.



## Overview of Faculty Research

The interdisciplinary interests of our faculty span a broad range of areas including the application of statistics and data science to medicine, finance, environmental sciences, and technology. Research interests of our faculty include the following:

1. Bioinformatics
2. Bootstrap methodology
3. Environmental statistics
4. Functional data analysis
5. High-dimensional statistics
6. Statistical computing for massive data
7. Mathematical and statistical finance
8. Model selection and post-selection inference
9. Network analysis
10. Objective Bayes
11. Robust statistics
12. Statistical and machine learning
13. Time series and spatial statistics

Contact: José E. Figueroa-López  
Email: [sdsadvising@wustl.edu](mailto:sdsadvising@wustl.edu)  
Website: <https://sds.wustl.edu>

## Faculty

### Chair

#### Xuming He

Kotzubei-Beckmann Distinguished Professor  
PhD, University of Illinois at Urbana-Champaign  
Robust statistics; quantile regression; Bayesian inference; post-selection inference

### Director of Graduate Studies, PhD Program

#### José Figueroa-López

Professor  
PhD, Georgia Institute of Technology  
Inference methods for stochastic processes based on high-frequency sampling data; nonparametric estimation and model selection methods; time series analysis; high-frequency algorithmic trading, limit order book modeling, and asset price formation

### Director of Graduate Studies, AM Program

#### Nan Lin

Professor  
PhD, University of Illinois at Urbana-Champaign  
Statistical computing in massive data, bioinformatics, Bayesian quantile regression, longitudinal data and functional data analysis, and statistical applications in anesthesiology

### Department Faculty

#### Nilanjan Chakraborty

William Chauvenet Postdoctoral Lecturer  
PhD, Michigan State University  
High dimensional inference; time series; bootstrap

#### Likai Chen

Assistant Professor  
PhD, University of Chicago  
Time series; high dimensional data analysis; statistical learning theory

#### Jimin Ding

Associate Professor  
PhD, University of California, Davis  
Survival analysis; longitudinal data analysis; joint modeling of longitudinal and survival data; functional data analysis; nonparametric smoothing methods; systems of differential equations; dynamical systems; profile likelihood; asymptotic theories

#### Abigail Jager

Senior Lecturer  
PhD, University of Chicago  
Statistics; causal inference

#### Chetkar Jha

Postdoctoral Lecturer  
PhD, University of Missouri-Columbia  
Hierarchical Bayesian methods; high-dimensional data analysis; network analysis with applications to biomedical datasets such as single-cell RNA sequencing datasets; SNP genotyping datasets

#### Todd Kuffner

Associate Professor  
PhD, Imperial College London  
Statistics; econometrics; Bayesian asymptotics; applications of differential geometry to statistics; empirical likelihood; variable and model selection methods

#### Soumendra Lahiri

Stanley A. Sawyer Professor  
PhD, Michigan State University  
Asymptotic expansions, astrostatistics, inference for high dimensional and massive data sets, machine learning and predictive modeling, resampling and computer intensive methods, spatial statistics, time series and econometrics

### Robert Lunde

Assistant Professor  
PhD, Carnegie Mellon University  
Statistical network analysis; time series; resampling methods; high-dimensional statistics

### Debashis Mondal

Associate Professor  
PhD, University of Washington  
Spatial statistics; computational science; machine learning; applications in ecology (including microbial ecology); environmental sciences

### Debjoy Thakur

Postdoctoral Lecturer  
PhD, Indian Institute of Technology  
Spatial statistics, resampling method, copula, spatial extreme, statistical neural network

### Bowen Xie

Postdoctoral Lecturer  
PhD, Iowa State University  
Queueing theory; stochastic control problems; mathematical finance

## Majors

- Data Science Major (p. 1075)
- Statistics Major (p. 1079)

## Minors

- Statistics Minor (p. 1081)

## Courses

Visit online course listings to view semester offerings for L87 SDS.

---

### L87 SDS 1011 Introduction to Statistics

Basic concepts of statistics. Data collection (sampling, designing experiments), data organization (tables, graphs, frequency distributions, numerical summarization of data), statistical inference (elementary probability and hypothesis testing). Prerequisites: 2 years of high school algebra.

Credit 3 units. A&S IQ: NSM, AN

---

### L87 SDS 2200 Elementary Probability and Statistics

An elementary introduction to statistical concepts, reasoning and data analysis. Topics include statistical summaries and graphical presentations of data, discrete and continuous random variables, the logic of statistical inference, design of research studies, point and interval estimation, hypothesis testing, and linear regression. Students will learn a critical approach to reading statistical analyses reported in the media, and how to correctly interpret the outputs of common statistical routines for fitting models to data and testing hypotheses. A major objective of the course is to gain familiarity with basic R commands to implement common data analysis procedures. Students intending to pursue a major or minor in statistics or wishing to take 400 level or above statistics courses should instead take Math/SDS 3200 or Math/SDS 3211. Prerequisite: Math 131

Credit 3 units. A&S IQ: NSM, AN Art: NSM

---

### L87 SDS 3200 Elementary to Intermediate Statistics and Data Analysis

An introduction to probability and statistics. Major topics include elementary probability, special distributions, experimental design, exploratory data analysis, estimation of mean and proportion, hypothesis testing and confidence, regression, and analysis of variance. Emphasis is placed on development of statistical reasoning, basic analytic skills, and critical thinking in empirical research studies. The use of the statistical software R is integrated into lectures and weekly assignments. Required for students pursuing a major or minor in statistics or wishing to take 400 level or above statistics courses. Prerequisite: Math 132. Though Math 233 is not essential, it is recommended.

Credit 3 units. A&S IQ: NSM, AN Art: NSM

---

### L87 SDS 3211 Statistics for Data Science I

This course starts with an introduction to R that will be used to study and explore various features of data sets and summarize important features using R graphical tools. It also aims to provide theoretical tools to understand randomness through elementary probability and probability laws governing random variables and their interactions. It integrates analytical and computational tools to investigate statistical distributional properties of complex functions of data. The course lays the foundation for statistical inference and covers important estimation techniques and their properties. It also provides an introduction to more complex statistical inference concepts involving testing of hypotheses and interval estimation. Required for students pursuing a major in Data Science. Prerequisite: Multivariable Calculus (Math 233). No prior knowledge of Statistics is required. NOTE: Math/SDS 3211 and Math/SDS 3200 can not both count towards any major or minor in the Statistics and Data Science Department.

Credit 3 units. A&S IQ: NSM, AN Art: NSM

---

### L87 SDS 322 Biostatistics

A second course in elementary statistics with applications to life sciences and medicine. Review of basic statistics using biological and medical examples. New topics include incidence and prevalence, medical diagnosis, sensitivity and specificity, Bayes' rule, decision making, maximum likelihood, logistic regression, ROC curves and survival analysis. Prerequisite: CSE 131 or 200; Math/SDS 3200, Math/SDS 3211, or a strong performance in Math/SDS (with permission of the instructor).

Credit 3 units. A&S IQ: NSM

---

### L87 SDS 400 Undergraduate Independent Study

Approval of instructor required  
Credit variable, maximum 3 units.

---

### L87 SDS 408 Nonparametric Statistics

Statistical methods that make few or no assumptions about the data distribution. Permutation tests of different types; nonparametric confidence intervals and correlation coefficients; jackknife and bootstrap resampling; nonparametric regressions. If there is time, topics chosen from density estimation and kernel regression. Short computer programs will be written in a language like R or C. Prerequisite: CSE 131 or 200, Math 3200 and Math 493, or permission of instructor

Credit 3 units. A&S IQ: NSM

---

### L87 SDS 420 Experimental Design

A first course in the design and analysis of experiments, from the point of view of regression. Factorial, randomized block, split-plot, Latin square, and similar design. Prerequisite: CSE 131 or 200; Math/SDS 3200, or Math/SDS 3211.

Credit 3 units. A&S IQ: NSM Art: NSM

---

### L87 SDS 4211 Statistics for Data Science II

This builds on the foundation from the first course (SDS I) and further develops the theory of statistical hypotheses testing. It also covers advanced computer intensive statistical methods, such as the Bootstrap, that will make extensive use of R. The emphasis of the course is to expose students to modern statistical modeling tools beyond linear models that allow for flexible and tractable interaction among response variables and covariates/feature sets. Statistical modeling and analysis of real datasets is a key component of the course. Prerequisites: Math/SDS 3211, or Math/SDS 3200 and Math/SDS 493; Math/SDS 439 (Math/SDS 439 can be taken concurrently).  
Credit 3 units. A&S IQ: NSM, AN Art: NSM

---

### L87 SDS 4311 Statistics for Humanities Scholars: Data Science for the Humanities

A survey of statistical ideas and principles. The course will expose students to tools and techniques useful for quantitative research in the humanities, many of which will be addressed more extensively in other courses: tools for text-processing and information extraction, natural language processing techniques, clustering & classification, and graphics. The course will consider how to use qualitative data and media as input for modeling and will address the use of statistics and data visualization in academic and public discourse. By the end of the course students should be able to evaluate statistical arguments and visualizations in the humanities with appropriate appreciation and skepticism. Details. Core topics include: sampling, experimentation, chance phenomena, distributions, exploration of data, measures of central tendency and variability, and methods of statistical testing and inference. In the early weeks, students will develop some facility in the use of Excel; thereafter, students will learn how to use Python or R for statistical analyses.  
Same as L93 IPH 431

Credit 3 units. A&S IQ: HUM, AN EN: H

---

### L87 SDS 434 Survival Analysis

Life table analysis and testing, mortality and failure rates, Kaplan-Meier or product-limit estimators, hypothesis testing and estimation in the presence of random arrivals and departures, and the Cox proportional hazards model. Techniques of survival analysis are used in medical research, industrial planning and the insurance industry. Prerequisites: CSE 131 or 200; Math 309 or 429; Math/SDS 3200 or Math/SDS 3211.  
Credit 3 units. A&S IQ: NSM

---

### L87 SDS 439 Linear Statistical Models

Theory and practice of linear regression, analysis of variance (ANOVA) and their extensions, including testing, estimation, confidence interval procedures, modeling, regression diagnostics and plots, polynomial regression, colinearity and confounding, model selection, geometry of least squares, etc. The theory will be approached mainly from the frequentist perspective and use of the computer (mostly R) to analyze data will be emphasized. Prerequisite: CSE 131 or 200; a course in linear algebra (such as Math 309 or 429); Math/SDS 3211 or Math/SDS 3200 and Math/SDS 493 (493 can be taken concurrently). If Math/SDS 3211 is taken, Math/SDS 493 is not required.  
Credit 3 units. A&S IQ: NSM Art: NSM

---

### L87 SDS 4392 Advanced Linear Statistical Models

Review of basic linear models relevant for the course; generalized linear models including logistic and Poisson regression (heterogeneous variance structure, quasiliikelihood); linear mixed-effects models (estimation of variance components, maximum likelihood estimation, restricted maximum likelihood, generalized estimating equations), generalized linear mixed-effects models for discrete data, models for longitudinal data, optional multivariate models as time permits.

The computer software R will be used for examples and homework problems. Implementation in SAS will be mentioned for several specialized models. Prerequisites: Math/SDS 439 and a course in linear algebra (such as Math 309 or 429).  
Credit 3 units. A&S IQ: NSM

---

### L87 SDS 459 Bayesian Statistics

Introduces the Bayesian approach to statistical inference for data analysis in a variety of applications. Topics include: comparison of Bayesian and frequentist methods, Bayesian model specification, choice of priors, computational methods such as rejection sampling, and stochastic simulation (Markov chain Monte Carlo), empirical Bayes method, hands-on Bayesian data analysis using appropriate software. Prerequisite: CSE 131; Math 309; multivariable-calculus-based probability and mathematical statistics (Math/SDS 493-494 or Math/SDS 3211/4211).  
Credit 3 units. A&S IQ: NSM

---

### L87 SDS 460 Multivariate Statistical Analysis

A modern course in multivariate statistics. Elements of classical multivariate analysis as needed, including multivariate normal and Wishart distributions. Clustering; principal component analysis. Model selection and evaluation; prediction error; variable selection; stepwise regression; regularized regression. Cross-validation. Classification; linear discriminant analysis. Tree-based methods. Time permitting, optional topics may include nonparametric density estimation, multivariate regression, support vector machines, and random forests. Prerequisite: CSE 131; Math 233; Math 309 or Math 429; multivariable-calculus-based probability and mathematical statistics (Math/SDS 493-494 or Math/SDS 3211/4211); Math/SDS 439. Prior knowledge of R at the level introduced in Math/SDS 439 is assumed.  
Credit 3 units. A&S IQ: NSM

---

### L87 SDS 461 Time Series Analysis

Time series data types; autocorrelation; stationarity and nonstationarity; autoregressive moving average models; model selection methods; bootstrap condense intervals; trend and seasonality; forecasting; nonlinear time series; filtering and smoothing; autoregressive conditional heteroscedasticity models; multivariate time series; vector autoregression; frequency domain; spectral density; state-space models; Kalman filter. Emphasis on real-world applications and data analysis using statistical software. Prerequisite: Math/SDS 493 or Math/SDS 3211; Math/SDS 3200, Math/SDS 494 or Math/SDS 4211.  
Credit 3 units. A&S IQ: NSM Art: NSM

---

### L87 SDS 462 Mathematical Foundations of Big Data

Mathematical foundations of data science. Core topics include: Probability in high dimensions; curses and blessings of dimensionality; concentration of measure; matrix concentration inequalities. Essentials of random matrix theory. Randomized numerical linear algebra. Data clustering. Depending on time and interests, additional topics will be chosen from: Compressive sensing; efficient acquisition of data; sparsity; low-rank matrix recovery. Divide, conquer and combine methods. Elements of topological data analysis; point cloud; Cech complex; persistent homology. Selected aspects of high-dimensional computational geometry and dimension reduction; embeddings; Johnson-Lindenstrauss; sketching; random projections. Diffusion maps; manifold learning; intrinsic geometry of massive data sets. Optimization and stochastic gradient descent. Random graphs and complex networks. Combinatorial group testing. Prerequisite: Multivariable calculus (Math 233), linear or matrix algebra (Math 429 or 309), and multivariable-calculus-based probability and mathematical statistics (Math/SDS 493-494 or Math/SDS 3211/4211). Prior familiarity with analysis, topology, and geometry is strongly recommended. A willingness to learn new mathematics as needed is essential.  
Credit 3 units. A&S IQ: NSM

### L87 SDS 475 Statistical Computation

Introduction to modern computational statistics. Pseudo-random number generators; inverse transform and rejection sampling. Monte Carlo approximation. Nonparametric bootstrap procedures for bias and variance estimation; bootstrap confidence intervals. Markov chain Monte Carlo methods; Gibbs and Metropolis-Hastings sampling; tuning and convergence diagnostics. Cross-validation. Time permitting, optional topics include numerical analysis in R, density estimation, permutation tests, subsampling, and graphical models. Prior knowledge of R at the level used in Math 494 is required. Prerequisite: Math 233; Math 309 or 429; multivariable-calculus-based probability and mathematical statistics (Math/SDS 493-494 or Math/SDS 3211/4211), not taken concurrently; acquaintance with fundamentals of programming in R.  
Credit 3 units. A&S IQ: NSM Art: NSM

### L87 SDS 493 Probability

Mathematical theory and application of probability at the advanced undergraduate level; a calculus based introduction to probability theory. Topics include the computational basics of probability theory, combinatorial methods, conditional probability including Bayes' theorem, random variables and distributions, expectations and moments, the classical distributions, and the central limit theorem. permission of the instructor. Prerequisites: Math/SDS 3200 and Math 233.  
Credit 3 units. A&S IQ: NSM Art: NSM

### L87 SDS 494 Mathematical Statistics

Theory of estimation, minimum variance and unbiased estimators, maximum likelihood theory, Bayesian estimation, prior and posterior distributions, confidence intervals for general estimators, standard estimators and distributions such as the Student-t and F-distribution from a more advanced viewpoint, hypothesis testing, the Neymann-Pearson Lemma (about best possible tests), linear models, and other topics as time permits. Prerequisite: CSE 131 or 200, Math/SDS 3200 and Math/SDS 493.  
Credit 3 units. A&S IQ: NSM Art: NSM

### L87 SDS 495 Stochastic Processes

Content varies with each offering of the course. Past offerings have included such topics as random walks, Markov chains, Gaussian processes, empirical processes, Markov jump processes, and a short introduction to martingales, Brownian motion and stochastic integrals. Prerequisites: Math 309; Math/SDS 493 or Math/SDS 3211.  
Credit 3 units. A&S IQ: NSM Art: NSM

### L87 SDS 496 Topics in Statistics

Topic varies with each offering.  
Credit 3 units. A&S IQ: NSM Art: NSM

### L87 SDS 4971 Topics in Statistics: Spatial Statistics

The course covers all three main branches of spatial statistics, namely, (1) the continuum spatial variations, (2) the discrete spatial variations and, (3) the spatial point patterns. Topics include positive definite functions, geostatistics, variograms, kriging, conditional simulations, Markov random fields, conditional and intrinsic autoregressions, Ising and Potts models, pseudolikelihood, MCMC, Inference for spatial generalized linear and mixed models, Spatial Poisson, and other point processes. The computer software R is used for examples and homework problems. Prerequisites: CSE 131; Math 233; Math 309 or Math 429; multivariable-calculus-based probability and mathematical statistics (Math/SDS 493-494 or Math/SDS 3211/4211); Math/SDS 439. Prior knowledge of R at the level introduced in Math/SDS 439 is assumed.

Credit 3 units. A&S IQ: NSM Art: NSM

### L87 SDS 499 Study for Honors

Prereq: Senior standing, a distinguished performance in upper level statistics courses, and permission of the Chair of the Undergraduate Committee. Register for the section (listed in department header) corresponding to your honors project supervisor.  
Credit 3 units.

## Data Science Major Program Requirements

- **Total units required:** 51-54

### Required Courses and Practicum

- 12 core requirement courses (36 credits)
- Four elective courses (12 credits)
- One course in Ethics and Professional Responsibility (3 credits)
- Practicum requirement (3 credits if completed via independent study or a project-focused course)

The College of Arts & Sciences and McKelvey School of Engineering developed a new major that efficiently captures the intersection of mathematics and statistics with computer science for data science. The Bachelor of Arts in Data Science (BADS) will give students the formal foundation needed to understand the applicability and consequences of the various approaches to analyzing data with a focus on statistical modeling and machine learning.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree (p. 1304) in the McKelvey School of Engineering. They must also complete Engr 310 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthropology (L48 Anthro), Biology and Biomedical Sciences (L41 Biol), Chemistry (L07 Chem), Earth, Environmental, and Planetary Sciences (L19 EEPS), Physics (L31 Physics), or Environmental Studies (L82 EnSt).

Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for an AB degree (p. 1112) in addition to the specific requirements listed below.

### Data Science Core Requirements (CR)

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
SDS 3211	Statistics for Data Science I	3
SDS 4211	Statistics for Data Science II	3
SDS 439	Linear Statistical Models	3

CSE 131	Introduction to Computer Science	3
CSE 217A	Introduction to Data Science	3
CSE 247	Data Structures and Algorithms	3
CSE 314A	Data Manipulation and Management	3
CSE 417T	Introduction to Machine Learning	3
or SDS 460	Multivariate Statistical Analysis	
<b>Total Units</b>		<b>36</b>

**Notes:**

- Each of these core courses must be passed with a grade of C- or better.
- AP credit can be applied for Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III. Students who have completed Math 203 Honors Mathematics I and Math 204 Honors Mathematics II will have this requirement waived.
- CSE 131 Introduction to Computer Science may be waived after consultation with the director of undergraduate studies of the Department of Computer Science and Engineering.

## Data Science Technical Electives

Four courses can be chosen from the list of approved electives given below, with the following caveats:

- At least one course from Statistics and Data Science (at the 400 level or above)
- At least one course from CSE (ending in S, T, M, or A)
- At most one course at the 200 level

## List of Approved Data Science Technical Electives

### Computer Science and Engineering

Code	Title	Units
CSE 237S	Programming Tools and Techniques	3
CSE 256A	Introduction to Human-Centered Design	3
CSE 311A	Introduction to Intelligent Agents Using Science Fiction	3
CSE 347	Analysis of Algorithms	3
CSE 359A	Signals, Data and Equity (Cannot be double-counted in EPR)	3
CSE 411A	AI and Society (Cannot be double-counted in EPR)	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Data Science for Complex Networks	3
CSE 417T	Introduction to Machine Learning (Cannot be double-counted in CR)	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 435S	Database Management Systems	3
CSE 457A	Introduction to Visualization	3
CSE 514A	Data Mining	3

CSE 515T	Bayesian Methods in Machine Learning	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 534A	Large-Scale Optimization for Data Science	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 559A	Computer Vision	3

### Statistics and Data Science

Code	Title	Units
SDS 322	Biostatistics	3
SDS 420	Experimental Design	3
SDS 434	Survival Analysis	3
SDS 4392	Advanced Linear Statistical Models	3
SDS 459	Bayesian Statistics	3
SDS 460	Multivariate Statistical Analysis	3
SDS 461	Time Series Analysis	3
SDS 462	Mathematical Foundations of Big Data	3
SDS 475	Statistical Computation	3
SDS 494	Mathematical Statistics	3
SDS 495	Stochastic Processes	3
SDS 496	Topics in Statistics	3
SDS 5061	Theory of Statistics I	3
SDS 5062	Theory of Statistics II	3
SDS 5071	Advanced Linear Models I	3
SDS 5072	Advanced Linear Models II	3
SDS 5531	Advanced Statistical Computing I	3
SDS 5532	Advanced Statistical Computing II	3
SDS 5595	Topics in Statistics: Spatial Statistics	3
SDS 579	Topics in Statistics	3
SDS 586	Topics in Statistics	3

### Mathematics

Code	Title	Units
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 5047	Geometry/Topology III: Differential Geometry	3

### Electrical and Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 415	Optimization	3
ESE 427	Financial Mathematics	3

## Energy, Environmental & Chemical Engineering

Code	Title	Units
EECE 202	Computational Modeling in Energy, Environmental and Chemical Engineering	3

## Linguistics

Code	Title	Units
Ling 317	Introduction to Computational Linguistics	3

## Ethics and Professional Responsibility Requirement (EPR)

- 3 units of courses from the following list:

### List of EPR Course Options

Code	Title	Units
Engr 450F	Engineers in the Community (Engineering Ethics, Leadership and Conflict Management)	3
Engr 4501	Engineering Ethics and Sustainability	1
Engr 4502	Engineering Leadership and Team Building	1
Engr 4503	Conflict Management and Negotiation	1
Engr 520P	Presentation Skills for Scientists and Engineers	2
CSE 359A	Signals, Data and Equity (This course cannot be double-counted as an elective)	3
CSE 411A	AI and Society (Cannot be double-counted as an Elective)	3
MSB 512	Ethics in Biostatistics and Data Science	2

## Practicum Requirement

- Students must complete an approved comprehensive data science project or experience for their practicum requirement. The practicum must be approved by the committee of data science faculty.
- The practicum experience should be completed during the next-to-last semester of study (i.e., the first semester of senior year). It is important that practicum plans be submitted for review prior to starting the project or course work to ensure the proposed work is sufficient for the objectives of the practicum. After-the-fact approvals are possible but not guaranteed.
- Appropriate practicum work is possible via Independent Study (CSE 400E or SDS 400 Undergraduate Independent Study) or via project-focused classes, including (but not limited to) CSE 437S Software Engineering Workshop and CSE 454A Software Engineering for External Clients. Students should contact course instructors in advance to identify the degree of agency the student will have over project selection and requirements.

- Internships related to data science can be used to fulfill the practicum. If the internship is paid, it cannot count for credit, but can satisfy the requirements.
- To initiate the approval process, majors through the McKelvey School of Engineering should contact the CSE undergraduate coordinator (cse.undergrad@email.wustl.edu) in the CSE department, and majors through Arts & Sciences should contact the Associate Chair in the Statistics and Data Science Department, José Figueroa-López.

## Notes to All Majors in Statistics and Data Science

1. Upper-level courses have course numbers that begin with a "3" or higher (e.g., SDS 3200 Elementary to Intermediate Statistics and Data Analysis). Lower-level courses do not count toward upper-level data science requirements, even if they are cross-listed as an upper-level course in another department or program. For example, if SDS 2200 Elementary Probability and Statistics was cross-listed by another department as 3XXX, registering for that 3XXX course would not satisfy an upper-level data science requirement.
2. Certain approved substitutions are found on the Department of Statistics and Data Science website.

## Course Substitutions

- ESE 326 can be taken in place SDS 3200. ESE 326 Probability and Statistics for Engineering and SDS 3200 Elementary to Intermediate Statistics and Data Analysis cannot both count toward a major or minor.
- Any course from another department that is cross-listed as a Mathematics L24 or Statistics and Data Science L87 course can count as an upper-level elective. Examples include Math 501C Theoretical Physics, L24 Math 440C, and L24 Math 403C. Such L24 or L87 courses always end with a "C."
- The following courses can count as upper-level electives:
  - Econ 4151 (this course can count as a statistics elective)
  - ESE 319, ESE 403

## Distinctions in Data Science

### Distinction

- For Distinction in Data Science, a student must take an additional two electives for a total of 6 electives.
- The student's GPA in the 6 electives must be at least 3.7. If the student takes additional courses that satisfy these requirements, the courses with the lowest grades may be omitted when calculating the GPA for this purpose.
- The electives need to be taken from the list of approved data science technical electives. Electives need to be passed with a grade of B or better.

## High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis in either department (Statistics and Data Science or Computer Science & Engineering).

## Highest Distinction

- Complete the requirements for High Distinction.
- Complete one of the two options described below:
  - **Qual Option:** Take either SDS 5061 Theory of Statistics I–SDS 5062 Theory of Statistics II or SDS 5071 Advanced Linear Models I–SDS 5072 Advanced Linear Models II, which corresponds to one of the qualifiers for the PhD in Statistics, earning a grade of B+ or better in each course.
  - **Course Option:** Complete three additional electives from the list of approved data science technical electives for a total of 12 courses. As with Distinction, the student's GPA in the 12 electives must be at least 3.7 with the student earning a grade of B+ or better in each course, and additional courses beyond 12 can be disregarded when calculating the GPA. At least four of these 12 courses must be from the Department of Statistics and Data Science, and at least four must be from the Department of Computer Science & Engineering.

## Additional Information

### Additional Requirements

- All Statistics and Data Science majors must take Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III. There are other ways to fulfill this requirement, including AP credit and Math 203 Honors Mathematics I or Math 204 Honors Mathematics II. Some students may obtain a waiver if they took similar courses before coming to Washington University.
- All required courses (both lower- and upper-level courses) must be completed with a letter grade of C- or better.
- Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
  - a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
  - b. At least half of the upper-level units required in a major or minor program must be fulfilled by courses taken in the major's home departments or by approved courses taken in Washington University-approved overseas study programs.
  - c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill major requirements.
- No **upper-level** course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
- At most, 3 units of independent study or research work can count toward the major requirements.
- A student cannot declare more than one major or minor in the department.

## Latin Honors

At the time of graduation, the Department of Statistics and Data Science will recommend that a candidate receive Latin Honors (cum laude, magna cum laude, or summa cum laude) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

## The Honors Thesis

Arts & Sciences majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

## Types of Projects

An honors thesis can take three forms:

1. A thesis that presents significant work by the student on one or more nontrivial statistics or probability problems.
2. A project in applied statistics that involves an in-depth analysis of a large data set. To do an honors thesis involving data analysis, it is usually necessary to have completed SDS 3200, SDS 493, and SDS 494 (or SDS 3211 Statistics for Data Science I and SDS 4211 Statistics for Data Science II) by the end of the junior year and to have the ability to work with statistical software such as SAS, R, or Python.
3. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

## Process and Suggested Timeline

### Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to Dr. Figueroa-López.

### Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

## Departmental Prizes

Each year, the department considers graduating majors for several departmental prizes and also awards a prize to a junior. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

Contact: José E. Figueroa-López  
Email: sdsadvising@wustl.edu  
Website: <https://sds.wustl.edu/>

## Statistics Major Program Requirements

- **Total units required:** 42
  - 10 core requirement courses (30 credits)
  - Four elective courses (12 credits)

### Required Courses

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3
SDS 439	Linear Statistical Models	3
SDS 459	Bayesian Statistics	3
or SDS 475	Statistical Computation	
SDS 493	Probability	3
SDS 494	Mathematical Statistics	3
<b>Total Units</b>		<b>30</b>

#### Notes:

- <sup>1</sup> Each of these core courses must be passed with a grade of C- or better.
- <sup>2</sup> AP credit can be applied for Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III. Students who have completed Math 203 Honors Mathematics I and Math 204 Honors Mathematics II will have this requirement waived.
- <sup>3</sup> CSE 131 Introduction to Computer Science may be waived after consultation with the director of undergraduate studies of the Department of Computer Science and Engineering.

## Elective Courses

Students complete four additional elective courses (12 units). At least two probability or statistics courses must be taken at the 400 level or above; the other courses may be chosen from an approved list of electives. For more information, visit the Department of Statistics and Data Science website.

## Courses in Probability and Statistics

The major and minor in statistics require electives in probability and statistics. Below is the list of these allowed courses:

Code	Title	Units
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3
SDS 3211	Statistics for Data Science I	3
SDS 322	Biostatistics	3
SDS 420	Experimental Design	3
SDS 434	Survival Analysis	3
SDS 439	Linear Statistical Models	3
SDS 4392	Advanced Linear Statistical Models	3
SDS 459	Bayesian Statistics	3
SDS 460	Multivariate Statistical Analysis	3
SDS 461	Time Series Analysis	3
SDS 462	Mathematical Foundations of Big Data	3
SDS 475	Statistical Computation	3
SDS 493	Probability	3
SDS 494	Mathematical Statistics	3
SDS 495	Stochastic Processes	3
SDS 496	Topics in Statistics	3
SDS 5061	Theory of Statistics I	3
SDS 5062	Theory of Statistics II	3
SDS 5071	Advanced Linear Models I	3
SDS 5072	Advanced Linear Models II	3
SDS 5531	Advanced Statistical Computing I	3
SDS 5532	Advanced Statistical Computing II	3
SDS 5595	Topics in Statistics: Spatial Statistics	3
SDS 579	Topics in Statistics	3
SDS 586	Topics in Statistics	3

\* SDS 3200 and SDS 3211 cannot both be counted toward a major or minor.

## Notes to All Majors in Statistics and Data Science

1. Upper-level courses have course numbers that begin with a "3" or higher (e.g., SDS 3200 Elementary to Intermediate Statistics and Data Analysis). Lower-level courses do not count toward upper-level data science requirements, even if they are cross-listed as an upper-level course in another department or program.



For example, if SDS 2200 Elementary Probability and Statistics was cross-listed by another department as 3XXX, registering for that 3XXX course would not satisfy an upper-level data science requirement.

2. Certain approved substitutions are found on the Department of Statistics and Data Science website.

## Course Substitutions

At most, one approved substitution can be made using a course not based in the major's home departments. Please note the policy that, at most, one course from a different department at Washington University can count toward a major or minor.

- ESE 326 can be taken in place SDS 3200. ESE 326 Probability and Statistics for Engineering and SDS 3200 Elementary to Intermediate Statistics and Data Analysis cannot both count toward a major or minor.
- Any course from another department that is cross-listed as a Statistics and Data Science L87 course can count as an upper-level elective. Such L87 courses always end with a "C."
- The following courses can count as upper-level electives:
  - Econ 4151 (this course can count as a statistics elective)
  - ESE 319, ESE 403

## Distinctions in Statistics

### Distinction

- Complete at least 33 units of courses from the approved list of electives (besides Math 131, Math 132, Math 233, and CSE 131).
- The GPA for these 33 upper-level units must be at least 3.7. If more than 33 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
- Complete at least five courses, each with a B or better, at level 400+.
- All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

### High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis.

### Highest Distinction

- Complete all requirements for High Distinction.
- Complete at least five courses, each with a grade of B+ or better, at the 400 level or higher. These courses can be the same five courses used for the Distinction requirement, but the grades must be B+ or better.
- Complete one of the two paths described below:

#### • Graduate Qualifier Path:

- Graduate qualifier courses\* in Statistics and Data Science are two-semester sequences that start in the fall. The two-semester sequence has a qualifier exam only at the end of the sequence in spring.
- Students must complete and pass one full-year qualifier course sequence and its corresponding exam in statistics.

#### • Course Work Path:

- Complete at least 42 units of upper-level statistics and data science courses (besides Math 131, Math 132, Math 233, and CSE 131). The GPA for these 42 upper-level units must be at least 3.7. If more than 42 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
- Complete at least nine total courses at the 400 level or above, all with a B+ or better. These courses can include the five courses taken for distinction. All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

\* These qualifier courses can count toward the additional course requirements for Distinction.

## Additional Information

### Additional Requirements

- All Statistics and Data Science majors must take Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III. There are other ways to fulfill this requirement, including AP credit and Math 203 Honors Mathematics I or Math 204 Honors Mathematics II. Some students may obtain a waiver if they took similar courses before coming to Washington University.
- All required courses (both lower- and upper-level courses) must be completed with a letter grade of C- or better.
- Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
  - a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
  - b. At least half of the upper-level units required in a major or minor program must be fulfilled by courses taken in the major's home departments or by approved courses taken in Washington University-approved overseas study programs.
  - c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill major requirements.
- No **upper-level** course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).

- At most, 3 units of independent study or research work can count toward the major requirements.
- A student cannot declare more than one major or minor in the department.

## Latin Honors

At the time of graduation, the Department of Statistics and Data Science will recommend that a candidate receive Latin Honors (cum laude, magna cum laude, or summa cum laude) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

## The Honors Thesis

Arts & Sciences majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

## Types of Projects

An honors thesis can take three forms:

1. A thesis that presents significant work by the student on one or more nontrivial statistics or probability problems.
2. A project in applied statistics that involves an in-depth analysis of a large data set. To do an honors thesis involving data analysis, it is usually necessary to have completed SDS 3200, SDS 493, and SDS 494 (or SDS 3211 Statistics for Data Science I and SDS 4211 Statistics for Data Science II) by the end of the junior year and to have the ability to work with statistical software such as SAS, R, or Python.
3. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

## Process and Suggested Timeline

### Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to Dr. Figueroa-López.

### Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

## Departmental Prizes

Each year, the department considers graduating majors for several departmental prizes and also awards a prize to a junior. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

Contact: José E. Figueroa-López  
Email: sdsadvising@wustl.edu  
Website: <http://sds.wustl.edu>

## Statistics Minor

### Program Requirements

- **Total units required: 27**
  - Six required courses
  - Three elective courses (from list)

### Required Courses

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
or Math 429	Linear Algebra	
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3
or SDS 494	Mathematical Statistics	
Three upper-level statistics electives chosen from the list below		9
<b>Total Units</b>		<b>27</b>

### Statistics Electives

Code	Title	Units
SDS 322	Biostatistics	3
SDS 420	Experimental Design	3
SDS 434	Survival Analysis	3
SDS 439	Linear Statistical Models	3
SDS 4392	Advanced Linear Statistical Models	3
SDS 459	Bayesian Statistics	3
SDS 460	Multivariate Statistical Analysis	3
SDS 461	Time Series Analysis	3
SDS 462	Mathematical Foundations of Big Data	3
SDS 475	Statistical Computation	3
SDS 493	Probability	3
SDS 494	Mathematical Statistics	3

SDS 495	Stochastic Processes	3
SDS 496	Topics in Statistics	3
SDS 5061	Theory of Statistics I	3
SDS 5062	Theory of Statistics II	3
SDS 5071	Advanced Linear Models I	3
SDS 5072	Advanced Linear Models II	3
SDS 5531	Advanced Statistical Computing I	3
SDS 5532	Advanced Statistical Computing II	3
SDS 5595	Topics in Statistics: Spatial Statistics	3
SDS 579	Topics in Statistics	3
SDS 586	Topics in Statistics	3

## Additional Information

- All required courses (both lower- and upper-level courses) must be completed with a letter grade of C- or better.
- Math 318 Introduction to Calculus of Several Variables and Math 308 Mathematics for the Physical Sciences cannot both be used to fulfill minor requirements.
- Courses transferred from other accredited colleges and universities can be counted with department approval and with the following caveats:
  - Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
  - At least 6 of the upper-level units required in a minor must be earned at Washington University or in a Washington University-approved overseas study program.
  - Courses from the School of Continuing & Professional Studies cannot be used to fulfill minor requirements.
- No upper-level course used to satisfy a minor requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
- At most, one approved upper-level course from another department may be used for the upper-level courses for the minor.

Phone: 314-935-6301  
Email: mathadvising@wustl.edu  
Website: http://math.wustl.edu

## Women, Gender, and Sexuality Studies

Faculty and students in the Department of Women, Gender, and Sexuality Studies use an interdisciplinary approach to examine the construction of women, gender, and sexuality throughout the world. The interdisciplinary research and training in our department position our students to be thought leaders and agents in addressing inequality in all of its forms. Our graduates have gone on to work in fields such as business, entertainment, law, medicine, and social work. This community of scholars and activists is committed to doing the critical work of reimagining and producing a more inclusive future.

Among the first of its kind in the nation (est. 1972), the Department of Women, Gender, and Sexuality Studies at Washington University has emphasized the importance of gender and sexuality to such disciplines and interdisciplinary programs as philosophy, psychology, history, education, law, architecture, art history and archaeology, anthropology, political science, international studies, American culture studies, and studies in culture and languages.

Women, Gender, and Sexuality Studies students are often leaders in campus organizations that deal with issues concerning women, gender relations, sexuality, and health.

Phone: 314-935-5102  
Email: wgss@wustl.edu  
Website: http://wgss.wustl.edu

## Faculty

### Chair

#### Rebecca Wanzo

Professor, Women, Gender, and Sexuality Studies  
PhD, Duke University  
Women, Gender, and Sexuality Studies

### Co-Directors of Graduate Studies

#### Marlon M. Bailey

Professor  
PhD, University of California, Berkeley  
African and African American Studies; Women, Gender, and Sexuality Studies

#### Heather Berg

Assistant Professor  
PhD, University of California, Santa Barbara  
Women, Gender, and Sexuality Studies; Feminist Studies

### Co-Directors of Undergraduate Studies

#### Amy Ciso

Teaching Professor  
PhD, Washington University  
Women, Gender, and Sexuality Studies; German

#### Cynthia Barounis

Senior Lecturer  
PhD, University of Illinois Chicago  
Women, Gender, and Sexuality Studies

### Department Faculty

#### Jami Ake

Senior Lecturer  
PhD, Indiana University Bloomington  
Interdisciplinary Project in the Humanities; Women, Gender, and Sexuality Studies

**Rachel Brown**

Assistant Professor  
PhD, The Graduate Center, City University of New York  
Women, Gender, and Sexuality Studies; Political Science

**Shefali Chandra**

Associate Professor  
PhD, University of Pennsylvania  
Women, Gender, and Sexuality Studies; History

**René Esparza**

Assistant Professor  
PhD, University of Minnesota, Twin Cities  
Women, Gender, and Sexuality Studies; American Studies

**Tamsin Kimoto**

Assistant Professor  
PhD, Emory University  
Women, Gender, and Sexuality Studies

**Andrea Nichols**

Lecturer  
PhD, University of Missouri-St. Louis  
Women, Gender, and Sexuality Studies; Criminology

**Allison S. Reed**

Postdoctoral Fellow  
PhD, University of Chicago  
Women, Gender, and Sexuality Studies

**Trevor Sangrey**

Lecturer  
PhD, University of California, Santa Cruz  
Women, Gender, and Sexuality Studies; History of Consciousness

**Elisabeth Windle**

Lecturer  
PhD, Washington University in St. Louis  
Women, Gender, and Sexuality Studies; English

## Professors Emeritas

**Mary Ann Dzuback**

Professor Emeritas  
PhD, Columbia University  
Women, Gender, and Sexuality Studies; Education; History

**Linda Nicholson**

Professor Emeritas  
PhD, Brandeis University  
Women, Gender, and Sexuality Studies; History

## Affiliate Faculty

**Jean Allman**

J.H. Hexter Professor in the Humanities  
PhD, Northwestern University  
History

**Susan Frelich Appleton**

Lemma Barkeloo and Phoebe Couzins Professor of Law  
JD, University of California, Berkeley  
Law

**Nancy Berg**

Professor  
PhD, University of Pennsylvania  
Modern Hebrew Languages and Literatures

**Elizabeth Childs**

Etta and Mark Steinberg Professor of Art History  
PhD, Columbia University  
Art History

**Caitlyn Collins**

Assistant Professor  
PhD, University of Texas at Austin  
Sociology

**Rebecca Copeland**

Professor  
PhD, Columbia University  
Japanese

**Marion Crain**

Wiley Rutledge Professor of Law  
JD, University of California, Los Angeles  
Law

**Adrienne Davis**

William M. Van Cleve Professor of Law  
JD, Yale University  
Law

**Tonya Edmond**

Associate Professor  
PhD, University of Texas at Austin  
Social Work

**Vanessa Fabbre**

Assistant Professor  
PhD, University of Chicago  
Social Work

**R. Marie Griffith**

John C. Danforth Distinguished Professor  
PhD, Harvard University  
Director, John C. Danforth Center on Religion and Politics

**Christine Johnson**

Associate Professor  
PhD, Johns Hopkins University  
History

**Elizabeth Katz**

Associate Professor  
JD, University of Virginia  
Law

**Stephanie Kirk**

Associate Professor  
PhD, New York University  
Romance Languages and Literatures

**Rebecca Lester**

Associate Professor  
PhD, University of California, San Diego  
Anthropology

**Erin McGlothlin**

Associate Professor  
PhD, University of Virginia  
Germanic Languages and Literatures

**Rebecca Messbarger**

Professor  
PhD, University of Chicago  
Romance Languages and Literatures

**Melanie Micir**

Associate Professor  
PhD, University of Pennsylvania  
English

**Angela Miller**

Professor  
PhD, Yale University  
Art History

**Patricia Olynyk**

Florence and Frank Bush Professor of Design and Visual Arts  
MFA, California College of the Arts  
Art

**Shanti Parikh**

Associate Professor  
PhD, Yale University  
Anthropology; African and African-American Studies

**Anca Parvulescu**

Professor  
PhD, University of Minnesota  
English

**Nancy Reynolds**

Associate Professor  
PhD, Stanford University  
History

**Jessica Rosenfeld**

Associate Professor  
PhD, University of Pennsylvania  
English

**Julie Singer**

Associate Professor  
PhD, Duke University  
Romance Languages and Literatures

**Peggie Smith**

Charles F. Nagel Professor of Employment and Labor Law  
JD, Yale University  
Law

**Gaylyn Studlar**

David May Distinguished University Professor in the Humanities  
PhD, University of Southern California  
Film and Media Studies

**Lynne Tatlock**

Hortense and Tobias Lewin Distinguished Professor in the Humanities  
PhD, Indiana University  
Germanic Languages and Literatures

**Karen Tokarz**

Charles Nagel Professor of Public Interest and Public Service Law  
JD, Saint Louis University  
LLM, University of California, Berkeley  
Law

**Corinna Treitel**

Associate Professor  
PhD, Harvard University  
History

**Akiko Tsuchiya**

Professor  
PhD, Cornell University  
Romance Languages and Literatures

**Anika Walke**

Associate Professor  
PhD, University of California  
History

**Gerhild Scholz Williams**

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities  
PhD, University of Washington  
Germanic Languages and Literatures

**Adia Harvey Wingfield**

Professor  
PhD, Johns Hopkins University  
Sociology

**Colette Winn**

Professor  
PhD, University of Missouri-Columbia  
Romance Languages and Literatures

## Majors

- Women, Gender, and Sexuality Studies Major (p. 1106)
- Women, Gender, and Sexuality Studies Major, Health Specialization (p. 1110)
- Women, Gender, and Sexuality Studies Major, Politics Specialization (p. 1111)

## Minors

- Women, Gender, and Sexuality Studies Minor (p. 1112)

## Courses

Visit online course listings to view semester offerings for L77 WGSS.

---

### L77 WGSS 100B Introduction to Women, Gender, and Sexuality Studies

This course will provide an introduction to the major and concepts in the interdisciplinary field of women, gender and sexuality studies. We will examine the meanings attached to terms such as "man," "woman," "gay," and "sex." Topics discussed may include the history of feminist movements, masculinity, biological frameworks for understanding gender, intimate violence, sexual identities, and intersectionality. In each section, five seats are reserved for first-year students and sophomores, four seats are for juniors, and five seats are for seniors. Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

### L77 WGSS 102 Women in Science: An Introduction

Throughout the centuries, women were interested and involved in the sciences. Their scientific contributions, however, have often been overlooked and their abilities questioned. The 2205 proposition by Harvard's President Larry Summers that women's innate differences explain why fewer women succeed in math and science suggests that women continue to face assumptions about their scientific competence. In addition to examining the history of women's participation in science, this class explores the continuing cultural and economic barriers to women interested in science. Starting with a historical overview of women in science, we look at the contributions of women scientists. We review the numbers of women in various fields with good representation, such as biology, and those with few women, such as physics and computer science. Like the prestigious journal *Science*, we also explore whether women do science differently. This course is restricted to Women in Science Focus program participants. Credit 1 unit. Art: HUM EN: H

---

### L77 WGSS 103 First Sem: Sex & Gender in the Gutter: An Intro to Gender and Sexuality Studies Through Comics

This freshman seminar serves as an introduction to some of the history and concepts important in the field of gender and sexuality studies through graphic storytelling. Topics include the history of feminism in the United States, violence against girls and women, queer theory, intersectionality, and transnational feminism. Please be advised that while we will read comics-most of these texts are not for kids. We discuss traumatic issues and will look at some disturbing images. Please spend some looking at descriptions of the required texts and think about whether or not this class is for you.

Credit 3 units. A&S: FYS A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

---

### L77 WGSS 104 First-Year Seminar: Gender, Sexuality and Settler Colonialism

This course examines settler colonial societies through the lens of gender and sexuality. Central questions of the course include: How is colonialism a fundamentally gendered process? What is settler colonialism and how is it different from/similar to "extractive" or "franchise" colonialism? How does the political, legal and social construction of indigeneity intersect with other social categories such as race, gender, class and sexuality? How have social movements

mobilized against land dispossession globally in ways that incorporate diverse understandings of gender? Looking at various global case studies, we will examine how indigenous feminist scholars and organizers think about and respond to resource extraction, economic exploitation, gender violence, and land theft. Drawing on anti-colonial, queer, indigenous feminist, two-spirit, transnational feminist and anti-capitalist traditions, we will compare settler colonial regimes and modes of organizing across economic, cultural, political, and environmental spheres. This course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

### L77 WGSS 106 First-Year Seminar: Feminist and Queer Science and Technology Studies

This course will introduce students to key concepts and ideas emerging from the fields of feminist and queer science and technology studies. Science and scientific practice are commonly understood to proceed from a neutral, objective perspective aimed at producing universal truths. Similarly, technological innovation is understood to be an unquestioned good for human development. Feminist and queer thinkers have critiqued these views along epistemological, methodological, and socio-political lines. They have consistently pointed to both the gaps in scientific knowledge production and the risks of uncritical technological development for reproducing marginalization and oppression. At the same time, feminist and queer thinkers have critically imagined the possibilities of both science and technology as potential forces for addressing social injustice. We will survey a number of these interventions while considering how this work might inform our present contexts. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: HUM, SC EN: H

---

### L77 WGSS 1135 First-Year Seminar: The World of Cleopatra

Cleopatra -- the last queen of ancient Egypt -- captivated her contemporaries and has fascinated the Western world ever since her famous suicide by asp in 31 BCE. She was a woman of contrasts: Pharaoh of Egypt and Greco-Macedonian queen; seductive woman and shrewd political strategist; a ruthless monarch using every means available to consolidate her position in the face of the encroaching power of the Roman Empire. Through texts and material culture, the seminar will seek to understand Cleopatra in the context both of her native Egypt and of the wider Mediterranean world. We will thus examine the traditions of Pharaonic Egypt; the historical events that brought Egypt under the control of the Macedonian Ptolemies (Cleopatra's dynasty); the wider stage of East-West tension and conquest in which Cleopatra struggled to maintain her power; her relationships (political and personal) with famous men of her day (Caesar, Herod, Mark Antony); her capital city of Alexandria, the largest metropolis of its day; Cleopatra's brilliant court and its luxury arts; and finally the many Cleopatras that have populated art and literature of later times. We will emerge with a sense of Cleopatra, both as a unique individual and as a product of her time.

Same as L08 Classics 1135

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: CPSC BU: IS EN: H

---

### L77 WGSS 205 Introduction to Queer Studies

This course offers an introduction to the topics, questions, and approaches that characterize the rapidly growing field of lesbian/gay/bisexual/trans/queer studies. Using an interdisciplinary approach, we will explore such topics as the relation between gender and sexual identity, the history of same-sex relations, homophobia and heterosexism, queer cultures, and LGBTQ politics, particularly in the United States. Our focus will be on asking whether and how "LGBTQ" functions as a coherent category of analysis or identity, and we will pay

particular attention to differences (of race, age, gender, sexual practice, class, national origin, temperament, and so on) that are contained within and that often disrupt that category. This course is not open to students who have taken L77 203 or L77 3031.

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

---

**L77 WGSS 206 Sexuality and the State: Introduction to Sexuality Studies**

Taking Michel Foucault's idea of biopolitics as a starting point. This course examines the ways in which sexuality has been produced and regulated by the state. Drawing on history, theory, and literature, we will look at contemporary examples of the relationship between the state and sexuality. What assumptions lie behind our ideas of sexuality? How are bodies linked by the prevailing logic of sexuality? How does sexuality inform the way that we see bodies as gendered, raced, or able-bodied. In addition to looking at the relationship between sexuality and capitalism, religion, and nation, this course asks how these ideas are embodied in particular raced and gendered ideologies.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 207 Constructions of Black Womanhood and Manhood in the Black Community**

This course introduces students to everyday and representational experiences of Black women and men. We will explore different understandings of Black gender through engaging scholarly work and creative texts/performances/visual representations. How is the construction of gender informed by race and other categories of difference (e.g., sexuality, class)? How might we gain a better understanding of how gender is (re)constructed within American society? What role does gender play in Black community politics and issues? This course is for first-year and sophomore students only.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 2118 First Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History**

Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation building process through the lens of Latin American women. Students will examine the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social revolutions and dictatorial regimes of the twentieth century. Besides looking at their political and economic lives, students will explore the changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores.

Same as L22 History 2118

Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L77 WGSS 214C Gender and Texts**

Discussion of canonical and non-traditional texts, most by women. Emphasis on how these texts represent gender, how literature contributes to identity-formation, and how women have used the written word to change their social and imaginative conditions.

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: HUM EN: H

---

**L77 WGSS 2232 Gender and Sexuality in the African Diaspora**

This course is an interdisciplinary examination of gender and sexuality in the Africa Diaspora. We will study the complexities of gender and sexual experiences, practices, identities, and community formations within select cultural contexts. Through lectures, and

discussion and creative activities, films, and reading materials, both fiction and nonfiction, we will examine how genders and sexualities are constructed, experienced, and lived in various socio/cultural geographies throughout the Black world.

Same as L90 AFAS 2232

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L77 WGSS 270A Sophomore Seminar: Globalization and its Discontents**

The metanarrative of globalization and global inter-connections privileges the story of markets, growth, and mobility. That story is relentlessly optimistic, and simultaneously, devoid of an understanding of gender, sexual difference or race. In this course, we take a different approach. We discard the more conventional "metrics" of globalization by focusing instead on another equally global story: the manner by which human beings have been gendered and racialized over time. Doing so allows us to revisit globalization through its own deceptions, its interconnected secrets. We confront a different set of questions: how has intimacy shaped global mobility, what is the relationship between caste and MAMAA, between custom and the movement of capital, between "slums" and scale, between outsourcing and incarceration, how does the normative family propel global racial regimes? Most crucially, how and why is the emotional and intimate story of globalization concealed? The seminar class utilizes a wide array of sources, historical documents, scholarly critiques, novels and film and largely considers the longer, global history of India as the case study. Our specific focus will be on the secretive interconnections of slavery, seclusion, settlers, servitude, surrogacy, and scholarship, as we take a deep dive into the disguises, and the more hidden aspects, of globalization.

Credit 3 units. A&S IQ: HUM, LCD BU: BA, IS EN: H

---

**L77 WGSS 280A Sex in Italian Culture and Media**

From XIXth century hotbed of sexual tourism to XXist century idyllic scenario of Guadagnino's steamy romance "Call Me by Your Name," Italy has been cast globally as an imaginary site of sexual freedom. Throughout the 20th century, Italy's sexual culture and mores have been shaped more by a climate of discretion, secrecy, and scandals than by overt identity politics. However, between the early 70s and the first Rome Pride in 2000, an Italian movement of sexual activism featuring activists, writers, and artists have impacted globally the ways in which we experience and talk about bodies, desires, and sexual identities nowadays. How do we think, represent, and talk sex in Italian culture? What is queer about Italian culture and how does "queer" translate into Italian language? This course introduces students to the study of Italian cultural productions on sexuality between discretion and identity politics spanning early sexual work, accounts of homosexuality under Fascism, "transsexualita" Italian-style, sexual manifestos, photographic archives, AIDS fiction, LGBTQI films and YouTube videos, transnational queer comedies, drag king performances, etc. The class is taught in English with no prerequisite necessary. No Final.

Same as L36 Ital 280

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L77 WGSS 299 Independent Study: Internships**

This course number is to be used for internships only.

Credit variable, maximum 3 units.

---

### L77 WGSS 2991 Undergraduate Teaching Assistant

In this course an advanced undergraduate can assist a faculty member in the teaching of an introductory level Women and Gender Studies course. Students can enroll in one course only after having obtained permission from a faculty member who is willing to supervise. Students will not engage in any grading but may serve in a variety of other capacities - as discussion leaders, in providing logistical support, or in otherwise assisting with the transmission of course material. Credit variable, maximum 3 units.

---

### L77 WGSS 3002 Feminist Fire!: Radical Black Women in the 20th Century

Black women have been at the forefront of the Black radical tradition since its inception. Often marginalized in both the scholarship and the popular memory, there exists a long unbroken chain of women who have organized around the principles of anti-sexism, anti-racism, and anti-capitalism. Frequently critical of heterosexist projects as well, these women have been the primary force driving the segment of the Black radical tradition that is commonly referred to as Black Feminism. Remaining cognizant of the fact that Black Feminist thought has also flourished as an academic enterprise -- complete with its own theoretical interventions (e.g., standpoint theory, intersectionality, dissemblance) and competing scholarly agendas -- this course will think through the project of Black Feminism as a social movement driven by activism and vigorous political action for social change. Focusing on grassroots efforts at organizing, movement building, consciousness raising, policy reform, and political mobilization, this course will center Black Feminists who explicitly embraced a critical posture toward capitalism as an untenable social order. We will prioritize the lives and thoughts of 20th-century women like Claudia Jones, Queen Mother Audley Moore, Frances Beal, Barbara Smith, Audre Lorde, and Angela Davis as well as organizations like the Combahee River Collective, the Chicago's Black Women's Committee, and the Third World Women's Alliance. At its core, this course aims to bring the social movement history back into the discourse surrounding Black Feminism.

Same as L90 AFAS 3002

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HT, HUM Art: HUM BU: BA EN: H

---

### L77 WGSS 3003 Writing Intensive in Ancient Studies

This is a Writing Intensive course involving the study of selected topics in Classics. Recent topics include The Banquet in Antiquity; The Art of Reading and Writing an Ancient Greek Vase; and Golden Ages, Nostalgia, and the Idealized Past.

Same as L08 Classics 3003

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

### L77 WGSS 3012 Gender and Politics

This course surveys central topics in the study of gender and politics, covering such issues as women's participation in political parties and social movements, women as voters and candidates in political elections, feminism and the state, and gender and international politics. It will draw on examples from various world regions and time periods to analyze similarities and differences across cases around the globe.

Same as L32 Pol Sci 3010

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

### L77 WGSS 3013 On Love and Intimacy: Theorizing Kinship in the Multiple

Love and Intimacy are terms that have a lot of cultural cache. In this course, we will analyze the ways in which intimacy has been embedded within certain discourses of privacy, rights, and individuality. In addition to the couple form, we will examine friendship, celibacy, therapy and

relationships people form with pets and with objects to flesh out intimacy's multiplicities to see how these forces impact these affective tides. This course will bring together history, critical theory, and film to think through various expressions of intimacy and what it means to relate to the other. Prerequisites: Any 100- or 200- level Women, Gender, and Sexuality Studies course or permission from the instructor.

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA, ETH EN: H

---

### L77 WGSS 3014 Queering Citizenship: Gender/Abolition

"Queering Citizenship: Gender/Abolition" asks how the struggle for gender self-determination overlaps with struggles to refigure, transform, and abolish political institutions. We will ask: How have queer thinkers/social movements in the last four decades helped create collective forms of life and social organization beyond the state and the prison-industrial complex? Global resistance to citizenship, borders, carceral violence and gender injustice makes these question unavoidable for queer and feminist thinkers and activists. Through our study of queer theory and abolitionist politics, we will consider the costs of exclusion from, as well as inclusion in, citizenship regimes transnationally and state discourses of LGBT recognition. The course considers connections between heteronormativity and citizenship; carceral and gender violence; state support for the white, middle-class nuclear family; the policing of intimacy; queer liberation and abolition democracy; gender anarchy and political anarchism; and the surveillance of gender and the political economy of prisons and policing. In each of these areas, we will attend to the politics of transgender recognition; gay imperialism; campaigns to defund the police; legislative violence against transgender youth; and overlaps between global abolitionist movements and the struggle for bodily autonomy and sovereignty. Pre-Requisite: L77 100B or consent of instructor.

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SEM, SSC Art: SSC BU: BA EN: S

---

### L77 WGSS 302A Black Feminist Theory

What makes Black feminist theory unique? Whose theorizing is considered "theory" worthy of canonizing? What are the different strands of Black feminist thought? What has Black feminist thought contributed to academic and popular culture? Through engaging with primary text and producing their own text, students in this seminar will develop answers to these questions through exploration of (contemporary) Black feminist thought. The course has no specific prerequisites, but students should be prepared for intensive study of challenging ideas and the application of these ideas in new contexts relevant to modern society. This course counts toward the program's Theory component which Sociology majors and minors must complete to fulfill degree requirements.

Same as L40 SOC 3002

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

### L77 WGSS 303 Gender and Education

An examination of educational experiences, practices, and institutions across multiple levels (PK-university) using gender as a critical lens. Key topics include common beliefs, practices, and expectations related to gender in educational spaces, as well as the intersections between gender and other identities that may influence educational experiences and outcomes. Readings are drawn from multiple disciplines, including sociology, history, psychology, and philosophy. Students should be prepared to analyze their own gendered educational experiences in the context of the scholarship explored in the course, while also listening respectfully and reflecting on the experiences shared by classmates. Enrollment Note: Undergraduate students must enroll in Educ. 303, and graduate students must enroll in Educ. 5003.

Same as L12 Educ 303

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S



---

**L77 WGSS 3031 Queer Theory**

This course provides students with an interdisciplinary examination of the history, politics, and cultural expressions of gay and lesbian communities in American culture. It explores the ways lesbians, gay men, and bisexual and transgender people construct, participate in, and resist various constructions of gender and sexuality. We question desire and social/cultural power, the nature and power of social change, and so on. Particular attention is paid to examining the roots and effects of heterosexism and homophobia, the call for hate crime legislation, the ethics of "outing" and "passing," the impact of AIDS, partnership recognition, and domestic violence in LGBT communities. Throughout the course, students are encouraged to examine the intersections of gender, race, ethnicity, and social class with sexual orientation.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 3032 Music and Queer Performance**

This course examines how music serves as a delightful site for performing, negotiating, and living queerness. Some questions we will ask include: How does queer musical performance inhabit the full gamut between conformity and subversion, irony and sincerity, or camp and authenticity? How do performers use or resist tropes of belonging, passing, and coming out to constitute queer performance? How do singers manipulate the sound of their voice, the gendered associations carried by that sound, and the assumptions about the body which produces it? Are queer musical acts a mode of performance or a way of being, and who decides? We will analyze a range of examples from the past and from contemporary popular culture: soft masculinities, cowboy and country personas, cross-dressing in music theater, lip-syncing drag queens and kings, high-femme divas, and performers of androgynous, cyborg, and post-human aesthetics. The parameters for what counts as queer performance are capacious, and students will have plenty of opportunities to contribute their own examples and case studies to the course.

Same as L27 Music 3035

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L77 WGSS 3041 Making Sex and Gender: Understanding the History of the Body**

This course provides an overview of history of the body in Europe and the United States from medieval to modern times using feminist and queer theoretical frameworks. We explore the shifting authority in defining a "normal" body as the fields of medicine and science become professionalized, the cultural interaction with science and medicine in the modern era, and how aesthetics and popular perception of science inform the notion of ideal body, gender, race, sex, and sexuality in the modern era. Prerequisite: Any -100 or -200 level Women, Gender, and Sexuality Studies course or permission of instructor.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

---

**L77 WGSS 3051 Culture and Identity: Indigenous Feminisms**

Topics vary by semester; see semester listing for course description.

Same as L98 AMCS 330D

Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

---

**L77 WGSS 305A Literature and Consent**

Same as L14 E Lit 305

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 308 Masculinities**

This course critically examines the subject of masculinity through a number of themes including history, society, politics, race, gender, sexuality, art and popular culture. Interdisciplinary readings are drawn from the fields of sociology, anthropology, literature, history, art history and cultural studies. We will examine the challenges presented to 'masculinity' (and a variety of responses) by the late-twentieth century emergency of gender studies. Our goal is to come to a working definition of masculinity/ies and gain an understanding of some past, current and possible future masculine behaviors, mythologies, ideologies, experiences and identities. Previous coursework in Women, Gender, and Sexuality Studies strongly recommended but not required. ATTENDANCE MANDATORY FIRST DAY IN ORDER TO RESERVE YOUR CLASS ENROLLMENT.

Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 30GS "I Know It When I See It." A History of Obscenity & Pornography in the United States**

When Supreme Court Justice Potter Stewart was asked to describe his test for obscenity in 1964, he responded: "I know it when I see it." But do we? What is pornography and how has it changed over the last two and a half centuries? What role does pornography play in our society and how is our society reflected in its contents? This course seeks to explore these questions and more and actively engages in the debate and controversies inherent to discussions of pornography in America. In this course we will engage with primary sources to track the changing nature of pornographic material- written, physical, and visual- and to recognize the way pornography reflects changes in the wider social milieu, as well as secondary and theoretical sources to contextualize and provoke our understanding of patterns of pornography use and regulation. It is likely that our definition of pornography will change over the semester- our initial definition is broadly bounded by material considered pornographic by its contemporaries and that which is created with the intent of erotic simulation.

Same as L22 History 30GS

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L77 WGSS 310 From Hysteria to Hysterectomy: Women's Health Care in America**

This course examines issues surrounding women's health care in America. While the scope is broad, the major emphasis will be on the nineteenth and twentieth centuries. Through an examination of popular writing, scientific/medical writing, letters, diaries, and fiction, we will look at the changing perceptions and conceptions of women's bodies and health in America.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 310I An Intellectual History of Sex and Gender: Text and Traditions**

When did sexuality begin? Is it safe to assume that gender constructions are universal and timeless? In this course, we will engage with a broad range of readings that serve as primary texts in the history of sexuality and gender. Our aims are threefold: (1) to analyze the literary evidence we have for sexuality and gender identity in Western culture; (2) to survey modern scholarly approaches to those same texts; and (3) to consider the ways in which these modern theoretical frameworks have become the most recent set of primary texts on sexuality and gender.

Same as L93 IPH 310

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

---

**L77 WGSS 3103 Sex and Money: Economies of Desire**

This interdisciplinary course explores the connections between sexuality and money. First, we investigate the role of money in sexual life that appears to exist outside of the market. How does heterosexuality reproduce capitalism, and are there sexual formations that escape capitalism's reach? Can there be meaningful consent so long as there is rent to pay? How do economics, race, and colonialism shape desire? What is the role of money in dating and marriage, and should these be understood as forms of legalized prostitution, as Marxist feminists and sex workers have long suggested? Next, we turn to sex work to explore how explicit economic exchange shapes sexuality. What power dynamics does money engender, and how do sex workers navigate and subvert them? Is sex work merely an extension of the "work we do as women," as sex worker activists wrote in a 1977 manifesto? Finally, we close with the question of whether women have better sex under socialism. What economic systems make way for sexual liberation, and how might projects for economic justice center demands for better sexual futures?

Credit 3 units. A&S IQ: SSC, SC Arch: SSC, SSP Art: SSC BU: BA EN: S

---

**L77 WGSS 3121 Topics in American Literature: Girls' Fiction**

Topic varies. Writing intensive.

Same as L14 E Lit 316W

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

UColl: ENL

---

**L77 WGSS 312W Topics in English and American Literature: 30 Years of Queer**

Starting with Allan Bloom's *The Closing of the American Mind*, a book that helped re-ignite the Culture Wars, this course will consider the debates and problems that pervaded American culture during the 1990s. From the end of the Cold War to the sexual scandals that rocked Bill Clinton's presidency, from the emergence of the Internet to the rise of grunge and rap, the 1990s were a time of vast change in American culture. It was a period when we, as a nation, reconsidered the legacy of the 1960s, the Reagan revolution, and the end of the Cold War, a time of economic expansion and cultural tension. In our consideration of this period, we will take a multidisciplinary approach when tackling a variety of materials—ranging from literary fiction (Philip Roth's *The Human Stain*, Jonathan Franzen's *The Corrections*) and popular films (Spike Lee's *Do the Right Thing* and *The Cohen Brothers' The Big Lebowski*) to the music of Nirvana and Public Enemy—in an attempt to come to a better understanding of our recent history. Throughout the semester, we will pursue the vexed cultural, political, and historical questions that Americans faced in the years between the fall of the Berlin Wall and the terrorist attacks of September 11th, 2001, and consider how literary texts imagined this period of American history.

Same as L14 E Lit 312W

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L77 WGSS 3130 Sexuality in Early Christianity**

What did Jesus of Nazareth and his early followers teach about sexuality in terms of marriage, adultery, divorce, the virtues of procreation and celibacy, same-sex relationships, and erotic desire? How and why did ancient Christians take different stances on these issues, and how do these traditions continue to inform sexual ethics and gender roles today? In this course, we will study these questions by examining key passages from the teachings of Jesus in the Gospels, Paul's letters, writings of early church leaders, martyr propaganda, monastic literature, and apocryphal books deemed heretical. We will also consider the interpretations of contemporary historians of religion informed by recent trends in sexuality and gender theories.

Same as L23 Re St 3130

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L77 WGSS 3141 The Racial and Sexual Politics of Public Health**

Race and sexuality have long been concerns of public health. From hygienic campaigns against Mexican immigrants in early-1900s California to the 1991 quarantine of Haitian refugees with HIV at Guantanamo Bay, race and sexuality have proven crucial to how society identifies health and, by extension, determines who is fit to be a citizen. This interdisciplinary course interrogates the intersections of race, sexuality, and medicine, discussing how each domain has been constitutive of the other in the American context. Via feminist and queer theorizing, we will examine the political and economic factors under which diseases, illnesses, and health campaigns have impacted racial and sexual minorities over the last two centuries. An orienting question for the course is the following: How has the state wielded public health as a regulatory site to legitimize perceived racial differences and to regulate ostensible sexual deviations? Through primary and secondary sources, we will likewise explore the various forms of "health activism" undertaken by these very same targeted populations. Themes to be addressed will include the medicalization of racial and sexual difference; activism both in and against health institutions; and the roles of race, class, gender, sexuality, and disability in contemporary health issues. Case studies include the Tuskegee syphilis experiment; the sterilization of black, Mexican, Puerto Rican, and Native American women; the medicalization of homosexuality during the Cold War; and the role of mass incarceration in the diffusion of HIV. At a moment in time when access to health continues to be shaped by categories of social difference, understanding the role of public health in the normalization and subversion of racial and sexual hierarchies in the West is more pertinent than ever.

Credit 3 units. A&S IQ: SSC, SC Arch: SEM, SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 3152 Sex and Gender in Greco-Roman Antiquity**

In this course, we will explore how ancient Greeks and Romans thought about gender and sexuality. We will consider questions such as: which traits and behaviors did the Greeks and the Romans associate with masculinity and with femininity? What can we tell from our sources about those who did not fit neatly into this binary? How did ancient Greeks and Romans think about male and female anatomy and psychology? How did the Greeks and the Romans construct sexuality and how did they approach homosexual and heterosexual relationships? How did they think about erotic desire? How did ancient laws and institutions circumscribe the lives of men and women, and how did they contribute to the construction of gender and sexuality? How did class, ethnicity, and age intersect with ideas about gender and sexuality in antiquity? We will read an array of ancient texts in translation, we will consider various theoretical viewpoints, and we will move toward a better understanding of how gender and sexuality were constructed in antiquity. Ultimately, we will reflect on how our exploration of ancient ideas about these issues can help us understand better how we think about them today.

Same as L08 Classics 3152

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: HUM BU: BA EN: H

---

**L77 WGSS 3153 The Women of Greek Tragedy**

This course examines the role of women in Athenian drama. Students will read English translations of the works of the three major tragedians -- Aeschylus, Sophocles, and Euripides -- and their near contemporary, the comedian Aristophanes. Direct engagement with ancient texts will encourage students to develop their own interpretations of and written responses to the political, social, and ethical manipulation that these mythological women were compelled to endure and the subtle ways in which they appear to exercise power themselves. Selected scholarly articles and book chapters will help students to contextualize these ancient dramas in their culture of origin. Because such issues continue to preoccupy both sexes today, students will see how Greek tragedy addresses perennial historical and cultural concerns through the examination of adaptations of Greek tragedies ranging from Seneca

in ancient Rome to Spike Lee's "Chi-Raq" and Luis Alfaro's "Mojada: A Medea in Los Angeles." The final research paper will encourage students to consider how a specific female character from antiquity is transformed for a "modern" dramatic audience.  
Same as L08 Classics 3153  
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L77 WGSS 315E Topics in Literature: Queer Love in Public**

Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, American autobiographical writing). Consult Course Listings for offerings in any given semester.  
Same as L14 E Lit 315  
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L77 WGSS 316 Feminist Health Studies**

In this class, we will identify and study a broad range of health issues and experiences within the context of gender and sexuality. The course will focus both on the health care system and lived, lay experiences of health and wellbeing. Topics will include discussions on mental health, reproductive issues, caregiving, and survivorship, as well as the politics of health and gender, the role of health and care in activism, gender differences in health status, and the impact of race and socioeconomic status on health. Prerequisites: any 100- or 200-level Women's, Gender, and Sexuality Studies course or permission from the instructor. If you have taken L77 316 Contemporary Women's Health, you may not register for this course. Waitlists controlled by Department; priority given to WGSS majors. Enrollment capped at 20.  
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 3171 Community-Engaged Learning: Gender and Incarceration**

Since President Reagan declared the war on drugs in the 1980s, the numbers of women in prison have increased dramatically. Due to mandatory minimum sentencing requirements and increasingly harsh sentences for nonviolent offenses, the U.S. prison population has swelled to unprecedented numbers over the last few decades. While women are the fastest growing population in prison, men still make up the vast majority of prisoners, and the system is largely geared toward men and their needs. In this course, we will explore the historical treatment of and contemporary issues related to women and girls who get caught up in the criminal justice system. Through readings, films, reflective writings, and facility tours, we will explore the impact of incarceration on women and their families. Although our scope will be national, we will focus on the corrections system in Missouri. Note: This is a community-engaged learning class, which means that it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement that will necessitate an additional four to five hours per week. There are several organizations with which we are partnering, and students will be assigned to one of these groups to work with for the entire semester. Moreover, there is a required all-day field trip to visit the women's prison in Vandalia, Mo., and the men's prison in Bowling Green, Mo. If students cannot commit to these out-of-class obligations, which are required to pass the course, they should not register for this course. Prerequisite: Intro to Women and Gender Studies or Intro to Sexuality Studies. Juniors and seniors only. Waitlists controlled by Department; priority given to WGSS majors.  
Credit 4 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 3172 Queer Histories**

Queer history is a profoundly political project. Scholars and activists use queer histories to assert theories of identity formation, build communities, and advance a vision of the meanings of sexuality in modern life and the place of queer people in national communities. This history of alternative sexual identities is narrated in a variety of settings—the internet as well as the academy, art and film as well as the

streets—and draws upon numerous disciplines, including anthropology, geography, sociology, oral history, fiction and memoir, as well as history. This discussion-based course will examine the sites and genres of queer history, with particular attention to moments of contestation and debate about its contours and meanings.  
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HT BU: BA EN: H

---

**L77 WGSS 3173 Community-Engaged Learning: Documenting the Queer Past in St. Louis**

Around the United States and the world, grassroots LGBTQ history projects investigate the queer past as a means of honoring the courage of those who have come before, creating a sense of community today as well as building an understanding of the exclusions and divisions that shaped these communities and that continue to limit them. In this course, we participate in this national project of history-making by helping to excavate the queer past in the greater St. Louis region. Course readings will focus on the ways that sexual identities and communities in the United States have been shaped by urban settings since the late 19th century, with particular attention to the ways that race, class, and gender have structured queer spaces and communities. In their community service project, students will work with local LGBTQ groups, including the St. Louis LGBT History Project, to research St. Louis's queer past. Each student will also conduct an oral history interview with an LGBTQ community member. Note: This is a community-engaged learning class, which means that it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement, which necessitates an additional three to five hours per week. Before beginning the community service component, students must complete required training. Prerequisite: Introduction to Women, Gender, and Sexuality Studies; Introduction to Queer Studies; or permission of instructor.  
Credit 4 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 3174 Community Engaged Learning: Feminist and Queer Community Praxis**

Using St. Louis as a lens, the course focuses on examining the imbrication of class, gender, race, and sexuality in the US and the variety of community efforts that use feminist and queer principles to enact social change. Course readings present theories of class, gender, race, and sexuality as well as visions of community response. Service work in community engagement placements enables students to ask how their understanding of social change is challenged when put into practice and how communities can and should shape academic discourse. Course assignments ask students to evaluate both academic and community praxis (theory in practice) with the goal of creating a more just and equitable St. Louis. Students can do engagement hours with a group with which they already have established a relationship, but must notify instructor when enrolling in the course. Course enrollment is limited to Juniors and Seniors. Course expects significant community work outside of class meeting hours and thus carries 4 credits.  
Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L77 WGSS 3180 The Abuse Crisis in Modern Christianity**

For over a quarter-century, journalists have broken story after story about sexually abusive clergy in the U.S., many of them serial abusers of children and adolescents. While most accounts have focused on Catholic priests, many have also emerged of abusive evangelical and other Protestant ministers. The stories have illuminated how church bureaucrats have consistently protected abusers and subverted the efforts of victims and their families to seek recompense, accountability, and justice. These protections have often succeeded because of churches' political connections to law enforcement and legislators who have helped hide perpetrators and stymie survivors. Together we will analyze this cautionary tale about religion and politics by

contextualizing it within the broader history of Christianity in the United States and beyond. Is this a case simply of a few bad apples or of institutional corruption? How has the church's response been shaped by fear of scandal, antipathy toward secularism, and theological teachings on gender and homosexuality? How does sexual abuse fit into the history of the church as a hierarchical institution? What challenges has the crisis posed to people of faith who are committed to the church, and can trust be repaired? Readings include legal case studies, internal church correspondence, victims' statements and criminal justice reports, documentary films and memoirs, and both journalistic and scholarly analysis of the clergy sex abuse crisis in the U.S. church. **WARNING:** Many of our readings contain difficult accounts of abuse as well as the subsequent trauma most victims suffer. If this subject matter is triggering for you and you'd like to speak with me about whether or not to take it, I'll be glad to help you think through it. Same as L57 RelPol 3180

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### **L77 WGSS 3181 Gender, Sexuality and Power in Brazil**

This course examines the nexus of gender, sexuality, and power in Brazil through an interdisciplinary lens. We will aim to understand how varying understandings of gender and sexuality have impacted the development of Brazilian society in history and continue to shape contemporary society and politics. We will pay special attention to the ways in which the intersections of race, gender, sexuality, class, ethnicity, and so on impact people's lived experiences and how heteronormativity and homophobia shape current politics. We will take an intersectional feminist approach to analyze topics such as slavery in colonial Brazil, national aspirations to modernity, authoritarian repression and "moral panics," domestic labor, motherhood, sex tourism, Brazilian feminisms, and LGBTQ+ activism. Scholarly work from various fields of study -- with an emphasis on gender studies, history, and anthropology -- will be supplemented by documentaries, film, podcasts, and other media. This is a Writing Intensive and a Social Contrasts class in the IQ curriculum. Prerequisite: L45 165D, or two courses on Latin American or Women and Gender Studies, or permission of instructor.

Same as L45 LatAm 318

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, IS

---

### **L77 WGSS 3191 Contemporary American Women Poets**

An introduction to the work of contemporary American poets who are women; extensive reading of both poetry and prose. Readings include the work of poets such as Bishop, Rich, Plath, Sexton, Clampitt, Gluck, Moss, Graham, Howe, Dove, Oliver, Forche, Lauterbach.

Same as L14 E Lit 3191

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

---

### **L77 WGSS 319A The Body in Brazil: Race, Representation, Ontologies**

This course is an introduction to various ways of understanding, representing, and performing the body in Brazil. Course materials will draw on insights from anthropology, the medical humanities, and science and technology studies in order to approach the body not just as biological material but also in its social, cultural, and spiritual dimensions. We will cover topics such as the importance of race and ethnicity since the time of colonization, sexualized media representations of gendered bodies, how some bodies are cast as disposable or "out of place" in contexts of social inequality, indigenous ways of viewing the body in relation to the natural and spiritual world, the politics of disability and access, and constructions of the "body politic" in the formation of national identity through ideas such as "antropofagia" (cultural cannibalism). Throughout, we will pay particular attention to how race, gender, sexuality, and disability shape the lived experiences of Brazilians. Topics will include the impact of slavery in the construction of the body in Brazil, the role played by race in the construction of discourses of corporality, and the development

of beauty stereotypes and practices such as the medical industry of plastic surgery, among others. Students will analyze visual materials, ethnographies, historical texts, and internet sources in dialogue with critical theories from the social sciences and humanities, assessing how the body "matters" in a variety of ways that reflect Brazil's cultural diversity while also starkly highlighting its persistent racialized and gendered social inequities. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested.

Same as L45 LatAm 319

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### **L77 WGSS 3203 Bodies Out of Bounds: Feminist and Queer Disability Studies**

For many, "disability" seems like a concept with a relatively stable definition and a fairly straightforward relationship to questions of health and well-being. But in the past few decades, scholars and activists have begun to challenge the notion that disability is a tragedy to be medically prevented or inspirationally "overcome." These scholars have instead focused their attention on the social aspects of disability: how it came to be constructed as a category of identity, the physical and institutional barriers that have excluded disabled people from public life, and the distortion of disabled lives within the mainstream representation. More recently, writers have turned their attention to the way disability has been defined through norms of race, gender, and sexuality. These intersections will be the focus of this course. From the diagnoses of hysteria to debates over selective abortion and the recent proliferation of breast cancer memoirs, we will consider how the politics of disability has both complemented and complicated the usual goals of feminism. We will also explore some of the ways that disability studies as a discipline has redefined and in turn been shaped by the fields of queer theory, masculinity studies, and critical race theory. We will consider how deviant genders have been the target of medicalization, the relationship between "corrective surgery" and compulsory gendering, the desexualization and hypersexualization of disabled bodies, and the role that medicine has played in justifying colonial conquest and perpetuating racial inequalities. Prerequisite: any 100- or 200-level Women, Gender, and Sexuality Studies course.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

### **L77 WGSS 3206 Global Gender Issues**

This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class will provide a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices, performances serve as structuring principles in society.

Same as L48 Anthro 3206

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

---

### **L77 WGSS 3221 Girls' Media and Popular Culture**

This course will analyze girls as cultural consumers, mediated representations, cultural producers, and subjects of social anxiety. Readings will cover a range of media that have historically been associated with girlhood, including not only film, television, and digital media but also dolls, magazines, literature, and music. We will explore what role these media texts and technologies have had in the socialization of girls, the construction of their gendered identities, and the attempts at regulation of their behavior, sexuality, and appearance. Although the course will focus on girlhood media since the 1940s, we will consider how constructions of girlhood identity have changed

over time and interrogate how girlhood identity intersects with race, sexuality, and class. The course will examine important debates and tensions arising in relation to girls' media. We will evaluate concerns and moral panics about girls and their relationship to or perceived overinvestment in media and compare and contrast this with accounts of girls as active media consumers and producers. We will critically analyze how girls have been understood to negotiate agency in relation to commercialized culture -- how they have been represented as wielders of "girl power," as passive or active consumers, as fans, and as media producers themselves. We will also analyze attempts to intervene in girls' media and popular culture and consider how these interventions have attempted to empower, inspire, or regulate girls or how they have worked to reinforce or challenge gendered understandings of childhood.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

### **L77 WGSS 3226 A Rainbow Thread: A History of Queer Identities in Judaism and Islam**

The notion that gender and sexuality minorities are forbidden or simply do not exist within traditional Judaism and Islamic traditions is an assumption that has been questioned in recent years. For these scholars and activists, it is not up for debate whether someone can be queer and Jewish or queer and Muslim. Therefore, what follows is an exploration of how to resurrect gender non-conforming interpretations of religious texts and rediscover the spectrum of gender and sexual identities that have always existed within Judaism and Islam. The course is divided into three parts. First, we will examine the religious textual traditions of both faiths to establish the space for queer identities in both the Qur'an and Torah as well as the traditions of Hadith and Talmud. Second, we will study key communities such as medieval Iberia, the Ottoman Mediterranean, Hasidic communities in Eastern Europe, Qajar Iran, and the colonial empires of the Middle East. This survey will show the influence European Christian dominance had (or did not have) on the evolution of Jewish and Islamic gender and sexual norms from pre-modern times through the 20th century. Finally, we will examine the 21st century by reading the memoirs of trans Muslims and trans Jews in order to analyze the ways in which contemporary queer Jewish and Islamic individuals frame their experiences and tell their stories of faith with agency, in their own words.

Same as L75 JIMES 3184

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM EN: H

---

### **L77 WGSS 323 Selected American Writers: James Baldwin Now**

Intensive study of one or more American writers. Consult Course Listings for offerings in any given semester.

Same as L14 E Lit 323

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### **L77 WGSS 323A Sex Trafficking**

Sex trafficking is a complex social problem with multiple contributing factors largely rooted in intersecting inequalities. Both in the United States and on a global level, interrelated inequities in gender, sex, sexual orientation, gender identity, power, class, opportunity, education, culture, politics, and race are among the social phenomena that contribute to sex trafficking/CSE victimization. In this course, we will examine the dynamics of sex trafficking on a local and global level from various feminist and political perspectives, with particular attention given to the sexed and gendered social and structural conditions that impact sex trafficking. This course will cover the extent and nature of the problem, as well as current debates in the field, including demand, prevalence, experiences of survivors, types of sex trafficking, methods of traffickers, the role of weak social institutions, cultural dynamics, and global power dynamics. The course will also examine international, federal, and state legislation as

well as organizational and grassroots efforts to prevent and respond to sex trafficking victimization. The aim of this course is to provide students with a holistic understanding of sex trafficking drawing from interdisciplinary sources and presenting a variety of perspectives. Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S UColl: CD

---

### **L77 WGSS 3282 Sexuality in Africa**

An examination of various themes of African sexuality, including courtship, marriage, circumcision, STDs and AIDS, polygamy, homosexuality, child marriages, and the status of women. Course materials include ethnographic and historical material, African novels and films, and U.S. mass media productions. Using sexuality as a window of analysis, students are exposed to a broad range of social science perspectives such as functionalist, historical, feminist, social constructionist, Marxist, and postmodern.

Same as L90 AFAS 3282

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

---

### **L77 WGSS 3290 American Religion, Law, and Sexual Politics**

Following philosopher Michel Foucault's vital insight that "sexuality is a major transfer point in the relations of power," this course will explore the complex ways in which theological ideas and religious movements have shaped legal doctrines relating to sex, gender, and sexuality in the United States from roughly the turn of the twentieth century to the present. It will examine how and why religious groups have mobilized within the legal arena at various points in US history, the devotional commitments that influence their activism, the constitutional claims and counterclaims that have emerged over time as a result of legal contestation, and the lived impact of various judicial decisions. To do so, the course will be structured thematically around three overlapping constitutional domains: (1) equal protection rights for women and sexual minorities, (2) substantive due process commitments to privacy and bodily autonomy, and (3) free speech principles related to sexual self-expression. The impact of religious advocacy on contemporary controversies such as drag show bans, restrictions on reproductive healthcare, religious exemptions to LGBT non-discrimination laws, pornography regulation, gender-affirming care access, and more will all be covered. By applying the theories and methods of critical religious studies, this course also takes questions of American religion and sexual politics as a starting point for introducing undergraduate students to legal studies more generally. Through classroom conversations and course texts, students will become familiar with the structure of the American legal system, different methods of constitutional interpretation, theoretical concerns that shape legal thinking, and critical reading skills that may be used to approach legal texts such as judicial opinions. Students from all academic backgrounds interested in gaining increased literacy in American law are encouraged to enroll--no prior exposure is required. Same as L57 RelPol 321

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

---

### **L77 WGSS 330 German Literature II: Words & Works of Women**

Credit 3 units.

---

### **L77 WGSS 330A Native American/Euro-American Encounters: Confrontations of Bodies and Beliefs**

This course surveys the history and historiography of how Native Americans, Europeans, and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter-through sexual contact, through the policing of gendered social and economic behaviors, and through

religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.

Same as L57 RelPol 330

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

---

### L77 WGSS 330S Topics in Gender and American Culture

This topics course introduces students to gender as a category of analysis. Students investigate why and how gender becomes infused with cultural meanings. Through various methodological approaches, they explore how these socially constructed meanings shape Americans' everyday lives and societal dynamics more broadly. The topic varies by semester; common focal points include the intersection of gender with race and ethnicity, social class, health care, education, and politics. This course fulfills the Social Differential requirement. Please see the course listings for a description of the current offering.

Same as L98 AMCS 330S

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

---

### L77 WGSS 3312 Topics in Politics

Credit 3 units.

---

### L77 WGSS 3313 Topics in Gender & Religion

This course examines the ways in which issues pertaining to gender are salient in U.S. politics. The course is divided into four parts. First, we will examine theoretical approaches to the study of gender and politics, including the use of gender as an analytical category, and the relationship between gender, race, ethnicity and power. Second, we will study gender-based social movements, including the suffrage and woman's rights movements, women's participation in the civil rights movement, the contemporary feminist and anti-feminist movements, the gay rights/queer movement and the women's peace movement. Third, we will examine the role of gender in the electoral arena, in terms of how it affects voting, running for office and being in office. Finally, we will examine contemporary debates about public policy issues, including the integration of women and gays in the military, sexual harassment, pornography and equal rights.

Same as L32 Pol Sci 331B

Credit 3 units. BU: BA, ETH

---

### L77 WGSS 335 Feminist Theory

This course begins by examining the 19th and early 20th century historical context out of which contemporary feminist theory emerged. We then turn to the 1960's and the emergence of the "Second Wave" of Feminism. We focus on some of the major theories that developed during the 1960's, 1970's and 1980's and the conflicts and internal problems these theories generated. We then examine some of the ways these problems were resolved in feminist theory of the 1990's. The last part of the course focuses on topics of concern to contemporary feminists -- such as the family, sexuality and globalism -- and the contributions feminist theory brings to these topics. Open to graduate students by enrolling in L77 WS 500; contact the Women, Gender, and Sexuality Studies office for details.

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

---

### L77 WGSS 337 Women's Literature: Before Thelma and Louise: American Women's Adventure Stories

American literature is filled with adventurers and adventure stories. Some of the most exciting tales were written by women. Their adventures include Mary Rowlandson's autobiography of her capture by and life with the Indians, E.D.E.N. Southworth's story of a nineteenth-century heroine who rescues imprisoned maidens and fights duels, and Octavia Butler's science fiction account of a twentieth-century black woman who is transported back through time to an antebellum

plantation. Until recently, American women authors and their stories were largely dismissed because they were perceived to focus on domestic concerns, which were seen as narrow and trivial. But the works of many women authors are far different from sentimental domestic fiction. In addition to looking closely at the historical and cultural conditions in which the narratives were written, we examine the ways in which these writers conform to and rebel against cultural prescriptions about femininity. Finally, we read some contemporary and current criticism about these works and American women's writing and discuss the politics of canon formation. Tentative Reading List: Mary Rowlandson, *The Captivity and Restoration of Mrs. Mary Rowlandson* (1682); *The Journal of Madam Knight* (1704); Catharine Maria Sedgwick, *Hope Leslie* (1827); E.D.E.N. Southworth, *The Hidden Hand* (1858); Zora Neale Hurston, *Their Eyes Were Watching God* (1937); Octavia Butler, *Kindred* (1979); Paule Marshall, *Praisesong for the Widow* (1983). Writing intensive.

Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM BU: HUM EN: H

---

### L77 WGSS 338 Women and Technology

Examination of the effect of technology on women's lives and the power of technology from a feminist perspective. Focuses primarily on three areas: the effects of technology on women's experience in domestic and occupational settings, (e.g., housework technologies, the feminization of office work); the effects of reproductive technology on women, including artificial insemination, in-vitro fertilization, surrogate "motherhood," and fetal sex selection; the effects of current and future technologies on the concepts of gender, sex, and relationships, including sex change/gender reassignment operations and prosthetics. Prerequisite: one course in women's studies, social thought and analysis, or philosophy, or permission of instructor.

Credit 3 units.

---

### L77 WGSS 340 Israeli Women Writers

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation. Same as L74 HBRW 340

Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Arch: HUM Art: HUM BU: HUM EN: H

---

### L77 WGSS 340I Performing Gender

This course investigates an array of contemporary performances to explore manifestations of and challenges to gender norms in American culture. An initial reading of crucial performance theories by Judith Butler, Jill Dolan, and others will help set the stage for our examination of a diverse collection of contemporary texts, including plays, solo performances, stand-up, and pop culture phenomenon. We'll raise questions about feminist performance strategies, butch/femme performance, camp, cross-dressing, feminist spectatorship, multi-media performances, and the representation of lesbian desire. Prereq: Any 100 level Women, Gender, and Sexuality Studies course. Same as L15 Drama 3301

Credit 3 units. A&S IQ: HUM, SD BU: BA EN: H

---

### L77 WGSS 341 Constructing Masculinities

The course will demonstrate the social construction of masculinities and men's lives in specific social and historical circumstances in Europe and America. Attention to various disciplines' contributions to the study of masculinities. Prerequisite: either WS100B or WS208B or permission of instructor. Credit 3 units.

Credit 3 units. BU: BA

---

**L77 WGSS 3410 Gender in Society**

This course acts as an introduction to the sociological study of gender. The primary focus of the course will be on U.S. society, but the course will also discuss gender in an international context. From the moment of birth, boys and girls are treated differently. Gender structures the experiences of people in all major social institutions, including the family, the workplace, and schools. Students will explore how gender impacts lives and life chances. The central themes of the course are historical changes in gender beliefs and practices; socialization practices that reproduce gender identities; how race/ethnicity, class, and sexuality shape the experience of gender; and the relationship between gender, power, and social inequality. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Same as L40 SOC 3410

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 3416 War, Genocide and Gender in Modern Europe**

This course explores the way in which gender and gender relations shaped and were shaped by war and genocide in 20th century Europe. The course approaches the subject from various vantage points, including economic, social and cultural history, and draws on comparisons between different regions. Topics covered will include: new wartime tasks for women; soldier's treatment of civilians under occupation, including sexual violence; how combatants dealt with fear, injury and the loss of comrades; masculine attributes of soldiers and officers of different nations and in different wartime roles; survival strategies and the relation to expectations with regard to people's (perceived) gender identity; the meanings of patriotism for women and men during war; and gender specific experiences of genocide.

Same as L22 History 3416

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L77 WGSS 343 Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction**

Contemporary topics of women's health and reproduction are used as vehicles to introduce the student to the world of evidence-based data acquisition. Selected topics span and cross a multitude of contemporary boundaries. Issues evoke moral, ethical, religious, cultural, political and medical foundations of thought. The student is provided introductory detail to each topic and subsequently embark on an independent critical review of current data and opinion to formulate their own said notions. Examples of targeted topics for the upcoming semester include, but are not limited to: Abortion, Human Cloning, Genetics, Elective Cesarean Section, Fetal Surgery, Hormone Replacement, Refusal of Medical Care, Medical Reimbursement, Liability Crisis and Gender Bias of Medical Care.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

---

**L77 WGSS 345A Sexual Politics in Film Noir and Hard-boiled Literature**

Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we will explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We will explore how and why sexual paranoia and perversion seem to animate this genre and why these movies continue to influence "neo-noir" filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called "hard-boiled" school of writing. We will read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We

will also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films to be screened in complete prints or in excerpts will likely include many of the following: The Maltese Falcon, Double Indemnity, Murder My Sweet, Phantom Lady, Strangers on a Train, The Big Sleep, The Killers, Mildred Pierce, The High Wall, Sudden Fear, The Big Combo, Laura, The Glass Key, The Big Heat, Kiss Me Deadly, The Crimson Kimono, Touch of Evil, Alphaville, Chinatown, Taxi Driver, Devil in a Blue Dress, The Bad Lieutenant, and Memento. Required Screenings.

Same as L53 Film 345

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 347 Gender and Citizenship: Writing-Intensive Seminar**

In this writing-intensive course we examine how ideas about gender have shaped the ways Americans understand what it means to be a citizen. We focus on a variety of cases in the past and present to explore the means by which women and men have claimed the rights and responsibilities of citizenship. The types of questions that we will ask include: What rights or duties devolve from the status of citizen? Who qualifies for citizenship and what qualifies them? What distinct models of citizenship have been available to Americans? How have individuals used notions of gender identity to make claims to political subjectivity? And finally, how do gendered claims to citizenship intersect or conflict with claims based on race, class, ethnicity, or humanity? PREQ: Previous coursework in Women, Gender, and Sexuality Studies or permission of the instructor. Not open to students who have taken L77 210

Credit 3 units. BU: BA EN: H

---

**L77 WGSS 348 "Revolutionize It!" The Radical History of Second-Wave Feminisms**

In this discussion-based course, we explore the complex, contradictory and profoundly multiracial history of the so-called "second wave" of the feminist movement (1960s-1980s). We will focus on those activists who understood themselves to be radicals and revolutionaries -- women's liberationists, women of color (or third-world) feminists, and lesbian-feminists -- as they collaborated and collided with each other. Among the questions we will ask are the following: What happens to our understanding of the second wave when we center the activism of African-American, Latinx, indigenous and anti-capitalist feminists? What were the promises and the pitfalls of a politics of "sisterhood"? How did sexual desire and sexual conflict shape both notions of identity and the movement on the ground? We will also consider the legacy of second-wave feminism for the politics of our time, including #MeToo, reproductive freedom, and the struggle for trans liberation. Prerequisite: L77 100B or permission of instructor.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 350B Topics: Global Italy: Race, Gender, Migration and Citizenship**

Traditionally represented as a land of emigrants and exiles from the south, 21st-century Italy has become the destination of many immigrants and a place of encounter of different cultures and races. In "Cara Italia" [Dear Italy], a rap hymn by the famous artist Ghali, Italy is both a dear and a contested space of belonging where many children of migrants feel both at home and out of place. Exploring the cultural and historical roots of this feeling, the course asks the following: What does it mean to culturally belong? Why are certain people denied the status of Italian citizens? What does it mean to be Black in Italy? How are interracial younger generations reshaping Italy and Italian-ness? This course is an introduction to cultural productions at the intersection of migration, race, gender, and citizenship in contemporary Italy. In the course, students will critically engage a variety of issues such as the relation between Italian colonialism and recent migration, border politics and civic mobilization, gender struggles and networking, xenophobia and racism, and social protests and activism. Although

African migration and Italians of Afro-descent are at the core of the course, students will also explore representations by/of other migrant communities such as the Asian and the Albanian ones. The course will be conducted in English, and screenings will be in the original language with English subtitles.

Same as L36 Ital 350

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L77 WGSS 3522 Topics in Literature: Drama Queens: Cleopatra in Elizabethan England**

Same as L14 E Lit 3524

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L77 WGSS 3523 Topics in Literature: Queer Studies and Literature**

Credit 3 units. EN: H

---

**L77 WGSS 354 No Boys Allowed: Girlhood and Programming for Girls in 19th and 20th Centuries, United States**

This course takes an intersectional feminist approach to studying girlhood in 19th and 20th Century United States using fictional accounts of girlhood, conduct books for girls, the history of girls' education, psychological theories of girlhood, girls' toys, and the development of extracurricular programming for girls. Each topic will allow us to study the way stereotypical girlhood of a particular historical moment serves a political purpose in articulating American identity. At the end of the course students will understand how the concept of girlhood is socially constructed, which means that understanding historical context is a core component of the course. The title of the course is a play on words because in the 19th century and the first half of the 20th century, most schools and boys' clubs excluded girls. All are welcome to enroll in the course. L77 100B Introduction to Women, Gender, and Sexuality Studies recommended, but not required.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 3548 Gender, Sexuality & Communism in 20th-Century Europe**

This upper-division course examines the role of gender and sexuality for the establishment of communist societies in Europe in 20th century. We will explore to what extent societies built on the communist model succeeded with the achievement of gender equality and allowed for sexual relations liberated from religious or economic constraints.

Class materials examine how state socialism shaped gender roles and women's and men's lives differently as well as how gays and lesbians struggled against social taboo and state repression. Students analyze the impact of modernization, industrialization, war and other conflicts on concepts of femininity and masculinity as well as on the regulation of sexuality and family relations in several Eastern European countries. We will place these dynamics within the context of broader political and cultural developments, ending with an analysis of the breakdown of socialism in the early 1990s and its impact on gender relations and the freedom of expression. The course provides students with a basic knowledge of the history of Eastern Europe and of left-wing movements active in the area, emphasizing the effects of communist ideas on women, gender equality, and non-normative sexual orientations.

Same as L22 History 3548

Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

---

**L77 WGSS 355 Marxist Feminist Theory**

From early single-issue approaches through current multicultural studies. For students with no background in literary theory the course introduces some major issues (e.g., discourse, identity, historicity); it focuses, however, on the difficult relations between constructions of

class and of gender. Readings from Olive Schreiner, Sojourner Truth, Marx, and Engels to Chantal Mouffe, Ernesto Laclau, Susan Willis, and Catherine MacKinnon, including "nontheoretical" texts (fiction, verse, street murals, etc.) for relief and counterpoint.

Credit 3 units.

---

**L77 WGSS 355A Topics in Korean Literature and Culture**

Topics course in Korean literature and culture; subject varies by semester. Premodern course; fulfills premodern elective for EALC major. No background in Korean language, history, or culture is required.

Same as L51 Korean 355

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

UColl: CD

---

**L77 WGSS 3560 Black Women Writers**

When someone says, black woman writer, you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we will survey the range of Anglophone African American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler, and Rita Dove, among others. Be prepared to read, explore, discuss, and debate the specific impact of race and gender on American literature.

Same as L90 AFAS 3651

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

---

**L77 WGSS 3561 Law, Gender, and Justice**

This course explores how social constructions of gender, race, class, and sexuality have shaped traditional legal reasoning and American legal concepts, including women's legal rights. We will begin by placing our current legal framework, and its gender, race, sexuality, and other societal assumptions, in an historical and Constitutional context. We will then examine many of the questions raised by feminist theory, feminist jurisprudence, and other critical perspectives. For example, is the legal subject gendered male, and, if so, how can advocates (for women and men) use the law to gain greater equality? What paradoxes have emerged in areas such as employment discrimination, family law, or reproductive rights, as women and others have sought liberal equality? What is the equality/difference debate about and why is it important for feminists? How do intersectionality and various schools of feminist thought affect our concepts of discrimination, equality, and justice? The course is thematic, but we will spend time on key cases that have influenced law and policy, examining how they affect the everyday lives of women. Over the years, this course has attracted WGSS students and pre-law students. This course is taught by law students under the supervision of a member of the School of Law faculty.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S UColl: ML, SSC

---

**L77 WGSS 3563 Queering the History of Health**

This course identifies the key conceptual and methodological terrain pertinent to the historical development of the concepts of "health" "disease," and "ability." We will use an intersectional lens to trace various contingencies that produce a set of false binaries, including healthy, slender, responsible self v. the medically diseased, disabled, fat, and irresponsible other. Historically, these binaries have created and maintained social, political, and cultural inequalities and have been used as a powerful ideological weapon against queer and trans people of color, people with disabilities, people living with HIV/AIDS, fat people, and other people who do not/cannot embody normative race, gender, sexuality, and ability. However, as we will see, these inequalities, somehow counterintuitively, also enable a predisposition



for a resistance, world-making, and political agency. While the course serves as an introduction to the key terms that surround the construction of "health" from the establishment of modern nation-states in the 19th century to the present, it is structured as a history of the present-it assesses how different notions pertinent to "health" shape our daily lives and inform the choices we make still today(?).  
Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 357B Gender and Politics in Global Perspective**

This course surveys central topics in the study of gender and politics, covering such issues as women's participation in political parties and social movements, women as voters and candidates in political elections, feminism and the state, and gender and international politics. It will draw on examples from various world regions and time periods to analyze similarities and differences across cases around the globe.

Same as L32 Pol Sci 357B

Credit 3 units. A&S IQ: SSC, SD Arch: SEM, SSC Art: SSC BU: HUM

---

**L77 WGSS 358 Scribbling Women: 19th-Century American Women Writers**

In 1855, Nathaniel Hawthorne wrote to his publisher, William Tichnor, that "America is now wholly given over to a damned mob of scribbling women and I should have no chance of success while the public taste is occupied with their trash." In this class, we examine works of those scribbling women of the nineteenth century. We read one of the best selling novels of the century, one that created a scandal and ruined the author's literary reputation, along with others that have garnered more attention in our time than their own. In addition to focusing on these women writers, we also explore questions about the canon and American literature: What makes literature "good"? What constitutes American literature? How does an author get in the canon and stay there? Finally, in this writing intensive course, there are frequent writing assignments and a strong emphasis on the essential writing process of drafting and revising.

Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

---

**L77 WGSS 359 Topics in European History: Modern European Women**

This course examines the radical transformation in the position and perspective of European women since the eighteenth century. The primary geographical focus is on Britain, France, and Germany. Topics include: changing relations between the sexes; the emergence of mass feminist movements; the rise of the 'new woman;' women and war; and the cultural construction and social organization of gender. We will look at the lives of women as nurses, prostitutes, artists, mothers, hysterics, political activists, consumers, and factory hands.

Same as L22 History 359

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L77 WGSS 360 Trans Studies**

This course surveys the interdisciplinary field of trans studies by emphasizing how trans identities, activism, and scholarship are intertwined with broader histories of gender, sexuality, race, disability, and class. Students will explore the vibrant intellectual, political, and cultural productions of trans people. The primary geographic focus for the course is the United States, but we will situate U.S. trans studies within broader conversations about gender variance transnationally. While attention will be paid to understanding how transphobia operates, the course emphasizes thinking through the possibilities afforded by trans histories of resistance and refusal.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 361 Women and Social Movements: Gender and Sexuality in U.S. Social Movements**

This course examines the history of grassroots activism and political engagement of women in the United States. Looking at social movements organized by women or around issues of gender and sexuality, class texts interrogate women's participation in, and exclusion from, political life. Key movements organizing the course units include, among others: the Temperance Movement, Abolitionist Movements, the Women's Suffrage Movements, Women's Labor Movements, Women's Global Peace Movements, and Recent Immigration Movements. Readings and discussion will pay particular attention to the movements of women of color, as well as the critiques of women of color of dominant women's movements. Course materials will analyze how methods of organizing reflect traditional forms of "doing politics," and we will also examine strategies and tactics for defining problems and posing solutions particular to women. Prerequisites: any 100- or 200-level Women, Gender, and Sexuality Studies course or permission from the instructor.

Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

---

**L77 WGSS 362 Women, Health, and Media**

This course examines how gender and sexuality have been represented in a variety of media and genres that have played a role in truth regimes about about medicine and health and also looks at responses to such representations. This course predominately focuses on the United States, and will introduce students to varied interdisciplinary approach to the study of media.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L77 WGSS 362A Islam, Gender, Sexuality**

In this course, we examine discourses of gender and sexuality across historical period and geographical region. We analyze encounters with Western imperialism, investigating how gender informs social, political, religious, and family life in Islamic cultures. Our course materials include histories, ethnographies, graphic novels, and films, and we examine how these sources approach the study of Islam, gender, and sexuality through the lens of various topics: from women in the earliest years of Islam in 7th century Arabia to revolutionary Iran and American Muslim women in the 21st century. Throughout the course, we examine how notions of gender and sexuality have changed over time and played various roles in the political and social life of Muslim nations, societies, and communities. By the end of the course, students will be able to critically assess scholarly and non-scholarly (media) discussions of gender in Islam.

Same as L57 RelPol 362

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

---

**L77 WGSS 365A Topics in Modern Japanese Literature: Mirrors and Masks: Gender and Sexuality in Japanese Literature**

Topics course in modern Japanese literature. Subject matter varies by semester; consult current semester listings for topic.

Same as L05 Japan 365

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

---

**L77 WGSS 366 Caste: Sexuality, Race and Globalization.**

Be it sati or enforced widowhood, arranged or love marriage, the rise of national leaders like Indira Gandhi and Kamala Harris, or the obsession with "fair" skin, caste shapes possibilities and perceptions for billions. In this class we combine a historical understanding of the social caste structure with the insights made by those who have worked to annihilate caste. We will re-visit history with the analytic tools provided by the concepts of compulsory endogamy, "surplus woman," and "brahmanical patriarchy," and we will build an understanding of the enduring yet invisible "sexual-caste" complex. As we will see,

caste has always relied on sexual difference, its ever-mutating power enabled by the intersectionalities of race, gender and class. We'll learn how caste adapts to every twist in world history, increasingly taking root outside India and South Asia. We will delve into film and memoir, sources that document the incessant injustices of caste and how they have compounded under globalization. The class will research the exchange of concepts between anti-race and anti-caste activists: how caste has shaped the work of prominent anti-racist intellectuals and activists in the United States such as W.E.B. DuBois and Isabel Wilkerson and in turn, the agenda and creativity of groups such as the Dalit Panthers. Finally, the course will build a practical guide to engaging with and interrupting caste in the context of the contemporary global world today. Waitlists controlled by Department; priority given to WGSS majors. Enrollment cap 15.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS

---

#### **L77 WGSS 3666 Women and Film**

The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the twentieth century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we will consider the specific historical and cultural context of each filmmaker's work. In addition we will be discussing the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen and the gender politics of film production. Required screenings.

Same as L53 Film 366

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

---

#### **L77 WGSS 369A Reading Sex in Premodern England**

This course introduces students to the literary representation of gender and sexuality in England from the medieval period to the eighteenth century. To understand a tradition that addressed the intractable problem of human sexuality in terms very different from ours, we will ask: how does pre-modern culture imagine gendered identities, sexual difference, and erotic desire? How do various contexts-medical, religious, social, private, public-inform the literary representation of gender and sexuality? What are the anatomies and economies of the body, the circuits of physical pleasure, and the disciplines of the self that characterize human sexuality? Students will have the opportunity to study romances, saints' lives, mystical writings, diaries, plays, sex guides, novels, and scientific treatises. By learning how to "read sex" in pre-modern literature, students will acquire a broad cultural and historical understanding of English sexualities before the descent of modern sensibilities.

Same as L14 E Lit 369

Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

---

#### **L77 WGSS 371 Confronting Capitalism: Feminism, Work and Solidarity**

This course explores the relationship between gender, the ideological construction of work and workers, and feminist and queer mobilizations against labor exploitation. To examine how notions of the "ideal worker" shape and are shaped by gender, sexuality, and race, we will study various forms of work, including care work and reproductive labor; affective and emotional labor; migrant labor; service work; and sex work. Considering what is "new" and old about late (or neoliberal) capitalism, we will explore how the relationship between citizenship, the state and political economy has shifted over the last four decades. Across each of these registers, we will engage thinkers spanning Marxist feminist, radical feminist, liberal feminist, indigenous feminist, Black feminist, and disability justice traditions. We will ask how these interwoven genealogies grapple with U.S. imperialism and the relationship between race, class, and patriarchy, while mapping out various visions of solidarity economies, internationalism, and anti-work politics. Prerequisite: Intro to WGSS or permission of instructor.

Credit 3 units. A&S IQ: HUM, SC BU: BA EN: H

---

#### **L77 WGSS 3725 Topics in Renaissance Literature**

Topics course in Renaissance Literature

Same as L14 E Lit 3725

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

#### **L77 WGSS 375 Topics in Women's History**

Credit 3 units.

---

#### **L77 WGSS 3751 Topics in Women's History: Women, Gender and Sexuality in Postwar America**

We will explore the history of the United States since 1945 by focusing on the ways that gender and sexuality have shaped the lives of Americans, particularly the diverse group of women who make up more than half the nation's population. Topics will include: domesticity and the culture of the 1950s; gendering the cold war; the gender politics of racial liberation; the sexual revolution; second-wave feminism and the transformation of American culture; the new right's gender politics; and the impact of new conceptions of sexual and gender identity at century's end. Course texts will include scholarly literature, memoirs, novels and film.

Same as L22 History 3751

Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

---

#### **L77 WGSS 379 Gender, Religion and Secularism**

This course considers how gender is constructed in the processes of distinguishing between religion and secularism. Students will be exposed to a variety of case studies that examine the specific dynamics of producing an oppositional difference between religion and secularism through attitudes toward gender roles, values, and commitments. This course is designed to help students examine how the assumptions about secularism as necessarily more freeing and equalizing for women become normative and make many religious women's claims to freedom, equality, and agency illegible.

Same as L23 Re St 379

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

#### **L77 WGSS 383 Topics in Women, Gender, and Sexuality Studies: Spectacular Blackness, Race, Gender, & Visual Culture**

Topic varies. See semester course listings for current offering.

Credit 3 units. A&S IQ: HUM, SC, SD Art: AH, GFAH BU: BA EN: H

---

#### **L77 WGSS 383A Topics in Women, Gender, and Sexuality Studies**

Topic varies. See semester course listings for current offering.

Credit 3 units. BU: BA

---

#### **L77 WGSS 384 Gender & Consumer Culture in U.S. Fiction of the Late 19th and Early 20th Century**

The decades between the end of the Civil War and the 1930s saw the rise of a mass consumer culture that would dramatically reshape America. The fiction writers of this period, keen to capture the spirit of the age, helped to create the enduring idea that consumerism and an orientation toward material acquisition are at the heart of gendered concepts of American identity. Their stories documented, and sometimes celebrated, the emergence of recognizable "types" of American womanhood and manhood-such as self-made millionaires, ambitious "working girls," bargain-hunting middle-class housewives, and the commercially minded women and men of the social and intellectual elite. At the same time, their stories articulated anxieties about U.S. consumer culture and its impact on the world. Students in this course will read, discuss, and write about novels and short stories by writers such as Henry James, Mary Wilkins Freeman, Kate Chopin,

Theodore Dreiser, Edith Wharton, Nella Larsen, Langston Hughes, and F. Scott Fitzgerald. Students in the course will also examine primary materials such as magazine advertisements, and will read and respond to relevant scholarship on the period. Writing Intensive Course  
Credit 3 units. A&S IQ: HUM, SC, SD, WI Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 385A Topics in Jewish Studies**

Consult Course Listings for current topics. Please note: L75 585A is intended for graduate students only.  
Same as L75 JIMES 385  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

---

**L77 WGSS 3861 Psychology of Black Women**

This course is designed to provide a critical analysis of the distinctive experiences of Black women through a psychological lens. We will explore topics relating to Black women's experiences in home, school, and community contexts, such as identity development, socialization experiences, and misogyny. The class will also consider how Black women draw on individual strengths and cultural assets to support their personal wellbeing. This course will heavily center the narratives of Black women, and focus on mixed methods and qualitative research approaches. We will draw upon interdisciplinary frameworks (e.g., intersectionality, Black feminist thought, and liberation psychology) to help us understand Black women's experiences. PREREQ: L33 Psych 100B  
Same as L33 Psych 386  
Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

**L77 WGSS 3884 Regulating Reproduction: Morality, Politics and (In)justice**

This course centers on the burgeoning corpus of anthropological scholarship on reproduction, with special attention to the regulation of reproductive behaviors and population management in cross-cultural perspective. Anthropologists and feminist scholars have shown how reproduction—which links individual bodies to the body politic—is a privileged site for processes of governance. Scholars have also shown how seemingly personal reproductive choices made in the micro units of families, are always bound up with broader, if obscured, economic, national, and political projects. In this course, we will cover how diverse entities, including the state, the Church, NGO's and feminist groups, seek to manage reproductive behaviors and politics across the world. We will discuss population control campaigns (such as China's notorious one-child policy) and pronatalist population policies (like those seen in Israel) in order to underscore how the management of fertility becomes a crucial site for nationalist and state-building projects. In this course we examine processes of "reproductive governance" around topics including pregnancy and birth, family planning, abortion, and adoption. We also examine how the global proliferation of Assisted Reproductive Technologies (such as in vitro, sonogram, abortifacient pills, amniocentesis) intersects with efforts to govern reproduction. Crucially, we take class and race as key axes through which reproduction is experienced and stratified in diverse contexts. At the end of this course students should have a solid grasp of key topics and themes in the anthropology of reproductive governance, as well as more in-depth knowledge of a particular controversial reproductive issue that they choose to focus on for their final research paper.  
Same as L48 Anthro 3884  
Credit 3 units. A&S IQ: SSC, SC, SD EN: S

---

**L77 WGSS 389 The Global History of HIV/AIDS**

Most (if not all) of us have never known a world without HIV/AIDS. The potential risk of seroconversion has been integrated into sexual health education and popular media for more than three decades. At the same time, HIV has often been portrayed as either an issue of

a minority (e.g., gay men, intravenous drug users, sex workers) or as existing "over there" in the Global South, overlooking the major crisis within the United States. This course tackles the history of HIV/AIDS as a global history of gender and sexuality between the Global North and the Global South. Throughout the course, we will consider major ethical questions regarding disease and control. Who gets to be a victim, and who is labeled a culprit? What actions should be pursued in the midst of an epidemic? Who controls the narrative about disease? We will look at international biopolitical practices by tracing the downward flow of researchers and specialists from the Global North to the Global South and the upward flow of scientific knowledge and capital. In this way, we will see how the Global South has played a crucial role in the perceptions, treatment, and profiting of HIV/AIDS in the United States and the Global North through the recent breakthrough in pre-exposure prophylaxis (PrEP), sold on the market as Truvada/Descovy. The course has three thematic sections: Discovery and Reaction, Politics and Activism, and Research and Health.  
Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS

---

**L77 WGSS 389A Furies and Die-Hards: Women in Rebellion and War**

Furies and Die-Hards: Women in Rebellion and War juxtaposes contemporary social science perspectives on women and war with the history and testimonies of Irish women during the Irish revolutionary period (1898-1922), the Irish Civil War (1922-1923), and the Free State. Under English rule from the 12th-century Norman invasions to the establishment of the Irish Free State and the partition of Northern Ireland in 1922, Ireland presents a compelling historical laboratory to deliberate on the relationship between gender and political conflict. Intentionally transdisciplinary, the course draws from across disciplinary discourses and highlights perspectives across race, gender, class, ethnicity, religion, and sexuality. Topics include political organizing, nationalism, rebellion, radicalization, militarism, terrorism, pacifism, and peacebuilding. Rooted in Cynthia Enloe's enduring question of "Where are the women?" and drawing on sociologist Louise Ryan's landmark essay by the same name, we inquire how and why Irish nationalist women, who were integral to building the revolutionary movement, became "Furies" and "Die-hards" in the eyes of their compatriots when the Free State was established (Bishop Doorley, 1925; President Cosgrave, 1923). Taking advantage of the plethora of archival resources now available through the Irish Decade of Centenaries program, the course incorporates the voices of Irish women through their diaries, military records, letters, interviews, speeches, newspapers, and memoirs.  
Same as L97 GS 389  
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H

---

**L77 WGSS 393 Gender Violence**

This course explores the issue of violence against women within families, by strangers in the workplace, and within the context on international and domestic political activity. In each area, issues of race, class, culture, and sexuality are examined as well as legal, medical and sociological responses. Readings cover current statistical data, research, and theory as well as information on the history of the battered women's movement, the rape crisis center movement, violent repression of women's political expressions internationally, and the effect of violence on immigrant and indigenous women in the U.S. and abroad. NOT OPEN TO STUDENTS WHO HAVE TAKEN U92 363 WoSt. DOMESTIC VIOLENCE.  
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 3942 Community-Engaged Learning: Projects in Domestic Violence**

In this course, students explore the links between the theories and practices of Women, Gender, and Sexuality Studies through a combination of research and direct community engagement. Course readings focus on the ways that poverty and violence -- along with race and gender expectations -- shape the lives of women. A required community service project for this course asks students to examine the relationship between the course readings and the lives of actual women in St. Louis. Over the course of the semester, students design and execute programming for women at a local community agency. This is a writing-intensive course. Prereq: Intro to Women and Gender Studies or Intro to Sexuality Studies and Gender Violence (L77 393) or by permission of instructor.

Credit 4 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

---

**L77 WGSS 3943 Violence Against Women Court Project**

The seminar will explore the links between the theories and practices of Women, Gender, and Sexuality Studies through a combination of readings, discussion and direct community engagement. Readings focus on the legal system and the ways domestic violence is confronted and how criminal justice interventions have responded to new theories and research about the nature of intimate partner violence. Particular attention will be directed to the ways that issues of race, poverty, parenthood, and sexual orientation influence the criminal justice response and shape the lives of abused women. Students will participate in a court advocacy program to investigate the important discrepancies between theory and practice in the field. Students are required to take L77 393 or have taken L77 393 to enroll in the seminar.

Credit 1 unit. A&S IQ: SSC BU: BA EN: S

---

**L77 WGSS 396 Gender and Social Class**

Using St. Louis as a lens, the course focuses in on the development of class in the US and attempts to trace historically how class, race, sexuality, and gender influence each other and how this mutual influence shapes our society through immigration, gentrification, welfare, and work. Course readings present classical understandings of class and asks how these understandings are challenged when these other categories of identity are made prominent. Prerequisites: L77 100B, Introduction to Women, Gender, and Sexuality Studies, or permission of instructor. Attendance on the first day mandatory.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 397 History of Sexuality in the United States**

Class will survey major themes in the history of sexuality in the U.S., from colonial era to present. Themes include conquest and sexuality; the relationship between sexual ideologies and practices; racial hierarchy and sexuality; the construction of sexual identities and communities; and sexual politics at the end of the century. Prerequisite, None. Previous course work in U.S. history or Women's Studies helpful. Enrollment limited to 35.

Credit 3 units. BU: BA

---

**L77 WGSS 3981 Undergrad Seminar in Gender & Literature: Junior Honors Seminar: Becoming Emily Dickinson**

Credit 3 units.

---

**L77 WGSS 399 Undergraduate Work in Women's Studies**

Credit variable, maximum 3 units.

---

**L77 WGSS 3991 Undergraduate Teaching Assistant**

In this course an advanced undergraduate can assist a faculty member in the teaching of an introductory level Women, Gender, and Sexuality Studies course.

Credit variable, maximum 3 units.

---

**L77 WGSS 39F8 Gender and Sexuality in 1950s America: Writing Intensive Seminar**

Historians have recently begun to reconsider the dominant view of the 1950s as an era characterized by complacency and conformity. In this writing intensive seminar we will use the prism of gender history to gain a more complex understanding of the intricate relationship between conformity and crisis, domesticity and dissent that characterized the 1950s for both women and men.

Same as L22 History 39F8

Credit 3 units. A&S IQ: HUM, SD, WI Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 39SC Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar**

What is the connection between the appropriation of other people's resources and the obsession with sex? Why is 'race' essential to the sexual imperatives of imperialism? How has the nexus between 'race,' sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires, and its continuation in our world today.

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

---

**L77 WGSS 4006 Advanced Topics in Trans Theories: Femme**

In the current moment, "femme" is used to index a variety of gender and sexual expressions. This course explores the aesthetics and politics of femme through the lens of trans theories. A quick search for "femme" in relation to gender and sexuality will show that one of its origin stories is within lesbian communities often in relation to the butch/femme relationship. The lipstick lesbian is the figure who emerges here as exemplifying a kind of adherence to "traditional" forms of femininity even while being queer. Trans women are often criticized for attachments to similar forms of gender expression. Femininity is often derided as unserious or, worse, hopelessly entangled in the dynamics of heteropatriarchy. To be feminine, then, is often taken as a sign of a retrograde politics or submission to normative ideals of gender. This course will take up this problem as a way of beginning to think through what interventions femme might make into our ordinary ways of understanding gender and sexuality.

Credit 3 units. A&S IQ: HUM, SC EN: H

---

**L77 WGSS 4013 Queer of Color Critique: Sense and Sexuality**

That sensation produces surplus, often uncontainable knowledge, is something that is beginning to be explored in various arenas of queer theory as an important component of queer of color critique. This seminar will explore different sensational arenas, the different possible critiques that they produce, and what this means for thinking about sexuality, gender, and queer theory. Throughout the course of the semester, we will explore sensation in multiple ways 1) as a diagnostic tool for understanding some of the different ways that race, gender, and sexuality intersect 2) as a way to trouble the dichotomy between interiority and exteriority to understand the ways in which orders of knowledge become imprinted on the body 3) as a mode of producing alternate forms of knowledge about gender, race, and sexuality. In addition to reading about different sensations and their relationships to politics and sexuality, this course will require students to think creatively as they attempt to write about sensation, sexuality, and politics. Ultimately, the purpose of this class is to examine sexuality and sensation as collections of embodied and politicized experiences. Prerequisite: Introduction to Women, Gender, and Sexuality Studies (L77 100B) or permission of instructor.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

---

**L77 WGSS 4014 Feminist and Queer Media Studies**

This seminar serves both as an introduction to some of the foundational texts in feminist and queer media studies and a snapshot of recent scholarship in the field.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 4018 Seminar in Video Games: Video Games, Gender and Sexuality**

This seminar considers different topics that illuminate the relationship of video games to culture. Topics vary by semester. The course may have a variety of analytical frames: gender and sexuality, interactivity and reception, narrative and aesthetic theory, industrial or technological history. Prerequisite is graduate status or completion of a 300-level FMS or WGSS course and permission of the instructor. Credit 3 units. REQUIRED LAB/SCREENING TIME weekly.

Same as L53 Film 425

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

**L77 WGSS 402 Transnational Reproductive Health Issues: Meanings, Technologies, Practices**

This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population, and information for reproductive strategies at the local level. We will also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction will serve as a focus to illuminate the cultural politics of gender, power, and sexuality.

Same as L48 Anthro 4022

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 403 Race, Sex, and Sexuality: Concepts of Identity**

This course examines changes in the meanings of three concepts of identity -- race, sex, and sexuality -- from the early modern period to the present. The course begins by looking at early modern constructions of these concepts in Western Europe. We then focus on changes occurring during the course of the eighteenth and nineteenth centuries in Europe and the United States and at how such changes were similar and different among these three concepts. We then examine twentieth century challenges to nineteenth century constructions. The course concludes by studying the relationship between these challenges and twentieth century identity political movements organized around these concepts. Prerequisite: Completion of at least one Women, Gender, and Sexuality Studies course or permission of the instructor.

Credit 3 units. A&S IQ: SSC, SD Art: SSC BU: BA

---

**L77 WGSS 406 Queering Theory: Collaborating, Solidarity, and Working Together**

This class aims to use theory to destabilize the concepts of race, sexuality, gender, disability, and academic methodology. This class will submerge you in some of the most influential texts in queer theory. The selected readings range across many disciplines, including biology, philosophy, anthropology, sociology, history, and cultural studies. The core premise of this class is that to queer something is to destabilize it. Therefore, not all of the readings will specifically be about gay, lesbian, bisexual, or transgender people. However, these readings will help any scholar in their future work in queer theory. Prerequisite: Any 300 level WGSS class or equivalent or permission from instructor.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 409 Gender, Sexuality, and Change in Africa**

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We will examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance, and meaning. Course materials include ethnographic and historical materials and African novels and films. PREREQUISITE: Graduate students or undergraduates with previous AFAS or upper level anthropology course.

Same as L90 AFAS 409

Credit 3 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

---

**L77 WGSS 4102 Everyday Unruliness: Feminist and Queer Resistance**

This course is interested in the ways ordinary people break rules, flout norms, and make trouble. We know that resistance manifests in social movements, militant activism, and direct confrontation, but it also comes through quieter acts of unruliness and noncompliance. Looking at power "from below," readings focus on everyday interventions in systems of control. Garment workers threaten "good pay or bum work," queers "fail" at reproductive heterosexuality, and shiftless people steal moments of leisure from a system that wants us either productive or dead. These acts may not be obviously political, but because people at the margins have so often been left outside (and also opt out) of formal politics, subtle resistance is particularly interesting for feminist and queer scholars. Everyday acts do threaten the status quo -- otherwise, why would they be so rigidly policed? But questions remain. Throughout the semester, we will ask the following: What counts as resistance? What are its ethics? When is a bad attitude an act of rebellion, and does it matter if that rebellion is conscious? Does survival constitute resistance for those not meant to survive? On the other hand, for those subjects whose active engagement sustains the status quo, is withdrawal the more radical choice? Does the refusal of sociality constitute a form of resistance? Or are there ways to forge communities of mutual care that erode the status quo rather than reproduce it? Prerequisite: L77 110B (Intro to Women, Gender, and Sexuality Studies) or permission of instructor.

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 4112 Body and Flesh: Theorizing Embodiment**

This seminar explores a wide range of readings on "the body" as a site of theoretical analysis in social scientific and humanistic inquiry. Issues include: How do we think about the body as simultaneously material (flesh and bone) and constructed in and through social and political discourse? How do we think about the relationship between these contingent bodies and subjective experiences of "self" in various contexts? The course focuses upon the different ways in which these questions have been posed and engaged, and the implications of these formulations for the theorizing of human experience. Prerequisite: Anthropology 3201, or permission of instructor.

Same as L48 Anthro 4112

Credit 3 units. A&S IQ: SSC Art: SSC EN: S

---

**L77 WGSS 4134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics**

In the year 2000, HIV became the world's leading infectious cause of adult death. In the next 10 years, AIDS killed more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources but rather global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for the cultural analysis of responses to HIV/AIDS. Students will explore the relationships among local communities, wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics

covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and "risk" categories, prevention and education strategies, interactions between biomedicine and alternative healing systems, and medical advances and hopes.

Same as L48 Anthro 4134

Credit 3 units. A&S IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S

---

#### **L77 WGSS 414 Gender, Religion, Medicine and Science**

Have you ever wondered why some topics are argued using religion as a guide, while others may approach the topic from what is perceived as a strictly scientific point of view? This course explores how and why gender and sexuality tend to be at the center of debates that pit Medicine and Science against Religion. Using feminist and queer scholarship, this course explores five hundred years of rhetorical strategies related to defining, or regulating, gender and sexuality. We will consider how much debates have changed from sixteenth-century Europe to 21st century United States by asking when, why and how either Medicine & Science or Religion influenced social thought and laws. Finally, we will consider how, and if, contemporary debates on vaccines are either part of the long history of debating bodily autonomy (as is the case with the other topics addressed in class), or if the conflict between religion, medicine and science in the modern era is new and distinctly different from past rhetorical strategies. Prerequisite: Introduction to Women, Gender and Sexuality Studies

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: IS EN: H

---

#### **L77 WGSS 4140 Topics in Feminist Philosophy: Feminist Epistemology and Philosophy of Science**

---

#### **L77 WGSS 4154 Decolonization to Globalization: How to End an Empire**

The conventional markers of the twentieth century - imperialism, decolonization and globalization - are acutely compromised if we mobilize gender and sexuality as modes of analysis. In this course we bring questions of sexual difference and gender to the wider stories of colonialism, nationalism, decolonization, neocolonialism, US imperialism, neoliberalism, globalization, WoT, and majoritarianism. We "engender" the contradiction between enormous turning points and the lived experiences of billions. We probe how the non-profit industrial complex, development aid, and the normative family have shaped and given shape to the very idea of gender. Finally, we examine the capacious power of gender to interrupt the power of the state and to reorganize extractive relations of race and caste.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

---

#### **L77 WGSS 416 The Politics of Pleasure**

This 400 level seminar interrogates the concept of pleasure. Pleasure occupies a fraught space in feminist and queer theory. This course examines several ways that people have theorized pleasure as a space for politics, a space for conservatism, or a way to think about racialized difference. This course is not interested in defining what pleasure is, but it interrogates what the stakes of talking about pleasure have been within contemporary theory and culture. Beginning with an examination of pleasure in the context of early twentieth century sexology, this course looks at the sex wars of the 1970s, the turn toward pleasure as a space of protest, and ends by thinking of ways to imagine pleasure outside of current paradigms of sexuality. The course takes gender, race, and sexuality as central analytic components to understand how pleasure is defined and who has access to it. Either Introduction to Sexuality Studies or Introduction to Women, Gender, and Sexuality Studies are prerequisites.

Credit 3 units. A&S IQ: HUM, SC, SD EN: H

---

#### **L77 WGSS 417W Feminist Research Methodologies**

What does it mean to do research through the lens of feminist and queer politics? This course surveys key methodological approaches to feminist and queer research. Interdisciplinary at its core, it draws from methodological traditions across the humanities and social sciences while focusing on forms of inquiry that resist these boundaries. We explore how feminist and queer politics inform the work of knowledge production. We ask how scholars, organizers and artists engage and repurpose various research methodologies and how they reflect on the politics of power, experience, domination, and resistance in the research encounter. We ask who research is for, parsing the political stakes of scholarship that archives the stories of collective resistance, survival, collaboration, and domination, at the same time as it authorizes hierarchies of expertise, builds institutional power, and (too often) extracts from those studied. What might a redistributive approach to feminist and queer research look like? Prerequisite: At least 2 courses in WGSS, including Introduction to WGSS or Sexuality Studies at the 100 or 200-levels and one 300-level WGSS course, preferably in feminist or queer theory. This class is a writing intensive course. Waitlists controlled by Department; priority given to WGSS majors.

Credit 3 units. A&S IQ: SC, SD, WI

---

#### **L77 WGSS 418C Sexuality and Gender in East Asian Religions**

In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called "New Religions." We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will then focus on what we know of the actual experience and practice of various types of religious women - nuns and abbesses, shamans and mediums, hermits and recluses, and ordinary laywomen - both historically and in more recent times. Class materials will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be conducted as a seminar, with minimal lectures, substantial reading and writing, and lots of class discussion. For this reason, students who are not either upper-level undergraduates or graduate students, or who have little or no background in East Asian religion or culture, will need to obtain the instructor's permission before enrolling.

Same as L23 Re St 418

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

---

#### **L77 WGSS 419 Feminist Literary and Cultural Theory**

This course provides a historical overview of feminist literary and cultural theories since the 1960s and 70s, acquainting students with a diversity of voices within contemporary feminism and gender studies. Readings will include works of French feminism, Foucault's History of Sexuality, feminist responses to Foucault, queer (LGBTQ+) theory, postcolonial and decolonial feminism, feminist disability theory, and writings by US feminists of color (African-American, Asian-American, Latina, Native-American). The reading list will be updated each year to reflect new developments in the discipline. We will approach these readings from an intersectional and interdisciplinary perspective, considering their dialogue with broader sociopolitical, cultural, and philosophical currents. By the end of the course, students are expected to have gained a basic knowledge of the major debates in feminist literary and cultural studies in the last 50 years, as well as the ability to draw on the repertoire of readings to identify and frame research questions in their areas of specialization. The class will be largely interactive, requiring active participation and collaborative effort on the part of the students. Students will be encouraged to make relevant connections between the class readings, everyday social and political issues, and their own research interests. NOTE: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Prerequisite: advanced course work in WGSS or in literary theory (300 level and above) or permission of the instructor.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

---

**L77 WGSS 421 From Mammy to the Welfare Queen: African American Women Theorize Identity**

How do representations of identity affect how we see ourselves and the world sees us? African American women have been particularly concerned with this question, as the stories and pictures circulated about black female identity have had a profound impact on their understandings of themselves and political discourse. In this course we will look at how black feminist theorists from a variety of intellectual traditions have explored the impact of theories of identity on our world. We will look at their discussions of slavery, colonialism, sexuality, motherhood, citizenship, and what it means to be human.

Credit 3 units. A&S IQ: HUM, SC, SD EN: H

---

**L77 WGSS 4212 Work, Family, and Gender Inequality in the Contemporary US**

Despite dramatic increases in women's education and employment over the past century, progress toward gender equality in both the public and private sphere has slowed or stalled in recent decades. Drawing on research in sociology, economics, and demography, this course examines why gender inequality persists in the workplace and in family life. Students focus primarily on the contemporary U.S. context but also draw on historical and cross-national comparisons. In addition, the course considers the role of cultural norms and work-family policy in shaping gender inequality. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering. Same as L40 SOC 4212

Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

---

**L77 WGSS 4221 Topics in Women and French Literature**

In our modern interconnected society, it is not always easy for young people to define who they really are or to discover and fulfill their potential, but it is encouraged and facilitated through education, travels, social contacts, and even technology. But it was not always so. In earlier times, individuals were often constrained by the prevalent social and moral values of their worlds and had a much harder time discovering their persona or fulfilling their needs and aspirations. This seminar explores the issues of self-discovery, initiation, and self-realization in the modern novel, including Balzac's EUGENIE GRANDET, Stendhal's LE ROUGE ET LE NOIR, Flaubert's MADAME BOVARY, Mauriac's THERESE DESQUEYROUX; and Phillipe Grambert's UN SECRET. Prereq: Fr. 308.

Same as L34 French 4221

Credit 3 units. Arch: HUM Art: HUM BU: IS

---

**L77 WGSS 4231 Topics in American Literature I**

Same as L14 E Lit 4231

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L77 WGSS 427 Technology and Feminist Practice: Gender Violence Prevention Tools**

How can we best use technology, and the tools and insights of the Digital Humanities in particular, to promote effective approaches to addressing gender-based violence? What are the most effective ways to bridge the innovations of the research university with the everyday work of practitioners seeking to prevent violence or intervene in its aftermath? What are the ethics involved in constructing tools for public and professional use? Which interests should govern the choices in content, design, and dissemination of information? This course will introduce students to the strategies and challenges of devising technological tools for violence prevention for use beyond the classroom. Class readings and discussions will be supplemented by

hands-on project work with Washington University's Gender Violence Database and lab sessions that focus on skill-building in digital project construction. Prerequisite: For undergraduate students, L77 393 01 or previous work experience with the Gender Violence Database. Graduate students by permission of instructor.

Same as L93 IPH 427

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

---

**L77 WGSS 429 Feminist Political Theory**

This course asks how feminist thinkers from various political and intellectual traditions critique, adopt and transform political theories of justice, citizenship, property and the state. To uncover how different feminist theories have been adopted in the struggle for political transformation and social justice, we will pursue two main lines of inquiry. The first asks how feminist thinkers from various traditions critique and engage the history of political thought within the social contract tradition. We will ask, in particular, how gender, race, slavery, colonialism and empire shape conceptions of citizenship and property. We will also examine transnational feminist critiques of the public/private division in the Western political theory canon as it impacts the role of women and the social construction of women's bodies. During the second half of the semester, we will ask how various transnational social movements have engaged and adopted feminist theories in efforts to resist state violence, colonialism, labor exploitation and resource extraction. In following these lines of inquiry we will draw from postcolonial, decolonial, liberal, Black, radical, Marxist and Chicana feminist perspectives. Part of our goal will be to uncover how various feminist theories treat the relationship between politics and embodied experience, how gendered conceptions of family life affect notions of political power and how ideas about sexuality and sexual conquest intersect with empire-building. Majors and minors in WGSS receive first priority. Other students will be admitted as course enrollment allows. Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 430A Divergent Voices Italian Women Writers**

This course engages the fictional and political works of Italian women writers from the seventeenth century to the present day. We will read one of the acclaimed Neapolitan novels of Elena Ferrante, who is considered by many to be the most important Italian fiction writer of her generation. We will examine a cloistered Venetian nun's defiant 1654 indictment of the misogynist society that forced her into the convent. We will confront the reality of a woman writer who in 1901 was compelled to choose between her child and her literary career. Among other contemporary writers, we will study the humorous and radical feminist one-acts of playwright Franca Rame. Taught in English. No Final.

Same as L36 Ital 430

Credit 3 units. A&S IQ: HUM, LCD, SC, SD EN: H

---

**L77 WGSS 432 Women Writers of the 20th Century**

This course will examine select novels, poetry, and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro, and Anna Banti. Special attention will be paid to the historical, political, and cultural contexts that influenced authors and their work. Textual and critical analysis will focus on such issues as historical revisionism in women's writing, female subjectivity, and the origins and development of contemporary Italian feminist thought and practice. Taught in English.

Same as L36 Ital 432

Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM

---

**L77 WGSS 433 Feminist Theory**

Advanced course in feminist theory. For specific content in a particular semester, consult Course Listings.

Credit 3 units.

---

**L77 WGSS 4331 Topics in Feminist Theory: Feminist Philosophy**

Credit 3 units.

---

**L77 WGSS 4333 Women of Letters**

We investigate the representation of women in eighteenth-century texts. Why did the novel and epistolary fiction become so closely associated with women as writers, heroines, and readers in the course of the century? Why were women considered exemplary and yet, at the same time, a threat? The eighteenth century saw the last of the salons led by women well-versed in philosophy, literature, art, and politics. It saw the reinforcement of the opposition between the public and the private sphere. Woman was the incarnation of the ideal of liberty and yet excluded from the "Rights of man." Rousseau praised women's role as nurturers and peace-makers but cast into doubt their capacity for genius. Literary texts that feature women became a sparring ground for two of the century's major literary trends: SENSIBILITE and LIBERTINAGE, for a woman's sensitivity was thought to contain the seeds of virtue and licentiousness. We investigate philosophical discourses on the senses and emotions and political discourses on republican responsibility. We read these texts in conjunction with the literary works of men and women authors, including Prévost, Marivaux, Graffigny, Riccoboni, Diderot, Rousseau, Charrière, Laclose, Sade, and Staël. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates. Same as L34 French 4331

Credit 3 units. Art: HUM

---

**L77 WGSS 433A Performing Gender and Sexuality in America**

This course examines how the performance of gender and sexuality has shaped the social, cultural, and political history of the United States from the early nineteenth century to the present. While performance happens in everyday life, we will primarily focus on how the stage has been a potent space to debate issues about gender and sexuality. This course will put forth the argument that the stage has historically not only reflected broader social concerns, but also actively helped to shape those social dynamics. After an introduction to foundational ideas, we will start the semester with minstrelsy, signaling that the performance of gender and sexuality in America is deeply intertwined with race, class, and national belonging. Reading and viewing assignments bring together feminist theory, queer theory, American social history, and performance texts to build robust seminar discussions.

Same as L29 Dance 433

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

---

**L77 WGSS 4350 Queer and Feminist Geographies**

There is a tendency to see space and place as backdrops, mere stages where human social interactions simply play out. Yet when we fail to interrogate the processes behind the social production of space, we run the risk of naturalizing space as heteronormative and obfuscating its inherent exclusions. This upper-level seminar seeks to challenge such assumptions by treating space and place as dynamic formations that actively influence our identities, behaviors, and politics. Using queer and feminist perspectives within the realm of geography, we will explore how spaces, places, and boundaries are shaped, experienced, and contested through diverse gender identities and sexual formations. Questions driving our inquiry include: How do queer and feminist geographies intersect to shape landscapes- both urban and rural in the United States and abroad? What role do geographic spaces play in the construction of LGBTQ identities across different social milieus? And in what ways can queer and feminist perspectives contribute to decolonial and environmental justice movements? In addition to queer and feminist spatial theories, topics will include sexuality

and place-making, transnational queer migrations, queer ecologies and environmental justice, and the queering of the "public" and "private" divide at the heart of spatial taxonomies in the West. By mobilizing queer and feminist forms of spatial analysis, this seminar will equip you with tools to identify the ways in which spaces, places, and boundaries can further social inequalities and the opportunity to theorize alternative geographies that promote inclusion and more just worlds.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L77 WGSS 437 Transnational Feminisms**

This course engages contemporary feminist theories from diverse transnational contexts, as well as the social movements and local resistances they inspire. Through engagement with key works of feminist theory, political manifestos, and creative works of resistance, we will explore how transnational feminist alliances and coalitions have contested and responded to gendered and racialized forms of exploitation, navigating and reshaping territorial and social boundaries. We will engage with debates around the notion of a "global sisterhood"; tensions between universal and local feminist practice; the role of difference, nationality and culture in navigating the possibility of solidarity; the role of the Internet in forging cross-border alliances; human rights-based activism; "women's" work; transgender inclusivity and transfeminisms. Part of our goal will be to ask how feminist theories from diverse geographical locations have influenced the politics of borders, movements for environmental justice, migrations and mobility, resistance to imperialism and the forging of alternative economies. We will also explore the gray areas existing in between binaries such as feminist/anti-feminist; local/global; home/away; global South/North; victim/agent; domination/dependency. Finally, we will ask how processes of knowledge-production take shape within different intellectual and political movements such as post-colonial feminism, decolonial and indigenous feminism, liberal and radical feminism, Marxist feminism and religiously-based feminisms.

Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SEM, SSC Art: SSC BU: BA EN: S

---

**L77 WGSS 441A Gender Analysis for International Affairs**

In this transdisciplinary course, gender is not a synonym for women, as Terrell Carver reminds us; rather, students take gender seriously as both an analytical category and a lived experience, examining how masculinities, femininities, gender identities, and sexualities shape international affairs. Traversing from the macro to the micro level, the course functions as a learning community in which students are exposed to diverse voices from around the world, and students conduct gender analyses in case studies and simulations. Throughout, the class will be mindful of 1) how gender functions in tandem with other aspects of identity, such as race, religion, class, sexuality, and more (intersectionality) and 2) how multidimensional identities morph historically, regionally, and culturally. Students build a gender analysis toolkit and practice what Cynthia Enloe describes as "feminist curiosity," exploring the relationship between gender and power in international affairs.

Same as L97 GS 4414

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS EN: S

---

**L77 WGSS 444 Sex and Gender in Public**

This two-semester course is a research capstone class combined with hands-on workshops designed to help students produce a public project related to gender and/or sexuality studies. It is designed as a capstone that allows students to build on their coursework in WGSS, and it may speak to specific professional goals, but that is not a requirement. It is open to both majors and minors but required for students in the health or politics tracks. Topics covered will include exhibition, podcasts, website design, storymaps, comics, and community education. However, students are not limited to these methods in their final projects.



Credit 1.5 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L77 WGSS 444B Sex and Gender in Public**

This two-semester course is a research capstone class combined with hands-on workshops designed to help students produce a public project related to gender and/or sexuality studies. It is designed as a capstone that allows students to build on their coursework in WGSS, and it may speak to specific professional goals, but that is not a requirement. It is open to both majors and minors. Topics covered will include exhibition, podcasts, website design, storymaps, comics, and community education. However, students are not limited to these methods in their final projects.

Credit 1.5 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

---

**L77 WGSS 4454 Irish Women Writers: 1800 to Present**

Same as L14 E Lit 4454

Credit 3 units. Art: HUM

---

**L77 WGSS 445A Japanese Fiction**

The Meiji Period (1868-1912) in Japan was a time of tumultuous change. During the era Japan made sweeping reforms to its government, educational system, and social structures. Meiji men were encouraged to "modernize" along Western lines, while women were expected to serve as "repositories of the past." Most women prized the elegant traditions and saw these as important markers of cultural identity. But not all were willing to completely abdicate their place in the modernizing impulse. This writing intensive course will examine these women's literary works, paying attention to the way they developed strategies to both "serve the nation" and find an outlet for their own creative voice. Works to consider include the short fiction of Higuchi Ichiyo, Shimizu Shikin, and Tamura Toshiko, the poetry of Yosano Akiko, the essays of Kishida Toshiko, and the translations of Wakamatsu Shizuko. All readings are available in English translation and students need not be familiar with Japanese, though background in Japanese Studies, Women's Studies, or literary studies will be helpful. This is a Writing-Intensive Seminar. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 445

Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

---

**L77 WGSS 4479 Senior Seminar in Religious Studies:**

**Contemporary Approaches to the Study of Women and Religion**

The topic for this seminar differs every year. Previous topics include Religion and Violence; Governing Religion; Saints and Society; and Religion and the Secular: Struggles over Modernity. The seminar is offered every spring semester and is required of all Religious Studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous coursework in Religious Studies.

Same as L23 Re St 479

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

---

**L77 WGSS 4494 Modern Japanese Women Writers**

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers to be considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction will be available in

English translation, and students need not be familiar with Japanese. Prior coursework in literature/women's studies may be helpful. This is a Writing Intensive course. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 449

Credit 3 units. A&S IQ: HUM, LCD, SD, WI EN: H

---

**L77 WGSS 4496 Modern Japanese Women Writers**

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction are available in English translation, and students need not be familiar with Japanese. Prior coursework in literature/women's studies may be helpful. Prerequisite: junior level or above or permission of instructor.

Same as L05 Japan 4491

Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

---

**L77 WGSS 455 Topics in Korean Literature and Culture: Gender in Korean Literature and Film**

Topics course in Korean literature and culture; subject varies by semester. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Prerequisite: junior level or above or permission of instructor.

Same as L51 Korean 455

Credit 3 units. A&S IQ: LCD EN: H

---

**L77 WGSS 4551 Intersectional Identities in Medieval France**

Were medieval French identities "intersectional"? What cultural evidence is there -- in literature, theatrical performance, the visual arts, and the artifacts of everyday life -- for such identity categories as "race," "sexuality," or "disability"? In this course, we will investigate medieval French imaginaries of the racialized, gendered, classed, and abled/disabled body, seeking to do the following: (1) understand the systems of power and privilege that undergirded medieval identities; (2) critique the contemporary perception of medieval Europe as an all-"white," male-dominated space; and (3) explore how contemporary critical identity studies can deepen our comprehension of medieval culture and how medieval materials can offer new insights into contemporary identity formations. This course will be taught in English, with a weekly discussion section in French for undergraduates enrolling for French credit. Prerequisite: French 325, French 326, Thinking-It-Through, or In-Depth.

Same as L34 French 4550

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA EN: H

---

**L77 WGSS 457 Gender and Modernity in Latin America**

The purpose of this course is to introduce students to the particular forms modernity assumes in Latin American countries and to the ways in which national cultures, identity politics, and gender issues interweave during the 20th-century. The course will discuss three particular articulations of this topic: 1) Gender and the national question in Argentina: Eva Peron; 2) Gender and Visual Arts: Frida Kahlo; and 3) Gender and Ethnicity: Rigoberta Menchu. Through these iconic figures students will be introduced to the specific features that characterized three very different but representative cultural scenarios in Latin America. In each case, the context for the emergence of these highly influential public figures will be studied from historical, social and

cultural perspectives. In order to explore the cultural and political significance of Eva Peron, Frida Kahlo and Rigoberta Menchu, the course will utilize literary texts (speeches, letters, diaries, etc.), visual materials (photography, films, and paintings) and critical bibliography. Same as L45 LatAm 457

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**L77 WGSS 4601 Taboo: Contesting Race, Sexuality, and Violence in American Cinema**

Pushing the envelope or going too far? What is the boundary between films that challenge us and films that offend us? This is a course about films that crossed that boundary, most often by presenting images of race, sexuality and violence, images that could attract audiences as much as they offended moral guardians and courted legal sanctions. Because they were denied the First Amendment protection of free speech by a 1915 Supreme Court decision, movies more than any prior art form were repeatedly subject to various attempts at regulating content by government at federal, state, and even municipal levels. Trying to stave off government control, Hollywood instituted forms of self-regulation, first in a rigid regime of censorship and subsequently in the Ratings system still in use. Because taboo content often means commercial success, Hollywood could nonetheless produce films that pushed the envelope and occasionally crossed over into more transgressive territory. While control of content is a top-down attempt to impose moral norms and standards of behavior on a diverse audience, it also reflects changing standards of acceptable public discourse. That topics once barred from dramatic representation by the Production Code - miscegenation, homosexuality and "lower forms of sexuality," abortion, drug addiction - could eventually find a place in American movies speaks to changes in the culture at large. In trying to understand these cultural changes, this course will explore films that challenged taboos, defied censorship, and caused outrage, ranging from films in the early 20th Century that brought on the first attempts to control film content through to films released under the Ratings system, which has exerted subtler forms of control. REQUIRED SCREENING: Same as L53 Film 460

Credit 3 units. A&S IQ: HUM, SC, SD Art: CPSC EN: H

---

**L77 WGSS 461A Topics in English Literature: Queer Youth: LGBTQ Narratives of Coming-of-Age and Coming Out in the U**

Same as L14 E Lit 4621

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H UColl: ENL

---

**L77 WGSS 4675 Beyond the Harem: Women, Gender, and Revolution**

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anticolonial social revolutions and how these revolutions affected the position of women in those societies.

Same as L22 History 4675

Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H

---

**L77 WGSS 4700 Ancient Greek and Roman Gynecology**

This course examines gynecological theory and practice in ancient Greece and Rome, from about the 5th century BCE to the 3rd century CE. The task is complicated by the nature of our evidence. Our surviving textual sources are authored exclusively by men, mainly physicians. They have a pronounced tendency to conceptualize the health and disease in terms of a single body, which was male by default. They distinguished female bodies from male primarily in reproductive aspects. How exactly did these physicians understand diseases of

women and, as far as can be recovered, to what extent were their views represented among laypeople? What form did treatment take and what was the social status of practitioners, both that of our extant sources and female practitioners whose voices have largely been silenced by the textual tradition? We will approach the study of Greek and Roman gynecology, first from the perspective of Greco-Roman medical views, then from the point of view of contemporary Western biomedicine. The limited nature of our sources will allow students to read the majority of surviving material. These primary readings will be accompanied by current secondary scholarship that explores these fascinating and often frustrating questions about the female body in ancient medical thought. All primary materials will be available in English translation. There will be an option for students with a background in Greek or Latin to form a satellite reading group. The course does not assume familiarity with Greek and Roman medicine more broadly.

Same as L08 Classics 4700

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

---

**L77 WGSS 4711 Gender and Religion in China**

In this course, we explore the images, roles, and experience of women in Chinese religions: Confucianism, Daoism, Buddhism, and so-called "popular" religion. Topics discussed include: gender concepts, norms, and roles in each religious tradition; notions of femininity and attitudes towards the female body; biographies of women in Confucian, Daoist, and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese society. All readings are in English or in English translation. Prerequisite: Senior/ Graduate Standing. Students with no previous background in Chinese religion, literature or culture need to obtain instructor's permission before enrolling.

Same as L23 Re St 4711

Credit 3 units. A&S IQ: HUM, LCD

---

**L77 WGSS 4720 Race, Reproduction, and Justice**

Reproduction is biological, economic, political, and social. Of course, individuals reproduce, but when, how, why, and with whom we do (or do not) is also a matter of public policy and social concern. Drawing on readings from sociology, law and other fields that engage continually with these key questions: Why is reproduction an important site through which to understand sociology? How do statuses such as race, class, gender, sexuality, and ability influence people's reproductive possibilities? How have communities supported or resisted efforts at reproductive control? Why is reproductive justice central to these answers? Students will review theoretical pieces, empirical research, media and more to explore the answers. This course primarily focuses on the US but will expose students to global reproductive concerns. Class sessions include lecture, in-class discussion and online discussion, media analysis and other activities. This upper-level seminar presumes an understanding of the basic concepts in sociology such as sociological imagination and social construction. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in this 500-level offering.

Same as L40 SOC 4720

Credit 3 units. A&S IQ: SSC, SC EN: S

---

**L77 WGSS 480 Topics in Buddhist Traditions: Gender and Sexuality in Buddhism**

This course focuses on a selected theme in the study of Buddhism. Please refer to the course listings for a description of the current offering.

Same as L23 Re St 480

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM EN: H

**L77 WGSS 481 Selected English Writers I**

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult Course Listings.  
Same as L14 E Lit 481  
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

**L77 WGSS 4918 Advanced Seminar: Sexuality in the United States**

Does sex have a history, and if so, how can we study it? This seminar examines important themes in the history of sexuality: the relationship between sexual ideologies and practices; racial hierarchy and sexuality; the policing of sexuality; construction of sexual identities and communities; and sexual politics at the end of the century. Students will also spend time discussing theoretical approaches to the history of sexuality, as well as methodological issues, including problems of source and interpretation.  
Same as L22 History 4918  
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

**L77 WGSS 498 Supervised Reading and Research**

This course is designed for students who are pursuing an independent study project as part of the Department Honors Program. Students must apply to the Department. May be repeated once. Prerequisite: Senior Standing and permission of the department.  
Credit 3 units.

**L77 WGSS 4982 Advanced Seminar: Women and Confucian Culture in Early Modern East Asia**

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. We will focus on Ming (1368-1644) and Qing (1644-1911) China, but will also examine these issues in two other early modern East Asian societies: Yi/Choson (1329-1910) Korea and Tokugawa (1600-1868) Japan.  
Same as L22 History 4982  
Credit 3 units.

**L77 WGSS 499 Honors Thesis: Research and Writing**

Enrollment in this course is limited to students accepted into the Honor's Program. Petition for permission to enroll is available in the Women, Gender, and Sexuality Studies Office, 210 McMillan Hall.  
Credit 3 units. EN: H

**L77 WGSS 4993 Advanced Seminar: Women and Religion in Medieval Europe**

This course explores the religious experience of women in medieval Europe and attempts a gendered analysis of the Christian Middle Ages. In it, we will examine the religious experience of women in a variety of settings - from household to convent. In particular, we will try to understand how and why women came to assume public roles of unprecedented prominence in European religious culture between the twelfth century and the sixteenth, even though the institutional church barred them from the priesthood and religious precepts remained a principal source of the ideology of female inferiority.  
Same as L22 History 4993  
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

**L77 WGSS 49MB Advanced Seminar: Women and Gender in Modern Caribbean History**

This course will highlight women in the "making" of Caribbean history, and it will consider how "men" and "women" were made in the English-speaking Caribbean from emancipation (1838) to the present. We will explore women and gender issues within the context of significant political shifts including the transition from slavery to wage and indentured labor, the labor rebellions of the

1930s, the rise of labor unions and political parties, anti-colonial activism, decolonization and nationalism. The course will also situate the Caribbean within an international context, paying attention to migration, black internationalism and the Third World movement.  
Same as L22 History 49MB  
Credit 3 units. A&S IQ: HUM, LCD, SD BU: IS EN: H

## Women, Gender, and Sexuality Studies Major

### Program Requirements

- **Total units required: 27**

A Bachelor of Arts degree with a major or second major in Women, Gender, and Sexuality Studies (WGSS) requires a total of 27 credits, 21 of which must be taken in courses numbered 300 or higher. At least 18 of the 21 upper-level credits required for the major may only count for the WGSS major and may not be double-counted toward another major. Courses that count for the major should be registered as WGSS courses (i.e., with the WGSS designation, L77). All courses taken for the major must be taken for a grade, and students must earn a grade of C- or higher.

### Requirements for the WGSS Major

The following six requirements must be fulfilled through WGSS home-based or cross-listed courses taken at Washington University, unless otherwise indicated. The theory and methods/service learning requirements must be completed at Washington University. Students requesting an exception and who wish to transfer credits in the theory or methods/service learning category must petition the department chair or the director of undergraduate studies, who will consider the request.

Only one course may fulfill two requirements (i.e., one course may double count for two of the six required areas). Students on approved study abroad programs may petition for one course to count toward one of these six requirements.

**1. A 100-Level Introductory Course: 3 credits**

Students must complete the following course and file a copy of a paper from this course with the WGSS office (McMillan Hall, Room 210):

Code	Title	Units
WGSS 100B	Introduction to Women, Gender, and Sexuality Studies	3

**2. One Theory Course: 3 credits**

Choose one of the following:

Code	Title	Units
WGSS 3031	Queer Theory	3
WGSS 3203	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 335	Feminist Theory	3
WGSS 3563	Queering the History of Health	3

WGSS 371	Confronting Capitalism: Feminism, Work and Solidarity	3
WGSS 383	Topics in Women, Gender, and Sexuality Studies: Spectacular Blackness, Race, Gender, & Visual Culture	3
WGSS 4006	Advanced Topics in Trans Theories: Femme	3
WGSS 406	Queering Theory: Collaborating, Solidarity, and Working Together	3
WGSS 4013	Queer of Color Critique: Sense and Sexuality	3
WGSS 4014	Feminist and Queer Media Studies	3
WGSS 4102	Everyday Unruliness: Feminist and Queer Resistance	3
WGSS 416	The Politics of Pleasure	3
WGSS 419	Feminist Literary and Cultural Theory	3
WGSS 421	From Mammy to the Welfare Queen: African American Women Theorize Identity	3
WGSS 429	Feminist Political Theory	3
WGSS 4350	Queer and Feminist Geographies	3
WGSS 437	Transnational Feminisms	3

**3. One Feminist Research Methods or Community-Engaged Learning Course: 3 credits**

Choose one of the following:

Code	Title	Units
WGSS 3171	Community-Engaged Learning: Gender and Incarceration	4
WGSS 3173	Community-Engaged Learning: Documenting the Queer Past in St. Louis	4
WGSS 3174	Community Engaged Learning: Feminist and Queer Community Praxis	4
WGSS 3942	Community-Engaged Learning: Projects in Domestic Violence	4
WGSS 417W	Feminist Research Methodologies	3
WGSS 444	Sex and Gender in Public	1.5
WGSS 444B	Sex and Gender in Public	1.5

**Note:** Students who write an honors thesis must take WGSS 417W Feminist Research Methodologies and enroll in WGSS 499 Honors Thesis: Research and Writing to fulfill this requirement. Students who take WGSS 417W Feminist Research Methodologies must submit a copy of their final paper from this course to the WGSS office (McMillan Hall, Room 210).

**4. Two 400-level Courses or an Honors Thesis: 6 credits**

Courses taken in any of the above categories will satisfy this requirement, or the student may choose to write an honors thesis. One of the 3-credit courses must be a home-based WGSS course; the second may be either home-based or cross-listed. Students should consult with their WGSS advisors for approval of their chosen courses and to ensure that one of the courses is home-based.

**5. One Historical Context Course: 3 credits**

Students must choose one course that explores gender, sex, or sexuality in historical context or that studies the history of these categories. A single course may not fulfill both the historical context category and the ethnic/global/racial context category. In other words, one may not double count a class even if it is listed in both categories. This course must be home-based or cross-listed in WGSS. Courses used to fulfill this requirement must be listed under WGSS. **Note:** A course that satisfies one of the previous four requirement areas in this list may also fulfill this requirement.

Choose one of the following:

Code	Title	Units
WGSS 2118	First Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History	3
WGSS 30GS	"I Know It When I See It." A History of Obscenity & Pornography in the United States	3
WGSS 3002	Feminist Fire!: Radical Black Women in the 20th Century	3
WGSS 3003	Writing Intensive in Ancient Studies	3
WGSS 3041	Making Sex and Gender: Understanding the History of the Body	3
WGSS 310	From Hysteria to Hysterectomy: Women's Health Care in America	3
WGSS 3101	An Intellectual History of Sex and Gender: Text and Traditions	3
WGSS 312W	Topics in English and American Literature: 30 Years of Queer	3
WGSS 3121	Topics in American Literature: Girls' Fiction	3
WGSS 3130	Sexuality in Early Christianity	3
WGSS 3141	The Racial and Sexual Politics of Public Health	3
WGSS 3152	Sex and Gender in Greco-Roman Antiquity	3
WGSS 3153	The Women of Greek Tragedy	3
WGSS 3172	Queer Histories	3
WGSS 3173	Community-Engaged Learning: Documenting the Queer Past in St. Louis	4
WGSS 3180	The Abuse Crisis in Modern Christianity	3
WGSS 330A	Native American/Euro-American Encounters: Confrontations of Bodies and Beliefs	3
WGSS 330S	Topics in Gender and American Culture	3

WGSS 3416	War, Genocide and Gender in Modern Europe	3
WGSS 345A	Sexual Politics in Film Noir and Hard-boiled Literature	3
WGSS 348	"Revolutionize It!" The Radical History of Second-Wave Feminisms	3
WGSS 354	No Boys Allowed: Girlhood and Programming for Girls in 19th and 20th Centuries, United States	3
WGSS 3548	Gender, Sexuality & Communism in 20th-Century Europe	3
WGSS 3563	Queering the History of Health	3
WGSS 359	Topics in European History: Modern European Women	3
WGSS 361	Women and Social Movements: Gender and Sexuality in U.S. Social Movements	3
WGSS 366	Caste: Sexuality, Race and Globalization.	3
WGSS 369A	Reading Sex in Premodern England	3
WGSS 375	Topics in Women's History	3
WGSS 3751	Topics in Women's History: Women, Gender and Sexuality in Postwar America	3
WGSS 385A	Topics in Jewish Studies	3
WGSS 389	The Global History of HIV/AIDS	3
WGSS 389A	Furies and Die-Hards: Women in Rebellion and War	3
WGSS 39F8	Gender and Sexuality in 1950s America: Writing Intensive Seminar	3
WGSS 39SC	Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar	3
WGSS 396	Gender and Social Class	3
WGSS 408A	Nuns	3
WGSS 414	Gender, Religion, Medicine and Science	3
WGSS 4154	Decolonization to Globalization: How to End an Empire	3
WGSS 4231	Topics in American Literature I	3
WGSS 455	Topics in Korean Literature and Culture: Gender in Korean Literature and Film	3
WGSS 4551	Intersectional Identities in Medieval France	3
WGSS 4601	Taboo: Contesting Race, Sexuality, and Violence in American Cinema	3
WGSS 4700	Ancient Greek and Roman Gynecology	3
WGSS 4918	Advanced Seminar: Sexuality in the United States	3
WGSS 4993	Advanced Seminar: Women and Religion in Medieval Europe	3

**6. One Ethnic/Global/Racial Context Course: 3 credits**

Students must choose one course that considers gender and ethnicity, gender and race, or gender in a global context. This course must be home-based or cross-listed in WGSS. Courses used to fulfill this requirement must be listed under WGSS. **Note:** A course that satisfies one of the first four requirement areas in this list may also fulfill this requirement.

Choose one of the following:

Code	Title	Units
WGSS 104	First-Year Seminar: Gender, Sexuality and Settler Colonialism	3
WGSS 207	Constructions of Black Womanhood and Manhood in the Black Community	3
WGSS 2118	First Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History	3
WGSS 2232	Gender and Sexuality in the African Diaspora	3
WGSS 270A	Sophomore Seminar: Globalization and its Discontents	3
WGSS 280A	Sex in Italian Culture and Media	3
WGSS 3002	Feminist Fire!: Radical Black Women in the 20th Century	3
WGSS 3014	Queering Citizenship: Gender/Abolition	3
WGSS 3141	The Racial and Sexual Politics of Public Health	3
WGSS 3152	Sex and Gender in Greco-Roman Antiquity	3
WGSS 3153	The Women of Greek Tragedy	3
WGSS 3181	Gender, Sexuality and Power in Brazil	3
WGSS 319A	The Body in Brazil: Race, Representation, Ontologies	3
WGSS 3201	Gender, Culture, and Madness	3
WGSS 330S	Topics in Gender and American Culture	3
WGSS 340	Israeli Women Writers	3
WGSS 3416	War, Genocide and Gender in Modern Europe	3
WGSS 350B	Topics: Global Italy: Race, Gender, Migration and Citizenship	3
WGSS 3548	Gender, Sexuality & Communism in 20th-Century Europe	3
WGSS 357B	Gender and Politics in Global Perspective	3
WGSS 3560	Black Women Writers	3
WGSS 366	Caste: Sexuality, Race and Globalization.	3
WGSS 371	Confronting Capitalism: Feminism, Work and Solidarity	3
WGSS 383	Topics in Women, Gender, and Sexuality Studies: Spectacular Blackness, Race, Gender, & Visual Culture	3
WGSS 383A	Topics in Women, Gender, and Sexuality Studies	3
WGSS 3861	Psychology of Black Women	3

WGSS 389	The Global History of HIV/AIDS	3
WGSS 39SC	Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar	3
WGSS 409	Gender, Sexuality, and Change in Africa	3
WGSS 4013	Queer of Color Critique: Sense and Sexuality	3
WGSS 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
WGSS 4154	Decolonization to Globalization: How to End an Empire	3
WGSS 416	The Politics of Pleasure	3
WGSS 418C	Sexuality and Gender in East Asian Religions	3
WGSS 4231	Topics in American Literature I	3
WGSS 432	Women Writers of the 20th Century	3
WGSS 437	Transnational Feminisms	3
WGSS 4401	Intersectionality	3
WGSS 441A	Gender Analysis for International Affairs	3
WGSS 445A	Japanese Fiction	3
WGSS 4494	Modern Japanese Women Writers	3
WGSS 455	Topics in Korean Literature and Culture: Gender in Korean Literature and Film	3
WGSS 457	Gender and Modernity in Latin America	3
WGSS 4601	Taboo: Contesting Race, Sexuality, and Violence in American Cinema	3
WGSS 4675	Beyond the Harem: Women, Gender, and Revolution	3
WGSS 4720	Race, Reproduction, and Justice	3
WGSS 480	Topics in Buddhist Traditions: Gender and Sexuality in Buddhism	3
WGSS 49MB	Advanced Seminar: Women and Gender in Modern Caribbean History	3
WGSS 4993	Advanced Seminar: Women and Religion in Medieval Europe	3

WGSS 106	First-Year Seminar: Feminist and Queer Science and Technology Studies	3
WGSS 205	Introduction to Queer Studies	3
WGSS 206	Sexuality and the State: Introduction to Sexuality Studies	3
WGSS 3012	Gender and Politics	3
WGSS 303	Gender and Education	3
WGSS 308	Masculinities	3
WGSS 3103	Sex and Money: Economies of Desire	3
WGSS 315E	Topics in Literature: Queer Love in Public	3
WGSS 316	Feminist Health Studies	3
WGSS 3221	Girls' Media and Popular Culture	3
WGSS 323A	Sex Trafficking	3
WGSS 3410	Gender in Society	3
WGSS 3522	Topics in Literature: Drama Queens: Cleopatra in Elizabethan England	3
WGSS 3561	Law, Gender, and Justice	3
WGSS 360	Trans Studies	3
WGSS 3666	Women and Film	3
WGSS 393	Gender Violence	3
WGSS 3943	Violence Against Women Court Project	1
WGSS 4112	Body and Flesh: Theorizing Embodiment	3
WGSS 427	Technology and Feminist Practice: Gender Violence Prevention Tools	3
WGSS 4331	Topics in Feminist Theory: Feminist Philosophy	3
WGSS 3290	American Religion, Law, and Sexual Politics	3

## General WGSS Education Credits: 6 credits

6 credit units of general WGSS courses, enrolled under L77, are required to complete the major. Students may earn elective credits abroad or at another university. General education may be chosen from the following or from courses listed above under other WGSS requirements.

General WGSS education credits may be chosen from the following:

Code	Title	Units
WGSS 103	First Sem: Sex & Gender in the Gutter: An Intro to Gender and Sexuality Studies Through Comics	3
WGSS 104	First-Year Seminar: Gender, Sexuality and Settler Colonialism	3

## Additional Information

Pass/No Pass credits do not count toward the major, even if they are WGSS internships. For a course to count for major credit, the student must earn a C- or better; however, the College of Arts and Sciences will only grant credit for a writing intensive course if the student earns at least a C+.

We strongly encourage and support students who wish to study abroad. Therefore, we accept up to 9 credits from study abroad (3 of those credits could fulfill the historical context or ethnic/global/racial requirement). Please contact Amy Cislo (acislo@wustl.edu), WGSS Study Abroad Faculty Advisor, about this option.

Current students who wish to take courses at other universities during the summer may transfer up to 6 credit units. However, these credits cannot be used to fulfill the introductory course or the theory or methods/service-learning requirements.

Students transferring to Washington University who wish to complete the major in WGSS may transfer no more than 9 credits of course work taken elsewhere.

Phone: 314-935-5102  
Email: wgss@wustl.edu  
Website: http://wgss.wustl.edu

# Women, Gender, and Sexuality Studies Major, Health Specialization

## Program Requirements

- **Total units required: 27**

WGSS majors may choose an optional specialization within the major called Health if the students' interests lie primarily within this area of WGSS. Students enrolled in the Health specialization must complete the WGSS major using the approved courses in each required category below. Only 6 units may be taken at the 100 or 200 level. In addition, 6 units must be taken at the 400 level. One of the 400-level courses can be double-counted for one other category. For example, one class may count toward the 400-level class and it may fulfill the theory requirement.

## Required Courses

- Introduction (3 credits); this course is required for all majors:

Code	Title	Units
WGSS 100B	Introduction to Women, Gender, and Sexuality Studies	3

- Theory (3 credits); students select one of the following:

Code	Title	Units
WGSS 3203	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3563	Queering the History of Health	3

- History (3 credits); students select one of the following:

Code	Title	Units
WGSS 3041	Making Sex and Gender: Understanding the History of the Body	3
WGSS 310	From Hysteria to Hysterectomy: Women's Health Care in America	3
WGSS 3141	The Racial and Sexual Politics of Public Health	3
WGSS 414	Gender, Religion, Medicine and Science	3

- Race or Non-U.S. Course (3 credits); students select one of the following:

Code	Title	Units
WGSS 3141	The Racial and Sexual Politics of Public Health	3
WGSS 3201	Gender, Culture and Madness	3
WGSS 389	The Global History of HIV/AIDS	3
WGSS 402	Transnational Reproductive Health Issues: Meanings, Technologies, Practices	3
WGSS 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3

- Required Health Elective (3 credits); students select one of the following:

Code	Title	Units
WGSS 316	Feminist Health Studies	3
WGSS 360	Trans Studies	3
WGSS 393	Gender Violence	3

- Methods (3 credits); students select one of the following:

Code	Title	Units
WGSS 417W	Feminist Research Methodologies	3
WGSS 444 & 444B	Sex and Gender in Public and Sex and Gender in Public (These are 1.5-credit courses that meet once a week during both semesters of the senior year and that will result in a capstone project exploring gender and/or sexuality and politics broadly conceived.)	3
WGSS 3942	Community-Engaged Learning: Projects in Domestic Violence	4
WGSS 3174	Community Engaged Learning: Feminist and Queer Community Praxis	4

## Elective Courses

- Students select 9 units of any WGSS courses as electives.

## Additional Information

Pass/No Pass credits do not count toward the major, even if they are WGSS internships. For a course to count for major credit, the student must earn a C- or better; however, the College of Arts and Sciences will only grant credit for a writing intensive course if the student earns at least a C+.

We strongly encourage and support students who wish to study abroad. Therefore, we accept up to 9 credits from study abroad (3 of those credits could fulfill the historical context or ethnic/global/racial requirement). Please contact Amy Cislo (acislo@wustl.edu), WGSS Study Abroad Faculty Advisor, about this option.

Current students who wish to take courses at other universities during the summer may transfer up to 6 credit units. However, these credits cannot be used to fulfill the introductory course or the theory or methods/service-learning requirements.

Students transferring to Washington University who wish to complete the major in WGSS may transfer no more than 9 credits of course work taken elsewhere.

Phone: 314-935-5102  
Email: wgss@wustl.edu  
Website: http://wgss.wustl.edu

## Women, Gender, and Sexuality Studies Major, Politics Specialization

### Program Requirements

- **Total units required:** 27

WGSS majors may choose an optional specialization within the major called Politics if the students' interests lie primarily within this area of WGSS. Students enrolled in the Politics specialization must complete the WGSS major using the approved courses in each required category below. Only 6 units may be taken at the 100 or 200 level. In addition, 6 units must be taken at the 400 level. One of the 400-level courses can be double-counted for one other category. For example, one class may count toward the 400-level class and it may fulfill the theory requirement.

### Required Courses

- Introduction (3 credits); this course is required for all majors:

Code	Title	Units
WGSS 100B	Introduction to Women, Gender, and Sexuality Studies	3

- Race/Ethnicity/Politics (3 credits); students select one of the following (these courses can also be electives):

Code	Title	Units
WGSS 3002	Feminist Fire!: Radical Black Women in the 20th Century	3
WGSS 383A	Topics in Women, Gender, and Sexuality Studies	3
WGSS 39SC	Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar	3
WGSS 421	From Mammy to the Welfare Queen: African American Women Theorize Identity	3

- Sexuality and Politics (3 credits); students select one of the following (these courses can also be electives):

Code	Title	Units
WGSS 206	Sexuality and the State: Introduction to Sexuality Studies	3
WGSS 3014	Queering Citizenship: Gender/Abolition	3
WGSS 3103	Sex and Money: Economies of Desire	3
WGSS 3141	The Racial and Sexual Politics of Public Health	3
WGSS 3172	Queer Histories	3
WGSS 323A	Sex Trafficking	3

- Non-U.S. Course (3 credits); students select one of the following:

Code	Title	Units
WGSS 3416	War, Genocide and Gender in Modern Europe	3
WGSS 3548	Gender, Sexuality & Communism in 20th-Century Europe	3
WGSS 362A	Islam, Gender, Sexuality	3
WGSS 39SC	Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar	3
WGSS 437	Transnational Feminisms	3

- Theory (3 credits); students select one of the following:

Code	Title	Units
WGSS 3203	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 371	Confronting Capitalism: Feminism, Work and Solidarity	3
WGSS 4102	Everyday Unruliness: Feminist and Queer Resistance	3
WGSS 421	From Mammy to the Welfare Queen: African American Women Theorize Identity	3
WGSS 429	Feminist Political Theory	3
WGSS 437	Transnational Feminisms	3
WGSS 4350	Queer and Feminist Geographies	3

- History (3 credits); students select from the WGSS course offerings in this area.

- Methods (3 credits); students select one of the following:

Code	Title	Units
WGSS 417W	Feminist Research Methodologies	3
WGSS 444 & 444B	Sex and Gender in Public and Sex and Gender in Public (These are 1.5-credit courses that meet once a week during both semesters of the senior year and that will result in a capstone project exploring gender and/or sexuality and politics broadly conceived.)	3



## Elective Courses

- Students select 6 units of any WGSS courses as electives, but one of the courses listed below is encouraged:

Code	Title	Units
WGSS 3012	Gender and Politics	3
WGSS 3203	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3410	Gender in Society	3
WGSS 348	"Revolutionize It!" The Radical History of Second-Wave Feminisms	3
WGSS 3561	Law, Gender, and Justice	3
WGSS 393	Gender Violence (If a student wants to take WGSS 3942 Community-Engaged Learning: Projects in Domestic Violence, this course must be taken first.)	3
WGSS 396	Gender and Social Class	3

## Additional Information

Pass/No Pass credits do not count toward the major, even if they are WGSS internships. For a course to count for major credit, the student must earn a C- or better; however, the College of Arts and Sciences will only grant credit for a writing intensive course if the student earns at least a C+.

We strongly encourage and support students who wish to study abroad. Therefore, we accept up to 9 credits from study abroad (3 of those credits could fulfill the historical context or ethnic/global/racial requirement). Please contact Amy Cislo (acislo@wustl.edu), WGSS Study Abroad Faculty Advisor, about this option.

Current students who wish to take courses at other universities during the summer may transfer up to 6 credit units. However, these credits cannot be used to fulfill the introductory course or the theory or methods/service-learning requirements.

Students transferring to Washington University who wish to complete the major in WGSS may transfer no more than 9 credits of course work taken elsewhere.

Phone: 314-935-5102  
Email: wgss@wustl.edu  
Website: <http://wgss.wustl.edu>

## Women, Gender, and Sexuality Studies Minor Program Requirements

**Total units required:** 18 units, 12 of which must be taken in courses numbered 300 or higher.

## Required Courses

Individual programs are designed in consultation with an advisor in light of each student's interests and abilities, major course of study, and plans for the future. All courses must be home-based or cross-listed in WGSS.

## Additional Information

- All minor courses must be home-based or cross-listed in Women, Gender, and Sexuality Studies (WGSS). All courses taken for the minor must be taken for a grade, and students must earn a grade of C- or higher.
- We strongly encourage and support students who wish to study abroad and will accept up to 6 credits from approved programs. Please contact Amy Cislo (acislo@wustl.edu), WGSS Study Abroad Supervisor, about this option.

Phone: 314-935-5102  
Email: wgss@wustl.edu  
Website: <http://wgss.wustl.edu>

## Degree Requirements

The faculty of the College of Arts & Sciences believes each student should strive toward breadth and depth of study, as represented in the formal requirements for each program of study. The faculty also believes that the primary responsibility for the selection of an academic program rests with the student, in consultation with academic advisors. This freedom of choice carries with it a corresponding responsibility for the consequences of such choices, and students are, therefore, expected to familiarize themselves with and meet the requirements detailed below.

## Planning

The degree requirements for the Bachelor of Arts (AB) degree in Arts & Sciences are designed to provide students with strong and sustained training in writing and numerical applications; to enable students to construct a coherent program in which courses reinforce each other in challenging and productive ways; and to take advantage of two distinctive features of the academic environment at Washington University: the strong tradition of cooperation among faculty working in different disciplines and the fact that teaching and learning at Washington University draw energies from an environment of vigorous and creative research.

The College of Arts & Sciences regards active student engagement in curricular planning as central to successful student learning. Each semester, the student's advisors will help them develop a personalized academic plan that responds to what they have already learned about the university, about the structure and aims of intellectual disciplines, and about themselves.

By the end of the sophomore year, students must have declared a major and constructed and nominated an online curricular plan that will satisfy all of the following General Education requirements:

## Core Skills

- A. **College Writing (3 units):** Students demonstrate proficiency in reading and writing English and begin to develop mature skills in framing and revising arguments by completing course work determined by the College Writing Program with a grade of C- or higher. This requirement should be completed during the first year.
- B. **Applied Numeracy (3 units):** Students develop their skills in numerical applications by completing one of an approved list of "AN" courses with a grade of C- or higher. Students often find that there is an AN course in their major field of interest. This course may also satisfy other degree requirements.
- C. **Social Contrasts (3 units):** Students take one course with primary emphasis on the formation, maintenance or impact of social categories, such as race, ethnicity, gender, class, sexual orientation, religious affiliation, ability status or other categories. This course, which may be taken Pass/Fail, must be selected from an approved list of "SC" courses. It may also satisfy other requirements.
- D. **Writing-Intensive Course (3 units):** To consolidate their written communication skills, students must take a writing-intensive course, preferably in their major field. The course, selected from an approved list of "WI" courses, must be completed with a C- or higher. It may also satisfy other requirements.

## Area Requirements

- A. Students must complete course work in each of the following academic areas:
  1. Humanities (HUM): three courses totaling at least 9 units
  2. Natural Sciences and Mathematics (NSM): three courses totaling at least 9 units
  3. Social Sciences (SSC): three courses totaling at least 9 units
  4. Linguistic and Cultural Diversity (LCD): either three sequenced courses of at least 3 units each in a single foreign language or at least four courses designated "LCD" of at least 3 units eachUp to 12 units of the area requirements may be taken Pass/Fail.
- B. To achieve depth and coherence, students must complete three integrations in at least two of the four areas of study (HUM, NSM, SSC, LCD). There are four types of integrations:
  - Arts & Sciences majors, second majors (p. 1137), and minors (p. 1138)
  - Ampersand programs (p. 1114)
  - Designated study away programs (p. 1116)
  - Integrated inquiries (p. 1117)

## The Major

Students must complete a major by taking no fewer than 18 units of courses numbered 300/3000 or greater and earning grades of C- or higher. Individual departments may specify additional units or stricter minimum-grade requirements. Students should refer to the department program pages in this *Bulletin* for program-specific requirements.

Degree completion is based on the primary major of record. At least half of the units for the major must be completed in residence. Students are strongly encouraged to complete a capstone experience in their major as a way of culminating their undergraduate education.

For more details regarding majors — including information about second majors, special majors and majors across schools — visit the main Arts & Sciences (p. 194) section of this *Bulletin*. For more information regarding specific departments' major requirements, visit the Majors pages (p. 1137) of this *Bulletin*.

## Additional Requirements

- A. Students must complete 120 units with at least 30 units in advanced courses (numbered 300/3000 or greater). The 30 units in advanced courses may include the number of advanced units required for the major.
- B. Students must have an overall grade point average of at least 2.0.
- C. Students must earn the final 30 units toward the degree at Washington University while enrolled in the College of Arts & Sciences. Students pursuing 3-2 degrees should follow the requirements laid out by their master's program.
- D. Students must be recommended by the College of Arts & Sciences to the Board of Trustees.

## Regulations

- A. No more than 24 units may be earned using the Pass/Fail option, and no more than 12 of the 24 Pass/Fail units may be for area distribution requirements.
- B. No more than 15 units of pre-matriculation credit may be counted toward the degree. Pre-matriculation sources include Advanced Placement (AP), British Advanced (A) Levels, the International Baccalaureate (IB), and course credit earned by proficiency (i.e., back credit). Pre-matriculation sources may also include college courses taken after the sophomore year in high school but not applied toward the high school diploma. Credits earned via the High School Summer Scholars or High School College Access programs at Washington University are considered to be pre-matriculation units and are subject to the same regulation.
- C. Students may not earn more than 12 units toward the bachelor's degree (AB) in group and/or individual performance courses. Exceptions may be made for students majoring in departments that require a large number of performance courses for the major, such as dance, drama and music.
- D. No more than 18 units of credit in independent study may be applied to the AB; no more than 6 units of independent study may be attempted in a single semester.

- E. No more than 6 units of internship credit may be applied to the AB; no more than 3 units of internship credit may be attempted in a single semester.
- F. A student may receive no more than a total of two majors and one minor or one major and two minors.

## Transfer Students

Transfer students will follow the requirements of the Integrated Inquiry Curriculum, outlined above. Where appropriate, previous course work may be applied to the distribution requirements based on the following guidelines:

- A. Transfer students who have not taken a college writing course at their prior school will take College Writing during their first year at Washington University. Students who have taken such a course may be eligible to submit a writing portfolio to the College Writing Program for evaluation. The program will review the portfolio to determine if the College Writing requirement has been satisfied or if the student must complete additional writing course work.
- B. The transfer advisors will evaluate a student's transcript on an individual basis. Generally speaking, course work taken at the previous institution may count toward the College's area requirements but not toward the core requirements. For students transferring after one year at another institution, the three required integrations must be completed through courses taken in residence. Students transferring after two years at another institution must complete two integrations through courses taken in residence. Whether course work taken at the previous institution may count toward a major or minor program of study is at the discretion of the major/minor department or program.
- C. Transfer students must be enrolled for at least four consecutive full-time semesters, which may include an approved semester abroad program, to satisfy the residency requirement. These full-time semesters do not include Summer Session. Students must complete a minimum number of units at Washington University and a minimum number of units in the College of Arts & Sciences according to the following table. No more than 3 units per semester may be taken on a Pass/Fail basis.

Semesters in Residence	Arts & Sciences Units in Residence	Total WashU Units in Residence
Seven semesters	78 units	105 units
Six semesters	69 units	90 units
Five semesters	57 units	75 units
Four semesters	45 units	60 units

## Sealing of the Transcript

Conferral of the degree seals the student's academic record at Washington University. No changes can be made to the student's academic record after conferral of the degree. All students are strongly advised to obtain a copy of their final transcript, which is available for order from the Office of the University Registrar via WebSTAC.

## A&S Integration: Ampersand Programs

This page documents programs currently designed and approved to fill Arts & Sciences integration requirements.

### Beyond Boundaries (HUM, SSC)

**Two courses are required:**

Select any two of the following courses:

Code	Title	Units
BEYOND 101	Earth's Future: Causes and Consequences of Global Climate Change	3
BEYOND 102	The Business of Elections	3
BEYOND 105	The Endgame of Entrepreneurship: Leveraging Capitalism for Good	3
BEYOND 111	Law, Race, and Design: Examining the St. Louis Story	3
BEYOND 115	Environmental Racism and the Health of Everyone	3
BEYOND 120	Religious Freedom in America	3
BEYOND 123	When I'm Sixty-Four: Transforming Your Future	3
BEYOND 125	St. Louis and the Documentary Image	3
BEYOND 130	The Art of Medicine	3
BEYOND 140	To Sustainability and Beyond: People, Planet, Prosperity (P3)	3
BEYOND 160	Gender, Youth, and Global Health	3
BEYOND 161	Morality and Markets	3
BEYOND 175	Designing Creativity: Innovation Across Disciplines	3

### Ampersand: Biotech Explorers Pathway (NSM)

**Three courses are required:**

Code	Title	Units
FYP 2010	Ampersand: The Science of Biotechnology	3
FYP 2020	Ampersand: Biotechnology Entrepreneurs Seminar	3
Biol 3010	Biotechnology Project	3

### Ampersand: Encountering China (HUM)

**Two courses are required:**

Code	Title	Units
FYP 107	Ampersand: Encountering Chinese Culture: A Performative Perspective on Chinese Culture and Identity	3
FYP 1080	Encountering Chinese Culture: Performing Tradition, Engendering Transformations	3

## Ampersand: Examining America (HUM)

Two courses are required:

Code	Title	Units
FYP 1100	Ampersand - American Stories: Place, Power, and Imagination	3
FYP 110A	Ampersand: Examining America: American Landscapes: Identity, Power, Place and Meaning	3

## Ampersand: Global Citizenship Program (HUM, SSC)

Four courses are required:

Code	Title	Units
<b>Select any two of the following three courses:</b>		
FYP 1133	Ampersand: Legacies of the Silk Road	3
FYP 116	Ampersand: Geographies of Globalization and Development	3
FYP 117	FYS: Global Population on the Move: Language & Resettlement with Law, Healthcare & Education	3
<b>Complete these two workshops:</b>		
FYP 1503	Ampersand: Workshop for the Global Citizenship Program	1
FYP 1504	Ampersand: Workshop for the Global Citizenship Program	1

## Ampersand: The Hallmarks of Cancer and Patient Care (NSM)

Two courses are required:

Code	Title	Units
Biol 144	Ampersand: The Biology of Cancer Part I	4
Biol 1441	Ampersand: Frontiers in Cancer Research and Treatment	3

## Ampersand: The History, Memory, and Representation of the Holocaust (HUM, LCD, SD)

Two courses are required:

Code	Title	Units
FYP 2850	Ampersand: The Holocaust: A European Experience	3
FYP 2851	Ampersand: Representations of the Holocaust in Literature and Film	3

## Ampersand: Literary Culture of Modern Ireland (HUM)

Two courses are required:

Code	Title	Units
FYP 2811	Ampersand: Literary Culture of Modern Ireland	3
FYP 2812	Ampersand: Literary Culture of Modern Ireland II	3

## Ampersand: Medicine and Society (LCD, SSC)

Two courses are required:

Code	Title	Units
Anthro 141	Ampersand: Medicine and Society	3
Anthro 142	Ampersand: Medicine and Society	3

## Ampersand: Mind, Brain, and Behavior (NSM, SSC)

Two courses are required:

Code	Title	Units
FYP 120A	Amp: Intro to Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives	3
FYP 122A	Ampersand: Introduction to the Study of the Mind Brain II	3

## Ampersand: Modern Media: The Good, the Bad, and the Future (HUM)

Two courses are required:

Code	Title	Units
FYP 1505	Ampersand: Modern Media: The Good, the Bad, & the Future	3
FYP 1506	Ampersand: Modern Media: The Good, the Bad, & the Future	3

## Ampersand: Pathfinder: A Sense of Place: Discovering Missouri's Natural Heritage (NSM, SSC)

Three courses are required:

Code	Title	Units
FYP 121	Ampersand: Pathfinder - A Sense of Place: Discovering Missouri's Natural Heritage	3
FYP 122	Ampersand: Pathfinder - A Sense of Place: Discovering the Environment of St. Louis	3
FYP 181P	Ampersand: Pathfinder: Environmental Seminar	1

## Ampersand: Phage Hunters (NSM)

Two courses are required:

Code	Title	Units
FYP 1910	Ampersand: Phage Hunters	3
FYP 1920	Ampersand: Phage Bioinformatics	3

## Ampersand: Rethinking WashU's Relation to Enslavement: Past, Present, and Future (HUM)

Two courses are required:

Code	Title	Units
FYP 2721	Ampersand: Rethinking WashU's Relation to Enslavement: Past, Present, and Future	3
FYP 2722	Ampersand: Rethinking WashU's Relation to Enslavement: Past, Present, and Future II	3

## Ampersand: Safe Asylum: Refugee Politics and Pathways (SSC)

Two courses are required:

Code	Title	Units
FYP 2242	Ampersand: Migration Policies and Colonialism: Refugee Resettlement and Integration	3
FYP 2243	Ampersand: Mediterranean Migration: Dynamics and Consequences on the EU and MENA	3

## Ampersand: Shakespeare's Globe: All the World's a Stage (HUM)

Two courses are required:

Code	Title	Units
FYP 119	Ampersand: Shakespeare's Globe: All the World's a Stage	3
FYP 1192	Ampersand: Shakespeares Globe: All the Worlds a Stage II	3

## Ampersand: Text and Tradition (HUM)

Two courses are required:

Code	Title	Units
IPH 203C	Early Political Thought: Text & Traditions	3
IPH 201C	Classical to Renaissance Literature: Text & Traditions	3

## Ampersand: The Venetian Republic (HUM)

Two courses are required:

Code	Title	Units
FYP 1703	Ampersand: The Republic of Venice I	3
FYP 1704	Ampersand: The Republic of Venice II	3

## A&S Integration: Study Away Programs

This page documents programs currently designed and approved to fill Arts & Sciences integration requirements.

### The Program in Chile (HUM, LCD)

The Washington University Program in Chile offers students an exciting opportunity to study at the Pontificia Universidad Católica de Chile (PUC) in Santiago. Students further their Spanish fluency by studying the language as a representation of the dynamic and concrete realities of the national regional culture of Santiago, augmenting their classroom study with activities in the city. They also explore contemporary issues of cultural, social, political, and literary importance related to the "Southern Cone," seeking to determine what specifically can be expressed about national identity, globalization, and the environment as Chile and its neighbors face the 21st century.

Offered Spring, Fall, Academic Year

Two courses are required:

Code	Title	Units
Span 313	Chilean Contemporary Culture	3
Span 354	A View from the Southern Cone: Perspectives on Art, Literature and Culture	3

## WU Healthcare in France (HUM, LCD)

The WU Healthcare in France program offers students a transformative opportunity to directly engage with the French healthcare system, enhance their French language skills, and deepen their cultural understanding in a fully immersive environment. Set against the picturesque backdrop of Nice and France's Mediterranean coast, this five-week program combines real-life experience in French hospitals with a profound exploration of health and human well-being in course work.

Offered Summer only

### Two courses are required:

Code	Title	Units
French 3193	Healthcare in France: Observational Internship	3
French 3720	The Art of Health in Nice	3

## Music in Florence Summer Program @ Accademia Europea di Firenze (HUM)

The Summer Music Study in Florence Program engages students in the musical arts as composers, improvisers, singers, instrumentalists, and lyricists. Courses, lessons, and ensembles in the program divisions of chamber music, jazz, musical theatre, popular music, film music, and composition/new music are made available to students of all levels. In addition, weekly master classes are offered from visiting artists with translation by William Lenihan (Professor the Practice in the Department of Music), combining cultural immersion in the City of the Renaissance and professional performing opportunities along with regular lectures, on-site classes, field trips, and ensembles.

Offered Summer only

### Two courses are required:

Code	Title	Units
Music 2231	Musicianship I	1
Music 3091	Jazz Improvisation I	3
or Music 3238	Towards a New Music	

## WU French and African Studies Summer Program in Senegal (HUM, LCD)

The summer program to Senegal, West Africa, is designed for students who want to build their conversational French language skills, learn more about Francophone West Africa, and experiment with field research. Dakar, Senegal, provides the perfect opportunity to explore themes in African and Francophone studies because of its geographical space and unique history. Geographically, Dakar naturally opens itself to the wider world, as reflected in its history, its role in the former French empire, its religious landscape, and its current relationships with other countries. Senegal, very proud of its place as an intellectual center, is the epicenter of many artistic and cultural movements. Dakar is a stable, cosmopolitan, and culturally rich capital city.

Offered Summer only

### Two courses are required:

Students must take the following course:

Code	Title	Units
AFAS 369	Senegal: History, Politics and Culture	3

Students must take one of the following:

Code	Title	Units
French 313	Conversational Fluency	3
AFAS 1040	Intensive Introductory Wolof	3

## WU Spanish Language Summer Institute (HUM, LCD)

This is a dynamic, intensive program in Spanish language and culture offering full immersion for approximately 6 weeks in Madrid and other areas of Spain. It is designed to accelerate the language acquisition process of intermediate students in Spanish and to introduce them to the experience of life in this modern European country with its very unique history and traditions.

Offered Summer only

### Two courses are required:

Code	Title	Units
Span 311	Hispanic Culture and Civilization I	3
Span 322	Advanced Conversation in Spain	3

## A&S Integration: Integrated Inquiries

This page documents programs currently designed and approved to fill Arts & Sciences integration requirements.

## Twentieth-Century Political Dynamics (HUM, LCD, SSC)

What were the major events, personalities, and struggles of 20th-century international history? How do we explain or interpret them? What was their significance, and what were their enduring legacies for world and regional politics? This IQ explores these issues through courses that examine central institutions, social movements, and regions in global affairs. Students will deepen their historical and/or theoretical understanding of current issues. They will also gain a greater appreciation of what happened in the past and how it continues to shape the present in important ways.

**Note:** Students complete two courses, each from a different department outside of their major.

### African and African American Studies

Code	Title	Units
AFAS 322C	African Civilization: 1800 to the Present (HUM, LCD)	3
AFAS 3113	Culture, Politics, and Society in Francophone Africa (SSC, LCD, SC)	3

### Anthropology

Code	Title	Units
Anthro 204B	Anthropology and the Modern World (SSC, LCD)	3

### East Asian Languages and Cultures

Code	Title	Units
East Asia 312C	Japan Since 1868 (HUM, LCD)	3
East Asia 316C	Modern China 1890s to the Present (HUM, LCD)	3
Chinese 3163	Historical Landscape and National Identity in Modern China (HUM, LCD)	3

### History

Code	Title	Units
History 164	Introduction to World History: The Second World War in World History (HUM, LCD)	3
History 3150	The Middle East in the 20th Century (HUM, LCD)	3
History 3192	Modern South Asia (HUM, LCD)	3
History 322C	Modern Latin America (HUM, LCD)	3
History 356C	20th-Century Russian History (HUM, LCD)	3
History 3220	Modern Mexico: Land, Politics and Development (HUM, LCD)	3

### Latin American Studies

Code	Title	Units
LatAm 165D	Latin America: Nation, Ethnicity and Social Conflict (HUM, LCD, SC)	3

### Political Science

Code	Title	Units
Pol Sci 102B	Introduction to Comparative Politics (SSC, LCD)	3
Pol Sci 103B	International Politics (SSC)	3
Pol Sci 3093	Politics of the European Union (SSC, LCD)	3
Pol Sci 326B	Latin-American Politics (SSC, LCD)	3
Pol Sci 3280	Political Intolerance in World Politics (SSC, LCD)	3
LatAm 322C	Modern Latin America (HUM, LCD)	3

### Religion and Politics

Code	Title	Units
RelPol 302	Religion and Politics in 20th-Century U.S. History (HUM)	3

### Religious Studies

Code	Title	Units
Re St 3031	Christianity in the Modern World (HUM)	3
Re St 3670	Gurus, Saints, and Scientists: Religion in Modern South Asia (HUM, LCD)	3

## Along the Silk Road (HUM, LCD, SSC)

How were civilizations connected throughout history? How did societies from East Asia, Central Asia, the Near East, and Europe shape each other's material and ideological worlds? The "Silk Routes" comprised one of the most extensive and diverse networks of trade and social interaction in history. The exchange and diffusion of material culture, technological innovations, ideology, food, and social institutions across this vast overland system resulted in the growth and development of societies from Japan to Europe and everywhere in between. This IQ is designed to provide students with a multidisciplinary view of the history of Eurasia in light of major transformations in art and archaeology, religion, political organization, and literature that linked Eurasian societies within a wider world system.

**Note:** Students complete two courses, each from a different department outside of their major.

### Anthropology

Code	Title	Units
Anthro 3053	Nomadic Strategies and Extreme Ecologies (SSC)	3
Anthro 3775	Ancient Eurasia and the New Silk Roads (SSC, LCD)	3

### Art History

Code	Title	Units
Art-Arch 111	Introduction to Asian Art (HUM, LCD)	3
Art-Arch 3422	Art of the Islamic World (HUM, LCD)	3

*East Asian Languages and Cultures*

Code	Title	Units
East Asia 223C	Korean Civilization (HUM, LCD)	3
East Asia 226C	Japanese Civilization (HUM, LCD)	3
East Asia 227C	Chinese Civilization (HUM, LCD)	3

*History*

Code	Title	Units
History 3149	The Late Ottoman Middle East (HUM, LCD)	3
History 3162	Early Modern China (HUM, LCD)	3

*Jewish, Islamic, and Middle Eastern Studies*

Code	Title	Units
JIMES 210C	Introduction to Islamic Civilization (HUM, LCD)	3

*Literature*

Code	Title	Units
Japan 332C	Japanese Literature: Beginnings to 19th Century (HUM, LCD)	3
East Asia 3411	Early and Imperial Chinese Literature (HUM, LCD)	3
GS 3500	The 19th-Century Russian Novel (WI) (HUM, LCD, WI)	3

*Religious Studies*

Code	Title	Units
Re St 3090	Chinese Thought (HUM, LCD)	3
Re St 311	Buddhist Traditions (HUM, LCD)	3
EALC 3340	Topics in East Asian Religions (HUM, LCD)	3

## The Americas (HUM, LCD, SSC)

What shared histories of indigenous settlement, colonialism, and nation-building unite the Americas as the "New World" that sparked the imaginations of so many travelers, immigrants, and empire builders of the past and present? How do the Americas today reflect this shared history yet also reveal vast differences in cultural tradition, wealth and inequality, and visions of the future? This IQ will allow students to explore a range of historical roots: from pre-European empires and worlds of indigenous peoples to the revolutionary struggles of the 18th century and the rise of nation-states. Students may also delve into the political and cultural complexities that shape the Americas today. Across these histories, this IQ draws attention to struggles over identity and resources that lay the foundations for the Americas as we know them today and to the rise of ideas and institutions that shaped these places in very different ways over the centuries. By completing this IQ, students will gain a deeper understanding of their own place in the Americas and of the ways that scholars of different disciplines engage the social, historical, and political-economic complexities of world regions.

**Note:** Students complete two courses, each from a different department outside of their major.

*American Culture Studies*

Code	Title	Units
AMCS 202	The Immigrant Experience (SSC, LCD, SC)	3
AMCS 227	Topics in Native American Culture (SSC, LCD)	3
AMCS 395	American Indians and American Empire (SSC, LCD)	3

*Anthropology*

Code	Title	Units
Anthro 314B	Before Columbus: Indigenous Histories of North America before 1492 (SSC, LCD)	3
Anthro 3351	The Ancient Maya: Archaeology and History (SSC, LCD)	3

*Art History & Archaeology*

Code	Title	Units
Art-Arch 290	Latinx Art (HUM, LCD, SC)	3
Art-Arch 3810	Mexican Visual Culture (HUM, LCD)	3

*Economics*

Code	Title	Units
Econ 326	American Economic History (SSC)	3

*History*

Code	Title	Units
History 321C	Introduction to Colonial Latin America until 1825 (HUM, LCD, SC)	3
History 322C	Modern Latin America (HUM, LCD)	3
History 3220	Modern Mexico: Land, Politics and Development (HUM, LCD, SC)	3

*Latin American Studies*

Code	Title	Units
LatAm 165D	Latin America: Nation, Ethnicity and Social Conflict (HUM, LCD, SC)	3
LatAm 321C	Introduction to Colonial Latin America Until 1825 (HUM, LCD)	3
LatAm 322C	Modern Latin America	3

*Political Science*

Code	Title	Units
Pol Sci 326B	Latin-American Politics (SSC, LCD)	3

*Religion and Politics*



Code	Title	Units
RelPol 225	Religion and Politics in American History (HUM, SC)	3
RelPol 235	Puritans, Native Americans, and Revolutionaries: Empire and Encounter in Early America (HUM)	3

*Spanish*

Code	Title	Units
Span 302	Cultures and Communication in the Spanish-Speaking World (LCD-LS)	3
Span 303	Cultures and Communication in the Spanish-Speaking World II (LCD-LS)	3

## Arts and Society (HUM, LCD)

How do the performed arts (dance, music, and theater), the visual arts, and the cinematic arts relate to the societies in which they are practiced? What roles do they play in the formation of individual or social consciousness? How is the practice and understanding of these arts influenced by what happens in the social context? Answers to these questions vary from art to art and society to society, so the courses in this IQ focus on the historical development of artistic practices within particular cultures and the ways in which such practices function in the development of particular societies. By completing this IQ, students will develop language with which to analyze acts and works of nonliterary art and gain a richer understanding of how these arts function in people's lives.

**Note:** Students complete two courses, each from a different department outside of their major.

*African and African American Studies*

Code	Title	Units
AFAS 301	A History of African-American Theater (HUM, SC)	3

*Art History*

Code	Title	Units
Art-Arch 111	Introduction to Asian Art (HUM, LCD)	3
Art-Arch 113	History of Western Art, Architecture & Design (HUM)	3
Art-Arch 215	Introduction to Modern Art, Architecture and Design (HUM, LCD)	3

*Dance*

Code	Title	Units
Dance 331	Movement and Meaning: Dance in a Global Context (HUM, LCD)	3
Dance 316	Histories of Theatrical and Concert Dance (HUM)	3

*Drama*

Code	Title	Units
Drama 228C	Theater Culture Studies I: Antiquity to Renaissance (HUM)	3
Drama 229C	Theater Culture Studies II: From Renaissance to Romanticism (HUM)	3
Drama 365C	Theater Culture Studies III: Melodrama to Modernism (HUM)	3

*Film and Media Studies*

Code	Title	Units
Film 220	Introduction to Film Studies (HUM)	3
Film 330	History of American Cinema (HUM)	3
Film 340	History of World Cinema (HUM, LCD)	3
Film 350	History of Electronic Media (HUM)	3

*Music*

Code	Title	Units
Music 1021	Musics of the World (HUM, LCD)	3
Music 1022	Popular Music in American Culture (HUM)	3
Music 105	History of Jazz (HUM)	3
Music 114E	Exploring Music: Music & Disability: Performing Disability on Stage and Screen (HUM)	3
Music 3023	Jazz in American Culture (HUM)	3

## The Culture of European Modernity (HUM, LCD)

How did artists and intellectuals respond to the social, political, and economic transformations that swept through 18th-, 19th-, and 20th-century Europe? The courses in this IQ investigate some of the remarkable cultural and intellectual innovations of this tumultuous period and also attempt to situate them within their broader social and historical contexts. Students who complete this IQ will have a better understanding of what we mean when we talk about European modernity, modernization, and modernism and a better sense of how works of art, literature, and philosophy both reflect and help to shape the historical epochs out of which they emerge.

**Note:** Students complete two courses, each from a different department outside of their major.

*Art History*

Code	Title	Units
Art-Arch 215	Introduction to Modern Art, Architecture and Design (HUM, LCD)	3
Art-Arch 3783	The Modernist Project: Art in Europe and the United States, 1905-1980 (HUM)	3
Art-Arch 3815	Rococo to Revolution: Art in Eighteenth-Century Europe (HUM)	3

*Comparative Literature and Thought*

Code	Title	Units
Comp Lit 3123	Introduction to Digital Humanities (HUM, LCD)	3

*Drama*

Code	Title	Units
Drama 365C	Theater Culture Studies III: Melodrama to Modernism (HUM)	3

*English*

Code	Title	Units
E Lit 2152	Literature in English: Modern Texts and Contexts (HUM)	3

*German*

Code	Title	Units
German 340C	German Literature and the Modern Era (HUM, LCD)	3

*History*

Code	Title	Units
History 102D	Introduction to Modern European History (HUM, LCD, SC)	3
History 3450	Modern Germany (HUM, LCD)	3
History 3598	The First World War and the Making of Modern Europe (HUM, LCD)	3

*Interdisciplinary Project in the Humanities*

Code	Title	Units
IPH 207C	Modern Political Thought: Text & Traditions (HUM, LCD)	3
IPH 3050	Literary Modernities in Europe and America: Text & Traditions (HUM, LCD)	3

*Philosophy*

Code	Title	Units
Phil 357C	Kant and 19th-Century Philosophy (HUM)	3
Phil 375	Existentialism (HUM, LCD)	3
Phil 349	Descartes to Hume (HUM)	3

## The Development of U.S. Democracy (HUM, LCD, SSC)

What does it mean to live in a democracy? In what ways are the institutions of government bound by the wishes of American citizens, and in what ways does a broader culture inform how democracy takes shape? This IQ explores those questions through courses that consider the complex ways that Americans have conceived of the relationship between citizens and their government. While some courses examine the formal structures of that government, others consider how democracy takes shape through forms of culture that exist outside the familiar definitions of politics.

**Note:** Students complete two courses, each from a different department outside of their major.

*African and African American Studies*

Code	Title	Units
AFAS 251	Juvenile Justice in the Black Experience (SSC, SC)	3

*American Culture Studies*

Code	Title	Units
AMCS 202	The Immigrant Experience (SSC, LCD, SC)	3

*English Literature*

Code	Title	Units
E Lit 302	The Great American Novel (HUM)	3

*History*

Code	Title	Units
History 163	Freedom, Citizenship and the Making of American Life (HUM, LCD)	3
History 2152	The Theory and Practice of Justice: The American Historical Experience (HUM, SC)	3
History 365	The Birth Crisis of Democracy: The New United States of America, 1776-1850 (HUM)	3

*Political Science*

Code	Title	Units
Pol Sci 101B	American Politics (SSC)	3
Pol Sci 3070	Politics and Policymaking in the American States (SSC)	3
Pol Sci 3255	Development of the American Constitution (SSC)	3
Pol Sci 393	History of Political Thought III: Liberty, Democracy, and Revolution (SSC)	3

*Religion and Politics*

Code	Title	Units
RelPol 225	Religion and Politics in American History (HUM, SC)	3
RelPol 201	Religion and American Society (HUM, SC)	3

*Women, Gender, and Sexuality Studies*

Code	Title	Units
WGSS 3561	Law, Gender, and Justice (SSC, SC)	3

## Environmental Issues (HUM, LCD, NSM, SSC)

How do humans interact with the natural world? The courses in this IQ investigate the dynamic and highly interdependent nature of the natural and social systems that shape the Earth's environment, as well as the profound impact of humans on the diversity and distribution of life on Earth. Students who complete this cluster will better understand how environmental issues transcend traditional disciplinary and political boundaries.

**Note:** Students complete two courses, each from a different department outside of their major.

### Anthropology

Code	Title	Units
Anthro 3182	Ancient Africa: Social Mosaics and Environmental Challenges (SSC, LCD)	3
Anthro 361	Culture and Environment (SSC, LCD)	3
Anthro 379	Meltdown: The Archaeology of Climate Change (SSC)	3

### Biology

Code	Title	Units
Biol 2950	Introduction to Environmental Biology (NSM)	3

### Earth, Environmental, and Planetary Sciences

Code	Title	Units
EEPS 108A	Oceans and the Atmosphere (NSM)	3
EEPS 109A	Quantitative Reasoning in Environmental Science (NSM, AN)	3
EEPS 111	Introduction To Global Climate Change In the 21st Century (NSM)	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science (NSM, AN)	3

### Environmental Studies

Code	Title	Units
EnSt 110	Environmental Issues (NSM)	3
EnSt 115	Introduction to Conservation Biology (NSM)	3
EnSt 250	One Health: Linking the Health of Humans, Animals, and the Environment (SSC)	3

### Philosophy

Code	Title	Units
Phil 235F	Introduction to Environmental Ethics (HUM)	3

### Political Science

Code	Title	Units
Pol Sci 2010	Introduction to Environmental Policy (SSC)	3
Pol Sci 3760	Globalization, Urbanization, and the Environment (SSC)	3

### Writing

Code	Title	Units
Writing 309	Writing the Natural World (HUM, WI)	3

## Ethics and Morality (HUM, LCD, SSC)

What is a good life for a human being? What do we, individually and collectively, owe to other humans (and to non-human animals)? How can social institutions (such as government or religion) help us to lead good lives and meet our moral obligations? Courses in this IQ expose students to historical and contemporary debates about these fundamental questions from a variety of secular and religious perspectives. Students will be introduced to rival accounts of virtue, arguments about the source and content of our rights and duties, and diverse understandings of the meaning and purpose of human lives.

**Note:** Students complete two courses, each from a different department outside of their major.

### Interdisciplinary Project in the Humanities

Code	Title	Units
IPH 203C	Early Political Thought: Text & Traditions (HUM, LCD)	3
IPH 207C	Modern Political Thought: Text & Traditions (HUM, LCD)	3

### Philosophy

Code	Title	Units
Phil 131F	Present Moral Problems (HUM)	3
Phil 233F	Biomedical Ethics (HUM)	3
Phil 235F	Introduction to Environmental Ethics (HUM)	3
Phil 331F	Classical Ethical Theories (HUM)	3

### Political Science

Code	Title	Units
Pol Sci 391	History of Political Thought I: Justice, Virtue, and the Soul (SSC, LCD)	3
Pol Sci 392	History of Political Thought II: Legitimacy, Equality, and the Social Contract (SSC)	3

### Religion and Politics

Code	Title	Units
RelPol 210	The Good Life Between Religion and Politics (HUM)	3

### Religious Studies

Code	Title	Units
Re St 102	Thinking About Religion (HUM)	3
Re St 3101	The Problem of Evil: The Holocaust and Other Horrors (HUM, LCD)	3

*Sociology*

Code	Title	Units
SOC 106	Social Problems and Social Issues (SSC,SC)	3

## Forms of Creative Expression: Theory and Practice (HUM, LCD)

How does a poem, sonata, pas de deux, or play mean? How does writing a play, making a film, choreographing a dance, or composing music help us to understand these forms from within? By theoretically and practically engaging dance, film, theater, music, or creative writing, one develops the body, the emotions, and the mind in new ways. The arts do not merely reflect culture and knowledge; they create new ways and forms of knowing and feeling, and they are therefore vital engines of cognition. They require imagination, cunning, the control of resistant materials, empathy, and the ability to both master and violate conventions. Students taking this IQ will appreciate the rich theoretical dimensions of art forms and, by making art, learn how to match the stuff of raw inspiration with material form.

**Note:** Students complete two courses, each from a different department outside of their major. Students who are placed by the Dance department into higher-level courses should speak with their advisor about obtaining a waiver.

*Comparative Literature and Thought*

Code	Title	Units
Comp Lit 313E	Introduction to Comparative Arts (HUM, LCD)	3

*Dance*

Code	Title	Units
Dance 106E	Introduction to Dance as a Contemporary Art Form (HUM)	2
Dance 221	Fundamentals of Classical Ballet (HUM)	2
Dance 297	Fundamentals of Jazz Dance (HUM)	2

*Drama*

Code	Title	Units
Drama 201	Black Theater Workshop (HUM, SC)	3
Drama 212E	Introduction to Theater Production (HUM)	3
Drama 2401	Fundamentals of Acting (HUM)	3
Drama 271	The American Musical Theater Songbook (HUM)	3

*English Literature*

Code	Title	Units
E Lit 2151	Literature in English: Early Texts and Contexts (HUM)	3
E Lit 2152	Literature in English: Modern Texts and Contexts (HUM)	3
E Lit 357	The Art of Poetry (HUM)	3

*Film and Media Studies*

Code	Title	Units
Film 220	Introduction to Film Studies (HUM)	3
Film 225	Making Movies (HUM)	3

*Music*

Code	Title	Units
Music 121C	Classical Theory I (HUM)	3
Music 121J	Jazz Theory I (HUM)	3

*Writing*

Code	Title	Units
Writing 220	Creative Nonfiction Writing 1 (HUM)	3
Writing 221	Fiction Writing 1 (HUM)	3
Writing 222	Poetry Writing 1 (HUM)	3
Writing 351	Introduction to Playwriting (HUM)	3

## The Individual and Society (HUM, LCD, SSC)

How do societies structure and shape the lives of their members? Courses in this IQ analyze the ways in which individuals are impacted by social institutions, including both formal institutions (such as government, the economy, and schools) and informal institutions (such as religious and cultural norms). Social institutions play a major role in determining our options, guiding our choices, and endowing our actions with meaning. Social institutions create differences between individuals (especially by producing and reproducing inequalities of status, power, opportunity, income, and wealth), but those same institutions also create similarities among a society's members (in their behavior, beliefs, values, identities, tastes, and habits). Students who complete this IQ should improve their understanding of how social institutions work, where they come from, and how they change; students should also improve their ability to reason about whether and how particular social institutions should be changed.

**Note:** Students complete two courses, each from a different department outside of their major.

*Anthropology*

Code	Title	Units
Anthro 160B	Introduction to Cultural Anthropology (SSC, LCD, SC)	3
Anthro 3612	Population and Society (SSC, LCD, SC)	3

*Education*

Code	Title	Units
Educ 301C	The American School (HUM)	3
Educ 313B	Education, Childhood, Adolescence, and Society (SSC)	3

*Interdisciplinary Project in the Humanities*

Code	Title	Units
IPH 203C	Early Political Thought: Text & Traditions (HUM, LCD)	3
IPH 207C	Modern Political Thought: Text & Traditions (HUM, LCD)	3

*Philosophy*

Code	Title	Units
Phil 340F	Social and Political Philosophy (HUM)	3

*Political Science*

Code	Title	Units
Pol Sci 106	Introduction to Political Theory (SSC)	3
Pol Sci 358	Law, Politics and Society (SSC)	3
Pol Sci 392	History of Political Thought II: Legitimacy, Equality, and the Social Contract (SSC)	3
Pol Sci 393	History of Political Thought III: Liberty, Democracy, and Revolution (SSC)	3

*Psychology*

Code	Title	Units
Psych 315	Introduction to Social Psychology (SSC)	3
Psych 396	Psychological Dynamics of Empathy (SSC)	3

*Religious Studies*

Code	Title	Units
Re St 204	Thinking About Religion (HUM)	3
Re St 3962	Religion and American Society, 1890 to the Present (HUM)	3
Re St 102	Thinking About Religion	3

*Religion and Politics*

Code	Title	Units
RelPol 201	Religion and American Society (HUM, SC)	3

*Sociology*

Code	Title	Units
SOC 106	Social Problems and Social Issues (SSC, SC)	3
SOC 2020	Order and Change in Society (SSC, SC)	3
SOC 2110	Social Inequality in America (SSC, SC)	3

*Women, Gender, and Sexuality Studies*

Code	Title	Units
WGSS 100B	Introduction to Women, Gender, and Sexuality Studies (HUM, SC)	3

## Language: Theory and Practice (HUM, LCD, SSC)

How can people effectively use language to convey their thoughts, feelings, and beliefs? What properties of language allow it to be used so creatively? How do children acquire language in the first place? The courses in this IQ examine language from a variety of perspectives. They examine the structures of language itself: the sounds, phrases, and sentences that convey meaning; they examine the role of language in effective communication; and they examine the properties of the mind responsible for language.

**Note:** Students complete two courses, each from a different department outside of their major.

*Anthropology*

Code	Title	Units
Anthro 3386	Language, Culture and Society (SSC, LCD)	3

*Classics*

Code	Title	Units
Classics 225D	Latin and Greek in Current English (HUM)	3

*English Literature*

Code	Title	Units
E Lit 472	History of the English Language (HUM)	3

*Linguistics*

Code	Title	Units
Ling 170D	Introduction to Linguistics (SSC)	3

*Philosophy*

Code	Title	Units
Phil 306G	Philosophy of Language (HUM)	3

*Psychology*

Code	Title	Units
Psych 358	Language Acquisition (SSC)	3

*Writing*

Code	Title	Units
Writing 203	The Sentence in English (HUM)	3
Writing 212	Rhetoric and Power (HUM)	3
Writing 311	Exposition (HUM, WI)	3
Writing 312	Argumentation (HUM, WI)	3

## Life and Physical Sciences (NSM)

What are the fundamental principles upon which advanced scientific knowledge is based? How are these principles, drawn from different academic fields, related to each other? This IQ provides students with a rigorous introduction to the life and physical sciences, teaching both principles and applications of foundational scientific knowledge. Moreover, the concepts taught in these courses reinforce each other, such that students pursuing this IQ will gain a better understanding of how one discipline complements and completes the others. Because advances in medical and biomedical science rests upon the introductory material explored in this IQ, it is an excellent inquiry for life sciences students not majoring in one of the natural sciences.

**Note:** Students complete two courses, each from a different department outside of their major.

### Biology

Code	Title	Units
Biol 2960	Principles of Biology I (NSM)	4
Biol 2970	Principles of Biology II (NSM)	4

### Chemistry

Code	Title	Units
Chem 105	Principles of General Chemistry I (NSM, AN)	3
Chem 106	Principles of General Chemistry II (NSM, AN)	3
Chem 111A	General Chemistry I (NSM, AN)	3
Chem 112A	General Chemistry II (NSM, AN)	3
Chem 261	Organic Chemistry I with Lab (NSM)	4
Chem 262	Organic Chemistry II with Lab (NSM)	4

### Math

Code	Title	Units
Math 131	Calculus I (NSM, AN)	3
Math 131E	Calculus I Extended (NSM, AN)	4
Math 132	Calculus II (NSM, AN)	3
Math 203	Honors Mathematics I (NSM, AN)	4
Math 233	Calculus III (NSM, AN)	3
Math 2200	Elementary Probability and Statistics (NSM, AN)	3
Math 3200	Elementary to Intermediate Statistics and Data Analysis	3

### Physics

Code	Title	Units
Physics 191	Physics I (NSM, AN)	3
Physics 192	Physics II (NSM, AN)	3

## Mind, Brain, Cognition (HUM, NSM, SSC)

How do we perceive, remember, and think? What is the relation of the mind to the brain? These questions are addressed in cognitive science, an interdisciplinary field that combines philosophy, psychology, neurobiology, and computer science. In this IQ, you will be exposed to recent empirical research and theory in which new avenues have been opened for understanding the nature of consciousness, our ability to use and understand language, varieties of memory, the functional organization of the brain, the nature of reasoning, and how perceptual experience may vary across individuals.

**Note:** Students complete two courses, each from a different department outside of their major.

### Education

Code	Title	Units
Educ 304	Educational Psychology (SSC)	3

### Dance

Code	Title	Units
Dance 363	The Neuroscience of Movement: You Think, So You Can Dance? (NSM)	3

### Philosophy

Code	Title	Units
Phil 120F	Problems in Philosophy (HUM)	3
Phil 315	Philosophy of Mind (HUM)	3
Phil 366	Art and the Mind-Brain (HUM)	3

### Philosophy-Neuroscience-Psychology

Code	Title	Units
PNP 200	Introduction Cognitive Science (SSC)	3
PNP 201	Inquiry in the Cognitive Sciences (NSM, AN)	3

### Psychology\*

Code	Title	Units
Psych 330	Sensation and Perception (NSM)	3
Psych 325	Psychology of Adolescence (SSC)	3
Psych 3401	Biological Psychology (NSM)	3
Psych 360	Cognitive Psychology (NSM)	3
Psych 3604	Cognitive Neuroscience (NSM)	3
Psych 361	Psychology of Learning (NSM)	3

\* Psych 100B Introduction to Psychology is a prerequisite for the listed Psychology courses.

## Modes of Inquiry and Analysis (NSM, SSC)

In a world in which we are bombarded by information, how can data best be evaluated and interpreted? How can we determine the nature of relationships between variables? Students who explore this IQ will be able to think critically when confronted with a wide variety of information. In addition to learning to evaluate the claims of others, students will also learn to interpret, summarize, and effectively communicate information themselves.

**Note:** Students complete two courses, each from a different department outside of their major.

### American Culture Studies

Code	Title	Units
AMCS 375A	American Culture: Methods & Visions (HUM, WI)	3

### Earth, Environmental, and Planetary Sciences

Code	Title	Units
EEPS 109A	Quantitative Reasoning in Environmental Science (NSM, AN)	3

### Economics

Code	Title	Units
Econ 1011	Introduction to Microeconomics (SSC, AN)	3
Econ 1021	Introduction to Macroeconomics (SSC, AN)	3

### English

Code	Title	Units
E Lit	Literary Theory (HUM)	3

### History

Code	Title	Units
History 301A	Historical Methods (HUM)	3
History 301F	Historical Methods-African History (HUM, LCD)	3
History 301L	Historical Methods-Latin American History (HUM, LCD)	3
History 301M	Historical Methods-Middle Eastern History (HUM, LCD)	3
History 301R	Historical Methods-European History (HUM, LCD)	3
History 301T	Historical Methods-Transregional History (HUM, LCD)	3
History 301U	Historical Methods-United States History (HUM)	3

### Interdisciplinary Project in the Humanities

Code	Title	Units
IPH 3123	Introduction to Digital Humanities (HUM, WI)	3

### Mathematics

Code	Title	Units
Math 1011	Introduction to Statistics (NSM, AN)	3
Math 2200	Elementary Probability and Statistics (NSM, AN)	3
Math 2211	Statistics for Humanities Scholars: Data Science for the Humanities (NSM, AN)	3
Math 3200	Elementary to Intermediate Statistics and Data Analysis (NSM, AN)	3

### Philosophy

Code	Title	Units
Phil 100G	Logic and Critical Analysis (NSM, AN)	3
Phil 102	Introduction to Scientific Reasoning (NSM, AN)	3

### Political Science

Code	Title	Units
Pol Sci 263	Data Science for Politics (SSC, AN)	3
Pol Sci 363	Quantitative Political Methodology (SSC, AN)	3

### Psychology

Code	Title	Units
Psych 300	Introduction to Psychological Statistics (NSM, AN)	3

## Race and Ethnicity in America (HUM, SSC)

How have encounters among diverse peoples affected the historical, political, and artistic landscape in America? Is American "exceptionalism" a product of such encounters? How should we consider the ideal of "America" as a conceptual construct in light of the legacies of genocide, slavery, and discrimination? The courses in this IQ investigate the varied roles race has played in shaping history, politics, and arts in America. By completing it, students will have a deeper understanding of and a more nuanced appreciation for the roles and contributions of race to American culture and society.

**Note:** Students complete two courses, each from a different department outside of their major.

### African and African American Studies

Code	Title	Units
AFAS 1130	Introduction to Race (HUM, SC)	3
AFAS 251	Juvenile Justice in the Black Experience (SSC,SC)	3
AFAS 3120	African Immigration to the United States of America (HUM, LCD,SC)	3
AFAS 3456	Beats, Rhymes & Life: A Cultural History of Hip-Hop (HUM, SC)	3

*American Culture Studies*

Code	Title	Units
AMCS 202	The Immigrant Experience (SSC, LCD, SC)	3
AMCS 2151	Blacks in St. Louis Since the Civil War (HUM, SC)	3
AMCS 227	Topics in Native American Culture (SSC, LCD)	3

*Dance*

Code	Title	Units
AFAS 311	Modern Dance and the African-American Legacy (HUM, SC)	2

*English*

Code	Title	Units
E Lit 387	African-American Literature: Early Writers to the Harlem Renaissance (HUM, SC)	3
E Lit 388	African-American Literature: African-American Writers Since the Harlem Renaissance	3
E Lit 3881	Black Women Writers (HUM, SC)	3

*Global Studies*

Code	Title	Units
GS 3512	"Model Minority": The Asian American Experience (HUM, LCD, SC)	3

*History*

Code	Title	Units
History 163	Freedom, Citizenship and the Making of American Life (HUM, LCD)	3
History 2152	The Theory and Practice of Justice: The American Historical Experience (HUM, SC)	3
History 366	The Living American Civil War (HUM, SC)	3

*Psychology*

Code	Title	Units
Psych 395	Prejudice, Stereotyping, & Discrimination (SSC, SC)	3

*Sociology*

Code	Title	Units
SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S. (SSC, SC)	3
SOC 3212	The Social Construction of Race (SSC, SC)	3

## Science and Society (HUM, NSM, SSC)

What does science teach us about the natural world, and how should we integrate that knowledge into our decision making? In the last century, systematic scientific investigation has given us great insight into the world around us and great power to influence it to our benefit. Students investigating this IQ will explore that knowledge and grapple with deeper questions that science raises, including our understanding of our place in the universe, how to evaluate our own impact on the world, and how to make responsible use of the scientific knowledge we are acquiring.

**Note:** Students complete two courses, each from a different department outside of their major.

*Anthropology*

Code	Title	Units
Anthro 212	Archaeological Fantasies and Hoaxes (SSC, LCD)	3
Anthro 3283	Introduction to Global Health (SSC, LCD)	3
Anthro 3876	Darwin and Doctors: Evolutionary Medicine and Health (NSM)	3
Anthro 3880	Multispecies Worlds: Animals, Global Health, and Environment (SSC, LCD)	3

*Biology*

Code	Title	Units
Biol 2950	Introduction to Environmental Biology (NSM)	3

*Earth, Environmental, and Planetary Sciences*

Code	Title	Units
EEPS 111	Introduction To Global Climate Change In the 21st Century (NSM)	3
EEPS 131	Natural Disasters (NSM)	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science (NSM, AN)	3
EEPS 219	Energy and the Environment (NSM)	3

*Environmental Studies*



Code	Title	Units
EnSt 115	Introduction to Conservation Biology (NSM)	3
EnSt 250	One Health: Linking the Health of Humans, Animals, and the Environment (SSC)	3
EnSt 316	Beyond the Evidence (SSC)	3

*Interdisciplinary Project in the Humanities*

Code	Title	Units
IPH 201A	Puzzles and Revolutions: Text & Traditions (NSM)	3

*Mathematics*

Code	Title	Units
Math 1011	Introduction to Statistics (NSM, AN)	3
Math 2200	Elementary Probability and Statistics (NSM, AN)	3
Math 3200	Elementary to Intermediate Statistics and Data Analysis (NSM, AN)	3

*Philosophy*

Code	Title	Units
Phil 233F	Biomedical Ethics (HUM)	3
Phil 235F	Introduction to Environmental Ethics (HUM)	3
Phil 3001	Philosophy of Medicine (HUM)	3
Phil 321G	Philosophy of Science (HUM)	3

*Political Science*

Code	Title	Units
Pol Sci 2010	Introduction to Environmental Policy (SSC)	3

## Understanding the Natural World (NSM)

How did the Universe, Earth, and life come to be, and what are the fundamental principles that govern their structure and function? The courses in this IQ investigate the basic biological, chemical, physical, and geological aspects of the natural world. Students who complete this IQ will be able to engage in the process of scientific inquiry and have an informed and interdisciplinary understanding of the scientific approach to describing, classifying, and interpreting natural phenomena.

**Note:** Students complete two courses, each from a different department outside of their major.

*Anthropology*

Code	Title	Units
Anthro 150A	Introduction to Human Evolution (NSM)	3

*Biology*

Code	Title	Units
Biol 2950	Introduction to Environmental Biology (NSM)	3

*Dance*

Code	Title	Units
Dance 3270	Experiential Anatomy and Kinesiology (NSM)	3

*Earth, Environmental, and Planetary Sciences*

Code	Title	Units
EEPS 105	Habitable Planets (NSM)	3
EEPS 108A	Oceans and the Atmosphere (NSM)	3
EEPS 118A	Geology of National Parks (NSM)	3
EEPS 171A	The Solar System (NSM)	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science (NSM, AN)	3

*Environmental Studies*

Code	Title	Units
EnSt 110	Environmental Issues (NSM)	3
EnSt 115	Introduction to Conservation Biology (NSM)	3
EnSt 380	Applications in GIS (NSM)	3

*Mathematics*

Code	Title	Units
Math 1011	Introduction to Statistics (NSM, AN)	3
Math 2200	Elementary Probability and Statistics (NSM, AN)	3
Math 3200	Elementary to Intermediate Statistics and Data Analysis (NSM, AN)	3

*Physics*

Code	Title	Units
Physics 125A	Solar System Astronomy (NSM, AN)	3
Physics 126A	Stars, Galaxies, and Cosmology (NSM, AN)	3
Physics 173	Physics of Sustainable Energy (NSM, AN)	3

## Western Roots (HUM, LCD)

What conditions and concerns shaped the history, literature, and art of the ancient Mediterranean world? Why did the cultures of Greece, Rome, and the Near East come to inspire key Western institutions and values? What do we gain by studying ancient cultures, not just as our monolithic "foundations" but also with an appreciation for the alien, the inconsistent, and the ambiguous? Our cultural ancestors prove most valuable when we recognize this range of qualities in them, and the courses in this IQ give students the critical tools to do so. Students who complete this IQ acquire a deeper knowledge of one or more of the "foundational" ancient Mediterranean cultures, in the process learning to interpret both textual and material primary sources.

**Note:** Students complete two courses, each from a different department outside of their major.

*Art History*

Code	Title	Units
Art-Arch 113	History of Western Art, Architecture & Design (HUM)	3
Art-Arch 361	Art of the Early Italian Renaissance (HUM)	3
Art-Arch 334	Roman Art and Archaeology (HUM)	3
Art-Arch 3330	Greek and Roman Painting (HUM)	3

*Classical Greece*

Code	Title	Units
Classics 301C	Greek Mythology (HUM, LCD)	3
Classics 345C	Greek History: The Dawn of Democracy (HUM, LCD)	3
Classics 346C	Greek History: The Age of Alexander (HUM, LCD)	3

*Classical Rome*

Code	Title	Units
Classics 236C	The Roman World (HUM, LCD)	3
Classics 341C	Ancient History: The Roman Republic (HUM, LCD)	3
Classics 342C	Ancient History: The Roman Empire (HUM, LCD)	3

*English*

Code	Title	Units
E Lit 2151	Literature in English: Early Texts and Contexts (HUM)	3
E Lit 395C	Shakespeare (HUM)	3

*History*

Code	Title	Units
History 101C	Western Civilization (HUM)	3
History 3262	The Early Medieval World: 200-1000 (HUM, LCD)	3
History 3263	The High Middle Ages: 1000-1500 (HUM, LCD)	3
History 3603	Renaissance Italy (HUM)	3

*Interdisciplinary Project in the Humanities*

Code	Title	Units
IPH 201C	Classical to Renaissance Literature: Text & Traditions (HUM, LCD)	3
IPH 203C	Early Political Thought: Text & Traditions (HUM, LCD)	3

*Jewish, Islamic, and Middle Eastern Studies*

Code	Title	Units
JIMES 208F	Introduction to Jewish Civilization: History and Identity (HUM)	3
JIMES 3012	Biblical Law and the Origins of Western Justice (HUM, LCD)	3

*Philosophy*

Code	Title	Units
Phil 125C	Great Philosophers (HUM, LCD)	3
Phil 347C	Ancient Philosophy (HUM, LCD)	3

*Religious Studies*

Code	Title	Units
Re St 300	Introduction to the Hebrew Bible/Old Testament (HUM, LCD)	3
Re St 307F	Introduction to the New Testament (HUM, LCD)	3
Re St 3101	The Problem of Evil: The Holocaust and Other Horrors (HUM, LCD)	3
Re St 393	Medieval Christianity (HUM, LCD)	3

## World Arts and Letters (HUM, LCD)

What do we gain from an encounter with other cultures? Anthropologist Margaret Mead observed the following: "A knowledge of one other culture should sharpen our own ability to scrutinize more steadily, to appreciate more lovingly, our own." The courses in this IQ will help students broaden their horizons as global citizens, introducing them to the richness and diversity of other cultural traditions — some diametrically different from their own and others surprisingly similar. These courses address a wide range of forms of cultural production within these traditions, from literature, cinema, and music to the performing arts, architecture, and material culture. Students who complete this IQ will be challenged to grow as individuals with a greater appreciation of their own cultural heritages.

**Note:** Students complete two courses, each from a different department outside of their major.

*Anthropology*

Code	Title	Units
Anthro 209C	World Archaeology: Global Perspectives on the Past (HUM, LCD)	3

*Art History*

Code	Title	Units
Art-Arch 111	Introduction to Asian Art (HUM, LCD)	3

*Chinese*

Code	Title	Units
Chinese 341	Early and Imperial Chinese Literature (HUM, LCD)	3
Chinese 342	Modern and Contemporary Chinese Literature (HUM, LCD)	3

*Comparative Literature and Thought*

Code	Title	Units
Comp Lit 211	World Literature (HUM, LCD)	3
Comp Lit 306	Modern Jewish Writers (HUM, LCD)	3
Comp Lit 358C	Modern Near Eastern Literatures (HUM, LCD)	3

*Dance*

Code	Title	Units
Dance 331	Movement and Meaning: Dance in a Global Context (HUM, LCD)	3

*English Literature*

Code	Title	Units
E Lit 3071	Caribbean Literature in English (HUM, LCD)	3

*Film and Media Studies*

Code	Title	Units
Film 325	French Film Culture (HUM, LCD)	3
Film 340	History of World Cinema (HUM, LCD)	3

*Japanese*

Code	Title	Units
Japan 332C	Japanese Literature: Beginnings to 19th Century (HUM, LCD)	3
Japan 333C	The Modern Voice in Japanese Literature (HUM, LCD)	3

*Jewish, Islamic, and Middle Eastern Studies*

Code	Title	Units
JMES 340	Israeli Women Writers (HUM, LCD, SC, WI)	3

*Music*

Code	Title	Units
Music 1021	Musics of the World (HUM, LCD)	3
Music 3021	Music of the African Diaspora (HUM, LCD)	3

*Russian*

Code	Title	Units
Russ 350C	The 19th-Century Russian Novel (WI) (HUM, LCD, WI)	3
Russ 3866	Interrogating "Crime and Punishment" (HUM, LCD)	3

## Academic Honors & Awards

**Dean's List:** At the end of each semester, in recognition of exceptional scholarship, the College compiles a list of those students whose work has been particularly worthy of commendation. Students will be cited on the Dean's List if they complete a minimum of 14 units of graded work while achieving a grade point average of 3.6 or higher for the semester. No incomplete grades or N grading notations may be outstanding as part of the semester record. All work must be completed and grades posted by the first day of the following semester in order to be considered for Dean's List. For spring semester courses, all work must be completed by the beginning of Summer Session II (typically mid-June).

**College Honors:** Upon assessment by the College Office, the AB with College Honors will be awarded to any student who achieves College-wide academic excellence as measured by a cumulative GPA of 3.6 or better through their degree completion and who does not receive Latin Honors.

**Latin Honors:** Latin Honors are awarded by the College to students who are receiving the Bachelor of Arts degree in Arts & Sciences. To be eligible, students must have maintained a 3.65 or better GPA throughout their education at Washington University and must be accepted for candidacy by their major department or program. Students may pursue Latin Honors in either their first or their second major; however, Latin Honors are not available through an Arts & Sciences minor. Latin Honors candidates must enroll in such courses as their department or program may require, satisfactorily complete a significant project appropriate to the nature of the discipline, and pass such written and/or oral examinations as the department or program may set.

Upon certification by the department that the Honors program has been satisfactorily completed, the student may be awarded the AB cum laude, magna cum laude, or summa cum laude according to the following proportions: The top 15% in overall GPA of the full cohort of Latin Honors candidates who complete the necessary requirements of their major departments will graduate summa cum laude; the next 35% magna cum laude; and the next 50% cum laude.

To be eligible for Latin Honors, transfer students must have earned a minimum of 48 letter-graded Washington University units. Grades earned at other institutions do not figure in the calculation of minimum averages required for eligibility for Latin Honors.

**Phi Beta Kappa:** For more than 200 years, election to Phi Beta Kappa has been a distinctive recognition of intellectual accomplishment in the liberal arts and sciences. The Washington University chapter, Beta of Missouri (established in 1913), strives to enhance worthy intellectual endeavors and to recognize individual achievement.

Candidates for Phi Beta Kappa should have demonstrated both superior scholarship and breadth and depth of interest in the liberal arts. Study of a foreign language and of mathematics, while not required, strongly enhances candidacy. Extensive study in pre-professional fields detracts from candidacy.

Students do not apply for Phi Beta Kappa; rather, each year, the Washington University chapter elects students into membership from the College of Arts & Sciences. The chapter also gives the annual Burton M. Wheeler Sophomore Book Award for distinguished achievement during the first three semesters. Selection committees are composed of Washington University faculty who are members of Phi Beta Kappa.

## Departmental Prizes and Awards

Several departments recognize the superior achievement of graduating seniors with election to the honor societies of their major fields. These honor societies include Sigma Gamma Epsilon for earth, environmental, and planetary sciences students; Omicron Delta Epsilon for economics students; Delta Phi Alpha for German students; Phi Alpha Theta for history students; Sigma Iota Rho for international and area studies students; Pi Mu Epsilon for mathematics students; Mu Phi Epsilon for music students; Pi Sigma Alpha for political science students; and Psi Chi for psychological & brain sciences students.

Departments may recognize work a student has accomplished within the major by awarding the major with highest distinction, high distinction, or distinction.

In a number of academic fields, special recognition is given to students whose accomplishments have been exceptionally noteworthy. The majority of such awards carry modest monetary prizes and include the following, listed alphabetically by department:

- Best Essay on Any Subject Related to African-American Culture and Life in the United States (African and African-American Studies)
- Henry Hampton Prize for Best Civil Rights Essay
- James Baldwin Essay Prize for Best Essay on African-American Culture and Life in the United States
- Julius Nyerere Essay Prize for Best Essay on African Culture and Life
- Louis Lomax Journalism Prize in African and African-American Studies
- Ralph Bunche Prize for Best Political Science Essay about Africans or African Americans
- Sylvia Wynter Essay Prize for Best Essay on African Culture and Life Outside of the United States
- Lynne Cooper Harvey Undergraduate Writing Prize in American Culture Studies
- John W. Bennett Prize to the Outstanding Graduating Senior in Anthropology
- Mark S. Weil Prize for Distinction in Art History and Museum Practice
- Murphy Family Prize for Outstanding Honors Thesis in Art History and Archaeology
- Yale Book Prize for Distinction in Art History and Archaeology
- Harrison D. Stalker Prize in Biology
- Marian Smith Spector Prize for Outstanding Graduate in Biology
- John C. Snowden Prize for Outstanding Senior in Chemistry
- The Hemholtz Award in Chemistry
- The Lipkin Award in Chemistry
- The Wahl Award in Chemistry

- The Weissman Award in Chemistry
- Stanley Spector Memorial Award for Outstanding Paper in East Asian Languages and Cultures
- Ansehl Prize for Excellence in Chinese
- Yukiko Takahashi Prize for Excellence in Japanese
- Carl Conrad Prize for Excellence in Classical Studies
- Eugene Tavenner Prize for Excellence in the Study of Classics
- Edward Weltin Award for Excellence in the Study of Ancient History
- Liselotte Dieckmann Prize for Excellence in Comparative Literature
- William H. Matheson Prize for Excellence in Comparative Literature
- A.E. Hotchner Playwriting Competition Award
- Annelise Mertz Memorial Award for Outstanding Achievement in Modern Dance
- Ian D.W. Cramer Prize for Outstanding Achievement in Dance
- John J. Jutkowitz Memorial Prize for Outstanding Contributions in Performing Arts
- Margaret Ewing Memorial Prize for Outstanding Achievement in Acting
- Stephen H. Duncan Prize for Outstanding Achievement in Design and Technical Theatre
- Courtney Werner Memorial Prize for Outstanding Academic Achievement in Earth, Environmental, and Planetary Sciences
- Ernest L. Ohle Jr. Award for Outstanding Potential in Earth, Environmental, and Planetary Sciences
- Margaret E. Bewig Memorial Field Camp Award for Academic Merit in Earth, Environmental, and Planetary Sciences
- Adam Smith Prize for Excellence in Economics
- Hyman P. Minsky Prize for Excellence in Economics
- Olin Prize for Excellence in Economics
- Howard Nemerov Award Prize in Poetry
- James Merrill Prize for Poetry
- Julia Viola McNeely Prize for Poetry
- Norma Lowry Memorial Prize in Poetry
- Roger Conant Hatch Prize for Lyric Poetry
- F. Ward Denys Prize for Critical Prose
- Herbert E. Metz Prize for Literary Criticism
- Leanna Boysko Prize for Best Essay in English Literature
- Admussen Prize for Outstanding Senior Honors Thesis in French
- Cecilia L. Hospes Scholarship for Study Abroad in Germany
- David Bronsen Prize for Excellence in German Studies
- Raoul Wallenberg Prize for Excellence in Swedish Studies
- J. Walter Goldstein Prize for Best Senior Thesis in History
- Rowland T. Berthoff Award in History
- Shirley McDonald Wallace Prize in History
- The Madeleine Albright Scholarship in Global Studies
- Outstanding Senior Honors Thesis in Global Studies
- Paul and Silvia Rava Prize for Excellence in Italian Studies
- David and Sarah Visenberg Prize for Outstanding Thesis in Jewish Studies

- Steven S. Schwarzschild Prize for Overall Excellence in Jewish Studies
- Martin Silverstein Award for Outstanding Student in Mathematics/Statistics and Probability
- Putnam Examination Prize for Mathematics
- Ross Middlemiss Prize for Outstanding Mathematics Major
- Antoinette Frances Dames Award for Productive Scholarship in Music
- Clare M. Westmont Award in Music
- The Friends of Music Award
- Lewis B. Hilton Award in Music
- Helen Stenner Memorial Essay Prize in Philosophy
- Nishi Luthra Prize for Outstanding Graduate in Philosophy
- Greg Delos Prize for Undergraduate Research in Physics
- Robert N. Varney Prize for Excellence in Introductory Physics
- Antoinette Frances Dames Prizes for Lower-Division Paper in Political Science
- Antoinette Frances Dames Prizes for Upper-Division Paper in Political Science
- Antoinette Frances Dames Prizes for Best Senior Honors Thesis in Political Science
- Arnold J. Lien Prize for Outstanding Graduate in Political Science
- Grossman-Alexander Prize for Outstanding Graduate in American Politics
- Robert H. Salisbury Prize for Initiative, Leadership, and Service in Political Science
- Todd Lewis Friedman Memorial Prize for Outstanding Work in Comparative or International Politics
- William Benton Parshall Prize for Outstanding Paper on Women in Politics
- Hyman Meltzer Memorial Award for Undergraduate Research in Psychology
- John A. Stern Award for Undergraduate Research in Psychology
- Louis G. Zelson Award for Outstanding Junior in the Spanish Program
- Sherman Eoff Prize for Excellence in Spanish
- Helen Power Women, Gender, and Sexuality Studies Award for Scholarship and Service

## Academic Regulations

### Attendance

Successful education at the college level depends, to a large extent, on regular attendance at classes and laboratories. The College of Arts & Sciences has no fixed rules for "cuts" or "excused absences" but leaves the number of absences of any kind a student may have and still expect to pass a course to the judgment of each department or instructor. Each instructor should give reasonable consideration to unavoidable

absences and to the feasibility of making up missed work. The student is expected to explain the reasons for such absences to instructors and to discuss the possibility of completing missed assignments with instructors.

### Units and Grades

The grading system used by the College of Arts & Sciences assumes that evaluation is useful to effective learning and that grades provide an indicator of accomplishment to the student, advisors and the College Office, graduate and professional schools, and employers to whom the student chooses to submit their grades. Grades are symbols of achievement in a particular endeavor and should not be confused with achievement itself or with personal worth.

Grades are important, particularly for students with pre-professional interests, but the student whose concern for grades is primary may lose sight of the total educational process.

Grade	Points per Unit
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
CR	Credit awarded, work not given finer evaluation
NCR	No credit awarded due to unsatisfactory work
I	Course work incomplete
W	Withdrawal
R	Repeat
L	Successful audit
Z	Unsuccessful audit
S	Satisfactory thesis work
U	Unsatisfactory thesis work

In the rare event that an instructor is unable to submit a grade by the grade deadline, an N, signifying that the grade has not yet been submitted, may temporarily appear as a transcript notation on the student's record. Grades that are not posted within 120 days of the last day of the semester for which the N notation was posted will result in these temporary notations being automatically changed to a grade of F (or, in the case of a course taken as Pass/Fail, to a grade of NCR).

Grades cannot be changed after the sealing of a student's transcript, which follows conferral of the student's degree.

Grades earned in physical education courses are not included when calculating the student's grade point average.

## Online Courses

Online courses are not applicable to Arts & Sciences degree programs. Therefore, students may not enroll in online courses offered by other schools at Washington University (with the exception of CSE 131 Introduction to Computer Science offered online during summer session through the McKelvey School of Engineering at Washington University and approved online courses offered during summer session through the College of Arts & Sciences) nor attempt to transfer courses, taken at other institutions, that were delivered online.

## Auditing a Course

In any semester, a full-time student may register for one course as an auditor, which entitles the student to all of the privileges of a regularly enrolled member of the class; however, courses taken for audit do not earn credits and thus do not count toward the degree. Consult the instructor regarding the requirements of a successful audit as unsatisfactory performance results in a grade of Z. A successful audit results in a grade of L.

## Grade Appeals

If a student believes a grade they have received — whether referring to a single assignment or to the course grade as a whole — is inappropriate, arbitrary, or assigned for nonacademic reasons, they have the right to discuss any grade(s) with their instructor and to request a change of grade(s). (Students wanting to discuss the possibility of appealing their grades are encouraged to first speak with their four-year advisor. They may also connect with the Arts & Sciences Undergraduate Faculty-Student Mediator. Neither the four-year advisor nor the mediator may consider the merit of the appeal nor make any decisions with regard to the appeal, but they can inform students about possible options for approaching the appeal.)

Grade appeals should be filed as soon as possible after the grade is assigned and must be addressed in a timely manner. Grade appeals are not allowed after one semester has passed since the grade has been awarded. Grade appeals in the semester prior to the student's graduation must be raised immediately and addressed on a truncated timeline from what is outlined below in order for the appeal to be addressed prior to the conferral of a degree and the sealing of the student's transcript. If a grade appeal is submitted after a student has graduated, it will not be reviewed as no grade changes will be made to the academic record following conferral of a degree. In addition, grades that are a result of sanctions for a violation of Academic Integrity (as determined by the Academic Integrity Committee) are not eligible for appeal through the following process.

The below steps outline the grade appeal process:

- The student must first request the grade change from the instructor. The request should be in writing and outline the reasons the grade change is being requested. The instructor must respond to the student in writing with detailed justification for the grade given within two weeks of the student's request.

- If the student is not satisfied by the instructor's justification for the grade, they may appeal the grade in writing to the appropriate department chair or program director (based on the home department or program of the course and not on the student's program of enrollment) within one week of the instructor's response. The student's statement should respond to the instructor's detailed justification and explain why the student believes there remains cause for appeal. The appropriate chair or director will review the appeal and provide a written response to the student within three weeks.
- An undergraduate student's last opportunity for appeal is to the Vice Dean of Undergraduate Affairs. If a student wants to pursue a grade appeal at this level, the appeal must be in writing and be submitted within one week of the written response from the chair. The student's statement should acknowledge both the instructor's and the chair's responses and explain why the student believes there remains cause for appeal. The Vice Dean of Undergraduate Affairs must respond within four weeks of the student's appeal, and the response must be in writing.
- If a student believes that the grade is the result of identity-based discrimination, they should make a report through the Bias Report and Support System.

## Incomplete Grades

A student may be eligible for a grade of Incomplete if they experience medical or acute personal challenges that make the satisfactory completion of course work difficult or unlikely. The student may request a grade of Incomplete (I) from one or more instructors and must take the following steps with each instructor:

1. The student should meet with the instructor before the final examination or due date for the final paper/project to request the Incomplete.
2. If the instructor grants the Incomplete, the student and instructor should agree on the scope of the work remaining to complete the course and a date when it will be submitted. This date should be within 120 days of the last day of the semester in which the course is being taken. The instructor should confirm with the student, in writing, the details of the work with respective deadlines.

Whether or not to grant an Incomplete is at the instructor's discretion. When determining whether to do so, the instructor should consider whether the student has consistently attended and engaged with the course (for example, whether the student has submitted all assignments except the final assignments/assessments) and made satisfactory progress in the course. Incompletes should not be granted unless the student has completed at least two-thirds of the assignments/assessments for the course.

If sufficient work has not been completed, the grade of Incomplete will not be feasible. In such situations, the instructor will submit whatever final grade the student has earned. The student may repeat the course at a later time if they choose. (For information about repeating a course, see below.)

If an Incomplete is granted, the work should be completed in the time frame agreed upon with the instructor. However, this time frame should not extend more than 120 days from the last day of the semester in which the Incomplete is granted/the course for which the Incomplete is granted is taken.

Failure to submit completed work and for the earned grade to be posted within 120 days of the last day of the semester in which the Incomplete was granted will result in the grade of Incomplete being automatically changed to a grade of F (or, in the case of a course being taken as Pass/Fail, to a grade of NCR).

Furthermore, students cannot have a grade of Incomplete on their transcripts when their degrees are conferred. Thus, students who are expecting to graduate at the end of the semester in which the course being considered for an Incomplete was taken should not request or be granted a grade of Incomplete.

Any student who does have an Incomplete on their transcript at the time of certification and degree conferral will have the Incomplete changed to a grade of F (or, in the case of a course being taken as Pass/Fail, to a grade of NCR).

Grades cannot be changed after the conferral of a student's degree.

**Note:** If an Incomplete is granted, students cannot be added to the Canvas shell of a subsequent offering of the course in order to complete the previous enrollment. Instead, at the instructor's request, the student can be given access to the original course shell, and the instructor can reopen assignments within that course shell. All work for an Incomplete should occur within the original course's Canvas course shell or outside of Canvas entirely.

By action of the faculty of the College of Arts & Sciences and the ArtSci Council, the College limits the number of accrued grades of Incomplete (I). The policy is intended to protect the student from building an overwhelming burden of unfulfilled course work. The regulation reads as follows: "Students who accrue three or more Incompletes will not be permitted to enroll for any subsequent semester until the number is reduced to two or fewer." Should students have too many Incompletes, they will be declared ineligible for subsequent semesters until they have complied with the regulation. Compliance is normally achieved by the posting of grades, but it also may be achieved by the instructor(s) confirming to the College Office that the student has turned in all requisite assignments for the relevant class(es).

## Pass/Fail Option

To encourage students to enroll in courses they might not otherwise take, the faculty has established the Pass/Fail option under which a student may register for courses and receive a grade of credit (CR) or no credit (NCR). During any semester, a full-time student may enroll in one course under the Pass/Fail option. A maximum of 24 units earned under this option may be applied toward the AB degree. No change into or out of the Pass/Fail option may be made after the dates designated in the dates and deadlines calendar, which is published online in the Course Listings each semester.

No more than 12 of the 24 units allowed for the credit/no credit option may be applied to area distribution requirements.

It is the student's responsibility to discuss what constitutes a successful pass/credit in a particular course with the faculty member. Although the pass mark is generally a C-, instructors have the discretion to set the pass mark higher in their individual courses.

The first-year writing course, the writing-intensive course, the applied numeracy course, and courses in the major and minor are excluded from the Pass/Fail option. Pre-professional and prospective graduate students should also seriously consider the strong probability that professional schools may seek more definite grades than CR in courses that are required or strongly recommended for admission to professional or graduate study.

A few courses, particularly designated by departments, may require enrollment on a Pass/Fail basis. When courses are designated as Pass/Fail, students are permitted to elect an additional course to be taken as Pass/Fail but should carefully consider the consequences of that choice. In addition, units earned in courses with required Pass/Fail grade options are counted toward the maximum of 24 Pass/Fail units that may be applied toward the AB degree.

## Reading Days and Final Examination Period

When registering for classes at Washington University, students commit to all course requirements, including the examination procedures chosen and announced by the course instructor. When selecting courses, students are advised to take note of all final exam information. Students anticipating conflicts in their final examination schedule should seek to resolve them with the relevant instructors before enrolling. Students should not register for courses that result in three or more final examinations on one day. If a student does so, the instructors are not obligated to offer an alternative exam.

Final exam days and times are subject to change. The most current final exam schedule information can be found on the Course Listings website.

## Minimum and Maximum Course Loads

The average course load necessary to fulfill the required 120 units for the bachelor's degree in a timely fashion is 15 units — typically five courses — each semester. Except for students approved for a reduced course load through Disability Resources, students must attempt a minimum of 12 units to be considered full-time. Students may not enroll for more than 21 units without permission and an additional per-unit tuition charge. Any enrollment between 12 and 18 units is considered typical.

Courses that require more preparation and class time than average — for example, foreign languages, mathematics, and science — may carry 4 or 5 units of credit. When enrolled in these and other demanding courses, students should consider taking fewer than 15 units of academic work in that particular semester and balancing such intensive semesters with a modestly increased number of units in subsequent semesters.

## Repeating a Course

Students whose performance in a course has not met their expectations are permitted to retake the course, receive a second grade, and have the letter R (denoting the retake) placed next to the grade for the first enrollment. All registrations will show on the transcript; however, only the grade and units of the final enrollment will be used to calculate the GPA.

**Note:** This procedure should be reserved for serious cases, such as a grade of D or lower in a course required for the major.

**Regulations:** Although courses initially taken as Pass/Fail may be retaken for a letter grade, courses initially taken for a letter grade **must** be retaken for a letter grade. Credit earned in the original enrollment will not be revoked should a failing grade be earned in the second or subsequent enrollments. Except in the case of a retake of an unsuccessful audit, the retake policy will not be invoked if the grade option for the original enrollment was audit.

## Academic Progress

Students are expected to maintain the highest level of scholarship during their time at Washington University. At a minimum, students must meet the standards set by the faculty and those mandated by the U.S. Department of Education. (Additional information about Satisfactory Academic Progress [SAP] is available from Student Financial Services.) Based on these standards, the College of Arts & Sciences requires that students complete a minimum of 12 units per semester with a minimum 2.0 semester GPA.

Each student's semester GPA is computed as the total grade points earned during the semester divided by the total letter-graded units attempted. At the same time, the cumulative GPA is computed as the quotient of the cumulative total of grade points divided by the cumulative total of letter-graded units attempted. The computations are made on the basis of the grade point scale indicated in the Units and Grades section above. Courses taken on a Pass/Fail basis are not included in these calculations.

All student records are examined by the Committee on Academic Progress at the close of each semester, with an initial focus on the semester and cumulative grade point averages and earned units. Students who do not meet the criteria above (i.e., at least 12 units earned and/or a cumulative grade point average below 2.0) will be reviewed further by the Committee to determine the appropriate academic action, which may include Academic Concern, Academic Notice, or Academic Time Away. Students already on an academic action will also be reviewed, regardless of the semester's earned units and GPA. After this review, the committee may remove, retain, or escalate the action based on the criteria detailed below. In all cases, the College will work with students to develop a plan for improvement and/or returning to satisfactory academic progress.

## Academic Concern

Academic Concern is an early alert to the student and their advisor(s) that additional support may be needed to maintain academic progress. Academic Concern status may be applied the first time a student meets one of the following criteria:

- Student received an unsatisfactory or failing grade (e.g., D, F, NCR) in a course
- Student earned a semester GPA or has a cumulative GPA between 2.0 and 2.5 at the end of the semester
- Student earned lower than a C- in College Writing
- Student had two or more grades of Incomplete for the semester, regardless of current completion status
- Student completed fewer than 12 units in the semester

Students who are assigned to Academic Concern status in one semester and fail to address the issue(s) that led to that status in a subsequent semester may be moved to Academic Notice or Academic Time Away status.

## Academic Notice

Students experiencing more significant academic difficulties than those noted above in the Academic Concern section may be placed on Academic Notice. Students on Academic Notice are not in good academic standing. This status is applied when a student meets one of the following criteria for more than one semester or meets multiple criteria in one semester:

- Student received unsatisfactory or failing grades (e.g., D, F, NCR) in more than one course
- Student has two unresolved Incompletes
- Student earned a semester GPA or has a cumulative GPA below 2.0 at the end of the semester
- Student did not complete and/or earn the minimum required grade in at least one major-related course
- While on Academic Concern, student received more than one unsatisfactory or failing grade (e.g., D, F, or NCR) or completed the most immediate semester with an Incomplete grade
- Student completed fewer than 12 units in the semester
- While on Academic Concern, student did not address the issue(s) that led to that status in the previous semester

If a student is placed on Academic Notice, they are expected to participate in an academic success program the following semester (e.g., Progress Counseling, student success course, mentoring). These measures are meant to assist students to return to good academic standing. The student must complete an academic agreement that articulates an improvement plan.

To be eligible to return to good academic standing, a student on Academic Notice must address the academic difficulties identified by the Committee on Academic Progress, including participation in support programs. Failure to participate in these support programs, to attend class, or to complete work in a timely manner while on



Academic Notice may result in the termination of enrollment at the end of the semester. In addition, students who fail to address the issue(s) raised by the Committee at the end of the semester during which they are on Academic Notice may be moved to Academic Time Away status.

## Academic Time Away

Students experiencing serious academic difficulties that jeopardize their ability to complete their degree in a timely manner may be placed on Academic Time Away. Students on Academic Time Away are not in good academic standing. If placed on this status, students are required to take a one-semester break from the university, which will allow them time to address matters that have significantly impeded their academic progress. Academic Time Away may be applied when the student meets one of the following criteria:

- Student received unsatisfactory or failing grades (e.g., D, F, or NCR) and/or Incomplete grades (I) in the majority of their courses
- While on Academic Notice, student received more than two grades that fall into the following categories: unsatisfactory or failing grades (e.g., D, F, or NCR) or Incomplete grades
- After having been on Academic Notice, student did not meet the requirements to return to good academic standing
- Student has three or more unresolved Incomplete grades (see the Incomplete Grades (p. 1133) section above)
- Student did not participate in measures provided by the College (e.g., Progress Counseling and/or the College Intensive Study Program) while on Academic Notice

Students may return to the College of Arts & Sciences from Academic Time Away only when they demonstrate, under the conditions set for each individual case, a capacity to work productively at the level required by the College.

## Leaves of Absence

Undergraduates in good standing at the completion of a semester are eligible to take a leave of absence (LOA) by completing an LOA request. Students on LOA are assured reinstatement for the next two years. Before returning, students are asked to notify the College Office and submit a Reinstatement Form at least six weeks prior to the beginning of the appropriate semester. Students should consult with the College Office for the specific date for the appropriate semester. The forms for requesting an LOA and reinstatement are available on the College's Policies & Procedures webpage.

A student wishing to take a medical leave of absence (MLOA) must have a recommendation from the Habif Health and Wellness Center and a completed MLOA request submitted to the appropriate dean in the College Office. Upon reviewing the recommendations from the Habif Health and Wellness Center and the student's file, the appropriate dean in the College Office will decide whether to grant the request for the MLOA and/or re-enrollment. The required forms for an MLOA and reinstatement after an MLOA are available through the Habif Health and Wellness Center.

## Transfer Credit

With preapproval, courses from accredited colleges and universities can be transferred to Washington University and will count toward the student's 120 units required for the Bachelor of Arts degree; such courses may also serve as prerequisites to advanced courses and may count, with prior departmental approval, toward a student's major or minor. Transfer credits do not, however, substitute in Integrations or count toward other Arts & Sciences distribution requirements. No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity Policy.

For further information pertaining to transfer credit, matriculating first-year students should visit the Pre-Matriculation Credit (p. 194) section in this *Bulletin*; transfer students should visit the Transfer Students (p. 1112) section in this *Bulletin*.

## Military Training

Army and Air Force ROTC programs are available at Washington University.

ROTC courses numbered I25 MILS 3010, MILS 3020, MILS 4010, and MILS 4020 and AFROTC courses numbered I02 MAIR 3010, MAIR 3020, MAIR 4010, and MAIR 4020 will be granted full credit toward the AB degree for a total of 12 units. The courses do not count toward the 90 minimum Arts & Sciences units required for the Bachelor of Arts degree and are categorized in the 30 maximum units that students may earn in courses taken from the McKelvey School of Engineering, the Olin Business School, the Sam Fox School, or the School of Continuing & Professional Studies. These courses are letter graded and count toward the GPA, as do courses from the schools listed above.

ROTC courses numbered I25 MILS 1010, MILS 1020, MILS 2010, and MILS 2020 and AFROTC courses numbered I02 MAIR 1010, MAIR 1020, MAIR 2010, and MAIR 2020 will be granted 1 credit each for the Physical Training component, as is commensurate with performance courses currently receiving credit toward the Bachelor of Arts degree, including courses listed under L28 Physical Education. Such courses do not count toward the GPA.

## School of Continuing & Professional Studies Courses

Students in the College of Arts & Sciences may not enroll in online course work offered by the School of Continuing & Professional Studies. However, students in the College of Arts & Sciences may enroll in one in-person School of Continuing & Professional Studies course per semester with a maximum total of 24 units allowed. Any units earned through the School of Continuing & Professional Studies are subject to the degree requirement stipulating that a maximum of 30 units from Washington University schools other than Arts & Sciences may be applied to the Bachelor of Arts degree. School of Continuing & Professional Studies courses do not fulfill distribution requirements and may only count for a major or minor with approval from the relevant department.

## Administration

### Feng Sheng Hu, PhD

Richard G. Engelsmann Dean of Arts & Sciences  
Lucille P. Markey Distinguished Professor in Arts & Sciences  
Professor of Biology and of Earth, Environmental, and Planetary Sciences

### Erin McGlothlin, PhD

Vice Dean of Undergraduate Affairs in Arts & Sciences  
Professor of German and Jewish Studies

For more information about the College's leadership and the advisory and administrative staff, please visit the Arts & Sciences Staff Directory.

## Majors (directory)

### A

- African and African-American Studies Major (p. 213)
- American Culture Studies Major (p. 264)
- Ancient Studies Major (p. 423)
- Anthropology Major (p. 302)
- Anthropology Major, Global Health and Environment Specialization (p. 304)
- Applied Mathematics Major (p. 796)
- Arabic Major (p. 767)
- Art History and Archaeology Major (p. 341)
- Astrophysics Major (p. 901)

### B

- Biology Major (p. 378)
- Biology Major, Ecology and Evolution Specialization (p. 380)
- Biology Major, Genomics and Computational Biology Specialization (p. 381)
- Biology Major, Microbiology Specialization (p. 383)
- Biology Major, Molecular Biology and Biochemistry Specialization (p. 385)
- Biology Major, Neuroscience Specialization (p. 387)

### C

- Chemistry Major (p. 406)
- Chemistry Major, Biochemistry Specialization (p. 407)
- Classics Major (p. 423)
- Comparative Literature and Thought Major (p. 458)
- Comparative Literature and Thought Major, Comparative Arts Specialization (p. 459)

### D

- Dance Major (p. 860)
- Data Science Major (p. 1075)

- Drama Major (p. 862)

### E

- Earth Science Major (p. 472)
- East Asian Languages and Cultures Major (p. 507)
- East Asian Languages and Cultures Major, Chinese Specialization (p. 509)
- East Asian Languages and Cultures Major, Japanese Specialization (p. 510)
- East Asian Languages and Cultures Major, Korean Specialization (p. 511)
- Economics and Computer Science Major (p. 521)
- Economics Major (p. 522)
- Educational Studies Major (p. 538)
- Elementary Teacher Education Major (p. 541)
- English Literature Major (p. 580)
- English Literature Major, Creative Writing Specialization (p. 580)
- English Literature Major, Publishing Specialization (p. 581)
- Environmental Analysis Major (p. 594)
- Environmental Biology Major (p. 389)
- Environmental Policy Major (p. 927)
- Environmental Science Major (p. 474)

### F

- Film and Media Studies Major (p. 613)
- Film and Media Studies Major, Film and Media Production Specialization (p. 613)
- Financial Economics Specialization for Economics Majors (p. 523)
- French Major (p. 1048)

### G

- Germanic Languages and Literatures Major (p. 461)
- Global Studies Major, Development Concentration (p. 666)
- Global Studies Major, Eurasian Studies Concentration (p. 669)
- Global Studies Major, European Studies Concentration (p. 673)
- Global Studies Major, Global Asias Concentration (p. 675)
- Global Studies Major, Global Cultural Studies Concentration (p. 680)
- Global Studies Major, International Affairs Concentration (p. 682)

### H

- Hebrew Major (p. 768)
- History Major (p. 729)

### I

- Italian Major (p. 1049)

## J

- Jewish, Islamic, and Middle Eastern Studies Major, Comparative Jewish and Islamic Studies Concentration (p. 768)
- Jewish, Islamic, and Middle Eastern Studies Major, Modern Middle Eastern Studies Concentration (p. 769)

## K

- K-12 Teacher Education Major (p. 542)

## L

- Latin American Studies Major (p. 784)
- Linguistics Major (p. 789)

## M

- Mathematical Sciences Major (p. 798)
- Mathematics and Computer Science Major (p. 801)
- Mathematics and Economics Major (Economics) (p. 524)
- Mathematics and Economics Major (Mathematics) (p. 805)
- Mathematics Major (p. 808)
- Middle School Teacher Education Major (Grades 5-9) (p. 544)
- Music Major (AB) (p. 826)
- Music Major (BMus) (p. 827)
- Music Major, Composition Concentration (BMus) (p. 828)
- Music Major, General Concentration (BMus) (p. 829)
- Music Major, History and Culture Concentration (BMus) (p. 830)
- Music Major, Performance Concentration (BMus) (p. 831)
- Music Major, Theory Concentration (BMus) (p. 832)

## P

- Philosophy Major (p. 874)
- Philosophy Major, Law and Policy Specialization (p. 875)
- Philosophy Major, Philosophy of Science Specialization (p. 876)
- Philosophy Major, Philosophy Research Specialization (p. 877)
- Philosophy-Neuroscience-Psychology Major, Cognitive Neuroscience Concentration (p. 888)
- Philosophy-Neuroscience-Psychology Major, Language Cognition and Culture Concentration (p. 889)
- Physics Major (p. 903)
- Physics Major, Biophysics Specialization (p. 905)
- Planetary Science Major (p. 475)
- Political Science Major (p. 928)
- Political Science Major, American Politics Specialization (p. 929)
- Political Science Major, Comparative Politics Specialization (p. 930)
- Political Science Major, International Politics Specialization (p. 932)

- Political Science Major, Political Methodology Specialization (p. 933)
- Political Science Major, Political Theory Specialization (p. 934)
- Psychological & Brain Sciences Major (p. 948)
- Psychological & Brain Sciences Major, Cognition in Children Specialization (p. 951)
- Psychological & Brain Sciences Major, Cognitive Neuroscience Specialization (p. 954)
- Psychological & Brain Sciences Major, Experimental Psychopathology Specialization (p. 956)
- Psychological & Brain Sciences Major, Lifespan Development Specialization (p. 958)
- Psychological & Brain Sciences Major, Personality and Individual Differences Specialization (p. 961)
- Psychological & Brain Sciences: Cognitive Neuroscience Major (p. 949)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Cognition in Children Specialization (p. 963)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Experimental Psychopathology Specialization (p. 966)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Lifespan Development Specialization (p. 969)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Personality and Individual Differences Specialization (p. 972)

## R

- Religious Studies Major (p. 1016)
- Romance Languages and Literatures Major (p. 1051)

## S

- Secondary Teacher Education Major (Grades 9-12) (p. 546)
- Sociology Major (p. 1068)
- Spanish Major (p. 1050)
- Statistics Major (p. 1079)

## W

- Women, Gender, and Sexuality Studies Major (p. 1106)
- Women, Gender, and Sexuality Studies Major, Health Specialization (p. 1110)
- Women, Gender, and Sexuality Studies Major, Politics Specialization (p. 1111)

## Minors (directory)

### A

- African and African-American Studies Minor (p. 214)
- American Culture Studies Minor (p. 266)
- Ancient Studies Minor (p. 424)

- Anthropology Minor (p. 305)
- Anthropology Minor, Global Health and Environment Specialization (p. 306)
- Applied Linguistics Minor (p. 311)
- Applied Microeconomics Minor (p. 525)
- Arabic Minor (p. 770)
- Art History and Archaeology Minor (p. 343)
- Asian American Studies Minor (p. 266)
- Astrophysics and Astroparticle Physics Minor (p. 906)

## B

- Bioinformatics Minor (p. 391)
- Biology Minor (p. 392)
- Biomedical Physics Minor (p. 907)

## C

- Chemistry Minor (p. 409)
- Children's Studies Minor (p. 582)
- Classics Minor (p. 424)
- Comparative Literature and Thought Minor (p. 462)

## D

- Dance Minor (p. 863)
- Data Science in the Humanities Minor (p. 462)
- Drama Minor (p. 864)

## E

- Earth Science Minor (p. 477)
- East Asian Languages and Cultures Minor (p. 512)
- Educational Studies Minor (p. 548)
- English Minor (p. 583)
- Environmental Science Minor (p. 478)
- Environmental Studies Minor (p. 598)

## F

- Film and Media Studies Minor (p. 614)
- French Minor (p. 1052)

## G

- General Economics Minor (p. 526)
- Geospatial Science Minor (p. 479)
- Germanic Languages and Literatures Minor (p. 463)
- Global Film and Media Studies Minor (p. 615)

## H

- Hebrew Minor (p. 770)

- History Minor (p. 730)

## I

- Italian Minor (p. 1053)

## J

- Jazz Studies Minor (p. 833)
- Jewish, Islamic, and Middle Eastern Studies Minor, Comparative Jewish and Islamic Studies Concentration (p. 771)
- Jewish, Islamic, and Middle Eastern Studies Minor, Modern Middle Eastern Studies Concentration (p. 772)

## L

- Latin American Studies Minor (p. 785)
- Legal Studies Minor (p. 463)
- Linguistics Minor (p. 790)

## M

- Mathematics Minor (p. 810)
- Medical Humanities Minor (p. 731)
- Medieval and Renaissance Studies Minor (p. 464)
- Music – General Studies Minor (p. 833)

## P

- Philosophy Minor (p. 879)
- Philosophy of Science Minor (p. 879)
- Philosophy-Neuroscience-Psychology Minor (p. 892)
- Physics Minor (p. 907)
- Planetary Science Minor (p. 479)
- Political Science Minor (p. 936)
- Psychological & Brain Sciences Minor (p. 976)
- Public Health & Society Minor (p. 977)

## R

- Religion and Politics Minor (p. 990)
- Religious Studies Minor (p. 1017)
- Russian Language and Literature Minor (p. 1057)

## S

- Sociology Minor (p. 1069)
- South Asian Studies (Hindi) Minor (p. 772)
- Spanish Minor (p. 1054)
- Speech and Hearing Minor (p. 1070)
- Statistics Minor (p. 1081)

## T

- Translation Studies Minor (p. 464)

## W

- Women, Gender, and Sexuality Studies Minor (p. 1112)
- World Music, Dance, and Theater Minor (p. 864)
- Writing Minor (p. 584)

## Additional Academic Opportunities

- Accelerated Bachelor's/Master's Program (p. 1140)
- Ampersand Programs (p. 1140)
- Bachelor's and Master's Degrees in the Professional Schools (p. 1144)
- Combined Undergraduate Degree Opportunities (p. 1145)
- Individual and Group Performance (p. 1145)
- Internships (p. 1145)
- Majors Across Schools (p. 1145)
- Medicine & Society (p. 1145)
- Other First-Year Programs (p. 1147)
- Overseas Study Programs (p. 1147)
- Physical Education (p. 1147)
- Special Major and Special Minor (p. 1149)
- Undergraduate Pre-Professional Preparation (p. 1149)

## Accelerated Bachelor's/ Master's Program

Exceptional students who bring to the university a definite commitment to a field of study in the College of Arts & Sciences and a demonstrated capacity for intensive work may be able to complete a master's degree in a one-year accelerated program after completing the AB degree. This accelerated program, which begins each year in the fall semester, is open exclusively to students who graduated during the immediately preceding December, May, or August. Applications may be submitted at any time during the senior year up to the deadline of March 15. Graduate Record Examination (GRE) scores are not required. The program is available only to students currently in their senior year and only for continuous enrollment the next year. There is no option for deferred admission. The application for admission must be made to the department, which forwards the application and recommendation for admission to the Office of Graduate Studies, Arts & Sciences. Application forms are available on the website of the Office of Graduate Studies, Arts & Sciences.

Some departments may not participate in this program, and some departments that do not otherwise offer a master's degree may provide this opportunity to Washington University undergraduates. Contact the relevant department for more specific information about its admission policies and requirements. Students admitted to the program will be regular, full-time graduate students enrolled in the School of Arts & Sciences at Washington University.

Most master's degrees in Arts & Sciences require 36 credits. The accelerated program allows Washington University undergraduates to complete a master's degree in one academic year by applying up to five 3-credit courses or four 4-credit courses (a maximum of 16 units), taken as an undergraduate at the 400/4000 level or above, toward the master's degree requirements. For master's programs requiring fewer than 36 units, three courses at the 400/4000 level or above (with a maximum of 12 units) may be applied toward the master's degree. Master's programs requiring more than 36 units may require an additional semester or summer of enrollment. These undergraduate courses must be in an appropriate discipline, approved by the department, and completed with a grade of B or higher.

## Ampersand Programs

Ampersand Programs are special multi-semester seminar programs open only to matriculating first-year students. An Ampersand Program combines a coherent, group-oriented learning experience with out-of-classroom activities while still allowing time for electives. There are no majors or minors available in this area.

Ampersand Programs change each year and have included such topics as 50 Years of Hip Hop; Biotech Explorers Pathway; Examining America; Global Citizenship Program; History, Memory & Representation of the Holocaust; Literary Culture of Modern Ireland; Law and Society; Medicine & Society (p. 1145); Mind, Brain, Behavior; Modern Media: The Good, the Bad, & the Future; Pathfinder Fellows in Environmental Leadership; Phage Hunters; Rethinking WashU's Relationship to Enslavement; Safe Asylum: Refugee Politics and Pathways; Shakespeare's Globe: All the World's a Stage; Text and Traditions; and The History and Culture of the Venetian Republic. Enrollment in each Ampersand Program is limited to ensure closely mentored personalized instruction. All Ampersand Programs constitute integrations and, therefore, fulfill one of the requirements for the Bachelor of Arts degree. Ampersand Programs are open to all Arts & Sciences students, regardless of their intended majors, and they complement any major or pre-professional curriculum.

Contact:	Trevor Sangrey
Phone:	314-935-7696
Email:	tsangrey@wustl.edu
Website:	<a href="https://artsci.wustl.edu/fyp">https://artsci.wustl.edu/fyp</a>

## Faculty

### Participating Faculty

**Michael Barski**

Lecturer in Philosophy and Philosophy-Neuroscience-Psychology  
PhD, Rice University

**Stan Braude**

Teaching Professor in Biology  
PhD, University of Michigan

**Todd Braver**

Professor of Psychological & Brain Sciences, Radiology, and  
Neuroscience  
PhD, Carnegie Mellon

**Emily Cohen-Shikora**

Senior Lecturer in Psychological & Brain Sciences  
PhD, Washington University in St. Louis

**Tansu Daylan**

Assistant Professor of Physics  
PhD, Harvard University

**Michelle DeLair**

Lecturer in American Culture Studies  
PhD, Washington University in St. Louis

**David Fike**

Professor  
PhD, Massachusetts Institute of Technology

**Erin Finneran**

Lecturer  
PhD, Washington University in St. Louis

**John Green**

Lecturer  
AB, Washington University in St. Louis

**Eileen G'Sell**

Senior Lecturer in College Writing  
MFA, Washington University in St. Louis

**Kathleen Hafer**

Professor of the Practice of Biology  
PhD, Washington University in St. Louis

**Elinor Harrison**

Lecturer in Dance  
Faculty Affiliate in Philosophy-Neuroscience-Psychology  
PhD, Movement Science, Washington University in St. Louis

**Anna Jacobsen**

Director of Anthropology's Medicine and Society Program  
PhD, Washington University in St. Louis

**Joseph Jez**

Professor of Biology  
PhD, University of Pennsylvania

**Dirk M. Killen**

Associate Dean, College of Arts & Sciences  
PhD, Harvard University

**Henric Krawczinski**

Chair and Professor of Physics  
PhD, University of Hamburg

**Zhao Ma**

Associate Professor of Modern Chinese History and Culture  
PhD, Johns Hopkins University

**Ron Mallon**

Chair and Professor of Philosophy and Philosophy-Neuroscience-  
Psychology  
PhD, Rutgers University

**Beth Martin**

Teaching Professor in Environmental Studies  
MS EECE, Washington University in St. Louis

**Jeffery S. Matthews**

Professor of the Practice in Drama  
MFA, Virginia Commonwealth University

**Erin McGlothlin**

Associate Professor  
PhD, University of Virginia

**Meghann Pytka**

Instructional Specialist  
PhD, Northwestern University

**Elizabeth Reynolds**

Lecturer in Global Studies  
PhD, Columbia University

**Trevor Sangrey**

Assistant Dean, College of Arts & Sciences; Teaching Professor in  
Women, Gender, and Sexuality Studies  
PhD, University of California, Santa Cruz

**Chris Shaffer**

Lecturer  
PhD, Cornell University

**Anthony Smith**

Lecturer in Biology  
PhD, University of Miami

**Younasse Tarboni**

Senior Lecturer in Arabic  
PhD, Université PSL

**Kathleen Weston-Hafer**

Professor of the Practice  
PhD, Washington University in St. Louis

**Kathryn Wilson**

Lecturer  
PhD, University of Pennsylvania

## Courses

Visit online course listings to view semester offerings for L61 FYP.

---

### L61 FYP 1100 Ampersand - American Stories: Place, Power, and Imagination

If an American landscape could tell a story, what would it say? American Stories is an interdisciplinary approach to reading landscapes from the nineteenth century to today, uncovering untold stories of American places and the people, politics, and power that shaped them. The first semester of this Ampersand program introduces ways of seeing and interpreting American histories and cultures, as revealed in the built environment and stories of our cities. We will travel through time and place, touching down in Boston, Charleston, New York, Chicago, Los Angeles, and more. The course encourages students to read landscapes as multilayered records of past and present social relations, and to speculate for themselves about cultural meanings. It also introduces students to the social, economic, and political forces that have profoundly shaped the American urban landscape. This class is for first-year non-transfer students only.

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

---

### L61 FYP 2010 Ampersand: The Science of Biotechnology

Biotechnology is truly interdisciplinary, incorporating a myriad of pieces from biology, chemistry, engineering, physics, computer sciences, management, public policy, and law that apply the scientific process to societal challenges. This course introduces topics for science and engineering majors with an interest in biotech, and it teaches scientific concepts to business students considering careers in biotech management and entrepreneurship. Students who complete Biol 2010 understand key science concepts, how discoveries lead to applications addressing global challenges, how to effectively use a variety of resources to explore connections between science and biotech business, how to synthesize information from different fields, and how to exhibit strong teamwork skills and communicate information in written and oral forms. This course also provides a gateway for students interested in the two-year Biotech Explorers Program (BEP). The first two weeks of the course introduce students to the history of biotechnology, the BEP, and the use of case studies. The remainder of the course uses a series of four three-week units that combine lecture material, in-class group assignments, and readings to introduce the science and scope of biotechnology. For each unit, student teams also develop short case studies of St. Louis biotech companies and present their findings to the class. A series of site visits introduce students to the vibrant St. Louis biotech community. This course is for students in the Biotech Explorers Program only.

Same as L41 Biol 2010

Credit 3 units. A&S: AMP A&S IQ: NSM BU: SCI

---

### L61 FYP 223A Ampersand: The Age of Pericles

This seminar will explore the relationship between the sociopolitical history and cultural development of Athens in the fifth and fourth centuries BC. Students will be encouraged to analyze both archeological and literary evidence throughout the process of democratization, paying particular attention to the Periclean building program, including the sanctuary of Athena on the Acropolis, the Agora, domestic Athenian architecture, and the panhellenic sanctuaries of Delphi and Olympia. Selections from the histories of Herodotus and Thucydides, the plays of Sophocles and Aristophanes, the dialogues of Plato, and Aristotle's "Constitution of Athens" will highlight the functions and limitations of the democratic regime. This course is for first-year, non-transfer students in the Democracy and Myth in Ancient Greece Ampersand program.

Same as L08 Classics 223

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

---

### L61 FYP 116 Ampersand: Geographies of Globalization and Development

This course provides an overview to the geographies of globalization and development in the world today. We begin by engaging with a variety of theoretical perspectives, definitions, and debates in order to establish the foundations upon which students can conceptualize and understand existing patterns of inequality, social injustice and environmental conflicts. In order to further highlight the different ways in which development and globalization interventions are experienced and contested, in the second half of the course we will focus our considerations towards specific contemporary issues at the forefront of globalization and development debates, including migration and refugees, urbanization, sustainable development, tourism, and alter-globalization social movements. This course is restricted to first-year students in the Global Citizenship Program.

Credit 3 units. A&S: AMP A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: HUM, IS EN: S

---

### L61 FYP 2850 Ampersand: The Holocaust: A European Experience

Between 1939 and 1945, Nazi troops invaded, occupied and destroyed major parts of Europe. A central aim of the Nazi project was the destruction of European Jewry, the killing of people, and the annihilation of a cultural heritage. This course seeks to deal with questions that, more than seventy years after what is now known as the Holocaust, still continue to perplex. Why did Germany turn to a dictatorship of racism, war, and mass murder? Why did the Nazis see Jews as the supreme enemy, while also targeting Poles, Ukrainians, Soviets, homosexuals, the Roma, and the disabled? The course introduces students to issues that are central to understanding Nazi occupation and extermination regimes. Students will look at survival strategies in Western Europe including emigration, resistance movements in Eastern European ghettos, local residents' reactions to the murder in their midst, and non-European governments' reactions. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: AMP A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

---

### L61 FYP 2811 Ampersand: Literary Culture of Modern Ireland

This course will examine the literature of Ireland from the fall of Parnell to the outbreak of the Second World War. This is the period of an emerging cultural nationalism, a great efflorescence of literature in many genres, and some of the most important political, social, and military events in modern Irish history. One of the remarkable things about the period is the close relationship between prominent figures in the literary and artistic world and those in the realm of politics and social change. The result was a rich cross-fertilization of ideas and attitudes which had enormous implications for the future of this embattled island nation. We will explore this vital and transformative exchange by close attention to some primary texts of the period. Writers to be studied will include: Yeats, Gregory, Wilde, Synge, Shaw, Joyce, O'Casey, and Bowen. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

---

### L61 FYP 141 Ampersand: Medicine and Society

This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and

interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity. Note: Content for this course overlaps with and replaces Anth 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program.

Same as L48 Anthro 141

Credit 3 units. A&S: AMP A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

---

### **L61 FYP 120A Amp: Intro to Study of the Mind-Brain:**

#### **Psychological, Biological, & Philosophical Perspectives**

A consideration of three primary areas of research in cognitive science: attention, memory, and language. These topics are used to illustrate the techniques by which mental abilities are investigated and explained in psychology and neuroscience: the focus, in particular, is on the use of reaction time studies, brain imaging, and cell recordings to isolate the basic components that make up complex functions. In addition to the central concepts and theories in each area, the course will address philosophical implications of this research concerning how the mind and brain are related, how the mind-brain encodes or represents information, and the nature of consciousness. And there will be an emphasis on applying these findings to important problems, such as Alzheimer's disease and deficits due to brain damage. The class is taught by three members of the faculty from different disciplines and combines a whole-group lecture with small discussion classes. The goal is to give students a good understanding of the interdisciplinary nature of cognitive science and to help them develop the ability to think and write critically about scientific research into the mind-brain. Prerequisite: admission to the Hewlett Program in the Study of the Mind-Brain.

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: BA

---

### **L61 FYP 1505 Ampersand: Modern Media: The Good, the Bad, & the Future**

This first term of a two-semester course would establish an essential background in media literacy and theory for both traditional mass media and the types of digital, or "new," media which have exploded over the past thirty years of the digital age. Accruing a nuanced understanding of the historic and present-day realities of journalism, publishing, documentary, and news reportage, we will consider the myriad ways in which new media have transformed the landscape of each. Eileen G'Sell will be leading discussion on readings relevant to mass media and new media histories, and assigning short, generative assignments. John R. Green will appear via Zoom to discuss television in the time of 9/11 and the new landscape of documentary. Small class. First Year Students Only. Credit Only

Credit 3 units. A&S IQ: HUM EN: H

---

### **L61 FYP 121 Ampersand: Pathfinder - A Sense of Place:**

#### **Discovering Missouri's Natural Heritage**

This is the first course in the Pathfinder program, and it will introduce students to their new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megafauna. We will explore many of the habitats found in Missouri (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals). This will provide a foundation that will inform the study of ecology, policy and management in other courses. In addition to weekly lectures and discussions, students in this course will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### **L61 FYP 1910 Ampersand: Phage Hunters**

A research-based laboratory class for first years. Students join a national experiment organized by HHMI, with the goal of isolating and characterizing bacteriophage viruses found in the soil in the St. Louis area. Laboratory work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and EM characterization of your phage. Several WU phage are selected for genome sequencing over winter break, and are annotated in the spring in Bio 192, Phage Bioinformatics. Students who successfully isolate and annotate a phage may become co-authors on a scientific paper. Prereqs: High school courses in biology and chemistry, at least one at the AP or International Baccalaureate level; permission of the instructor. One hour lecture, one hour discussion, and 3 hrs lab per week. Course is for first-year students in the Phage Hunters Program only.

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

### **L61 FYP 2443 First-Year Seminar: The Nuremberg Trials and International Justice**

This course is an exercise in understanding how professional historians and the general public discover and use the past. The main goals of this course are to understand the many different methods and standards applied to the past; to understand how and why each generation changes the past as it seeks to make it "usable"; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively. The subject of this inquiry will be the Nuremberg trials - the innovations and critiques around the law and politics of the trials themselves, as well as the trials' legacies for ideas about international justice in postwar America and the world. Course is for first-year, non-transfer students only.

Same as L22 History 2443

Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM, IS EN: H

---

### **L61 FYP 1441 Ampersand: Frontiers in Cancer Research and Treatment**

Cancer as a disease has touched countless people in every country and every lifestyle. Cancer is not one single disease; rather, it is a collective scourge of many underlying disorders. Over the years, biomedical research has led to a fuller understanding of cancer etiology and spawned new diagnostic and treatment strategies to better manage and treat this condition. More recently, the launch of the Precision Medicine Initiative by the National Cancer Institute has led to unprecedented insights into the cellular signaling pathways that drive the development and progression of cancer. Furthermore, the current onset of "omics" technology and high-throughput biological readouts has opened the possibility of precisely identifying molecular changes and affected metabolic pathways in individual cancers, paving the way for precision medicine and patient care. In this second semester, we will build upon our foundational understanding of cancer and explore recent and groundbreaking advances in cancer research and therapies. The course is driven largely by student-led presentations and discussions with a mix of faculty lectures and guest seminars. Students work in teams and take responsibility for their own active, inquiry-based learning by examining various cancer topics using primary literature as the principle resource. Learning to read, interpret, and assemble a presentation from scientific literature and biomedical research is emphasized. Student teams choose a hypothesis-driven topic of interest in the field of oncology for further study and, near the end of the semester, prepare a written report and oral presentation to the class outlining its background, central hypothesis-driven question(s), experimental rationale/strategy, research data, scientific conclusion, and future direction. Prerequisite: BIOL 144. Enrollment is limited to students in the Hallmarks of Cancer & Patient Care program. Limited to 20 students.

Same as L41 Biol 1441



Credit 3 units. A&S: AMP A&S IQ: NSM Art: NSM BU: SCI

## Bachelor's and Master's Degrees in the Professional Schools

The College of Arts & Sciences — in conjunction with the Brown School, the McKelvey School of Engineering, the Olin Business School, and the Program in Occupational Therapy at the School of Medicine — offers dual (3-2) degree programs. If accepted into a 3-2 degree program, a student may work toward the AB degree during the initial three years at Washington University and toward the professional degree during the fourth and fifth years. A student electing to do a 3-2 program must complete a combined 150 academic units to earn both the AB degree and the professional degree.

Prior to entry into a 3-2 program, a student in the College of Arts & Sciences must complete the following:

1. At least 90 academic units of course work offered in the College of Arts & Sciences;
2. All distribution requirements;
3. All requirements for an Arts & Sciences major; and
4. At least 18 of the 30 required units in upper-level course work.

**Note:** Some graduate programs may allow one or two courses for the undergraduate degree to be taken concurrently with graduate-level course work. Students should consult carefully with advisors in both programs to determine whether this option is available and, if so, if it is advisable.

A transfer student who seeks the AB degree under this plan must complete at least four semesters in full-time residence in the College of Arts & Sciences at Washington University.

Thirty units of graduate academic credit taken during the fourth year will complete the 120 academic units required for the AB degree. The professional degree is earned when 150 combined academic units and all degree requirements for the professional school are completed. A student must be recommended by the faculty of the professional school to the dean of the College of Arts & Sciences in order to receive the combined degree.

Students interested in a 3-2 degree program should do the following: (1) discuss degree options with a dean in the College of Arts & Sciences and with a dean in the professional school; (2) request the Eligibility Certification Form in the College of Arts & Sciences; and (3) submit the completed Eligibility Certification Form with the application for the 3-2 program to the professional school early in the spring semester of their junior year.

AB dual master's degree students are formally admitted into the graduate program of the professional school for a 3-2 program for the fourth year. For students accepted into these 3-2 programs, the undergraduate division will remain the primary school for the fourth

year. The professional school program will not become primary until after the eighth semester of study as an undergraduate (or after early graduation with a bachelor's degree). In the fifth year, the professional program will become primary.

Students in 3-2 programs will pay the standard full-time undergraduate tuition rate for the fourth year, except for those enrolled in the MBA program, which charges a premium above the undergraduate tuition rate. Students will receive financial aid for the fourth year based upon their eligibility for undergraduate financial aid awards, including Pell Grants.

There is no commitment for undergraduate financial aid beyond the fourth year of study. Students in 3-2 programs may apply to the professional programs (MBA, Social Work) for graduate student financial aid for study in the professional program beyond the fourth year.

This policy applies to all Arts & Sciences undergraduates who have completed less than the equivalent of eight semesters of academic work toward their bachelor's degree. If these students enroll in any Washington University graduate or post-baccalaureate degree program to begin course work toward a graduate degree during their fourth year before they have been awarded a Washington University bachelor's degree or completed the equivalent of eight semesters of undergraduate enrollment, they are covered by this policy.

This policy applies to current 3-2 programs involving Washington University bachelor's and master's programs and to any future 3-2 programs.

### Brown School Master of Public Health Program

The Public Health 3-2 program leads to an AB degree from the College of Arts & Sciences and an MPH degree from the Brown School. Interested students should apply to the Brown School during the first semester of their junior year. Students from all academic disciplines with an interest in public health are encouraged to apply. For more information, please visit the Brown School's 3-2 MPH Program website.

### Brown School Master of Social Work Program

The Social Work 3-2 program leads to an AB degree from the College of Arts & Sciences and an MSW degree from the Brown School. Interested students should apply to the Brown School during the second semester of their junior year. Students from all academic disciplines with an interest in social work are encouraged to apply. For more information, please visit the Brown School's 3-2 MSW Program website.

### McKelvey School of Engineering

The combined AB/Master's Program is designed to enable students in the College of Arts & Sciences to pursue a coordinated five-year program of study leading to an AB degree in the College of Arts & Sciences and a master's degree in the McKelvey School of Engineering.

## Olin Business School

A five-year program combining an undergraduate degree and a master's degree is available to a select number of students. More information about the Olin Business School 3+2 Program is available on the Olin website.

## Program in Occupational Therapy at the School of Medicine

The Washington University 3-2 Occupational Therapy program allows students to earn both their undergraduate degree and a Master of Science in Occupational Therapy (MSOT) within five and a half years.

## Combined Undergraduate Degree Opportunities

Students may work toward the Bachelor of Arts (AB) degree in the College of Arts & Sciences while simultaneously earning another undergraduate degree in architecture, art, business, or engineering. Students undertaking such a "dual degree" program must earn 150 units, 90 of which must be in the College of Arts & Sciences. They must also fulfill the requirements for a major in each of the two schools and complete the distribution requirements for both schools. Interested students should contact both a dean in the College and the designated dean in the appropriate professional school as early as possible during their undergraduate careers.

## Individual and Group Performance

Opportunities for individual and group performance include participation in various musical organizations sponsored by the Department of Music (e.g., mixed choir, symphony orchestra, wind ensemble) and in courses offered in physical education. To encourage students to pursue such creative, physical, and social activities, the College allows up to 12 units of credit toward the bachelor's degree for the successful completion of enrollment in individual and group performance. Exceptions to the minimums may be made for students majoring in departments that require a large number of performance courses, such as dance, drama, and music.

## Internships

Students participating in internships that contribute to their academic or professional development may earn credit for those internships. Registration in an internship for credit is conditional upon the satisfactory completion of the Internship Learning Agreement form provided by the College Office and the approval of this completed form by the College Office, the faculty sponsor, and the internship sponsor.

Credit awarded for an internship corresponds to the time spent in work activities. The student is expected to work 45 hours of internship experience over a period of six to eight weeks for each unit of credit. Registration for 1 to 3 units of credit is possible.

Students may complete the work for an internship over the summer and receive credit during the subsequent semester. Any internship completed this way must satisfy all requirements stated here. The learning agreement must be submitted and approved prior to the student beginning work at the internship site. Therefore, credit cannot be awarded retroactively.

Internship courses are offered for credit/no credit grades only and, therefore, count toward the maximum of 24 credit/no credit units that may be applied toward graduation requirements. Internships do not count toward the advanced unit requirement and may count toward the major only with departmental approval. Students may not receive more than 3 units of internship credit in any semester and may count no more than 6 units of internship credit toward the 120 units required for graduation. (These regulations, along with all others governing the AB degree, are detailed on the Arts & Sciences Academic Regulations page (p. 1132).)

## Majors Across Schools

Students may earn an AB degree with a first major in the College of Arts & Sciences and a second major in art and design, business, or engineering by fulfilling all the distribution requirements for the AB degree and completing the requirements both for the first major in Arts & Sciences and for the second major in art and design, business, or engineering. With careful planning, meeting these requirements can be accomplished within the 120 units required for the AB degree; students should keep careful count to ensure that they complete at least 90 units of credit in the College of Arts & Sciences. For further information about second majors in art and design, visit the College of Art (p. 106) *Bulletin* page; for further information about second majors in business, visit the Olin Business School website; and for further information about second majors in engineering, visit the McKelvey School of Engineering website.

## Medicine & Society

The Medicine & Society Program is an exciting opportunity for undergraduate students in Arts & Sciences who are interested in exploring the interface of culture, behavior and health from a social science perspective. The program addresses the important social and cultural foundations of health and illness in human societies, with a specific emphasis on service, research, and mentoring opportunities. In addition to the academic activities, Medicine & Society has a robust sense of community with several opportunities to work with, spend time with, and serve with other Medicine & Society Scholars.

The Medicine & Society program is supported by a grant from the Danforth Foundation and administered through the Department of Anthropology. It is not a major/minor program; it is a four-year program that is available by application only.

## Eligibility

The Medicine & Society Program is a four-year program designed for matriculating first-year students. Admission to this program is highly competitive. Academic credentials, aptitude and interest in a health-related career, and personal statements all will be considered when selecting up to 20 participants to join the entering cohort. The program will particularly appeal to students with a long-term commitment to careers and research in healthcare and related fields. All evaluations for admission into this program are blind.

## Curriculum

The Medicine & Society Program has its intellectual and programmatic roots in the field of medical anthropology, which is broadly defined as the study of human health and illness across culture, time and space. Medical anthropologists examine the role of culture and society in the shaping of illness experiences. Foci of inquiry may include such issues as traditional health beliefs and practices; cultural clashes between traditional medicine and biomedicine; political and economic foundations of health disparities; ethical considerations pertaining to health care research, access, and the experience of care and illness; alternative and complementary medicine; social and behavioral factors that affect disease rates; and public health responses to emerging health problems. These topics all share a focus on community as a primary area of inquiry and population as a primary unit of analysis.

## Requirements

Once admitted to the program, students must complete the following during the 4-year period of their undergraduate careers (Total of 18 credit hours) the table lists required courses, the information below it provides information about additional program requirements:

Code	Title	Units
Anthro 141	Ampersand: Medicine and Society	3
Anthro 142	Ampersand: Medicine and Society	3
Anthro 341	Health and Wellness in the Community: A Service Learning Seminar	4
Anthro 4421	Advanced Seminar in Medicine and Society: Patients, Politics, Policy	3

- First-year Medicine & Society year-long seminar (141, 142)
- Community health internship or service-learning course (341)
- A major or minor in anthropology or the global health and environment track of anthropology
- A junior/senior advanced seminar addressing contemporary issues in Medicine & Society (4421)
- 2 additional Medical Anthropology electives.
  - Sample elective courses offered in Medical Anthropology can be found here: [Global Health and the Environment](#)
- The W.H.R Rivers Project, which is a final project, paper, capstone, or honors thesis conducted during their senior year.

Students who are accepted into the Medicine & Society Program are enrolled in a year-long first-year seminar on culture, health and society in the Department of Anthropology. This seminar provides the academic foundation for future community health work in St. Louis. Beginning as early as the sophomore year, students identify and select a community health site for internship placement or service-learning activities. The internship/service-learning opportunity provides students with a location for focusing their interest and involvement in community health and allows them to participate in the work of the host organization. During the junior and senior years, students have the opportunity to intensify their academic and service activities at the internship or service-learning site, which may culminate in a senior honors thesis or a capstone project based on original research and investigation. Students in the Medicine & Society Program are encouraged to graduate with honors, based on their independent research and academic achievement.

## Personnel

The Medicine & Society Program is directed by Dr. Anna Jacobsen, a sociocultural and medical anthropologist whose previous work discussed issues pertaining to religion and morality as they influence perspectives and understandings of personhood and health. This research focused on these processes as they unfolded in Somali refugee communities in Kenya and Northern Europe. Dr. Jacobsen's work then expanded to include the ways vaccine confidence was informed by moral and religious ideologies in Somali communities around North America and how understandings of death and dying have been broadly influenced by the same. Her current research explores end of life care, including palliative and hospice care, in the St. Louis area.

Students should also be aware that they also have full access to other faculty in anthropology and related disciplines who offer courses of relevance and interest.

Contact: Dr. Anna Jacobsen  
Email: [aljacobs@wustl.edu](mailto:aljacobs@wustl.edu)  
Website: <https://anthropology.wustl.edu/medicine-society-program>

## Faculty

### Director

#### Anna Jacobsen

Senior Lecturer, Director of Undergraduate Studies in Anthropology  
PhD, Washington University  
(Anthropology; Medical Anthropology; End of Life Care, Death, and Dying; Morality and Religion)

### Administrative Assistant

#### Erin Coleman

## Courses

Please refer to the requirements in the Medicine & Society Overview (p. 1145) section, where required courses are listed. Please visit the Medicine & Society page for additional information about the program and courses. Each semester the department offers a range of Medical Anthropology and Global Health electives. During Fall 2024, these courses will include the following:

Code	Title	Units
Anthro 3006	Global Health and Language	3
Anthro 307A	Human Variation	3
Anthro 3090	Cultures of Health in Latin America	3
Anthro 3151	Evolution of the Human Diet	3
Anthro 3316	Introduction to Forensic Anthropology	3
Anthro 3621	Anthropology of Human Birth	3
Anthro 3876	Darwin and Doctors: Evolutionary Medicine and Health	3
Anthro 3885	Global Mental Health	3
Anthro 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
Anthro 4581	Principles of Human Anatomy and Development	3

## Other First-Year Programs

Students who have already made a firm commitment to a particular discipline in the humanities, natural sciences, or social sciences or who are uncertain about what they would like to pursue also have a rich array of academic choices to be made throughout their college careers. The course schedule can be either widely exploratory or oriented toward a particular objective, such as pre-health studies. Students who are still exploring their options are strongly encouraged to consider enrolling in a First-Year Seminar or another first-year opportunity when selecting courses in consultation with their four-year academic advisors. First-Year Seminars are single-semester, small-group courses that enable entering students to work closely with peers and faculty around an exciting topic of inquiry. First-year opportunities are single-semester, 1- or 2-unit courses designed to highlight interesting research while complementing other elective course work.

## Overseas Study Programs

The guiding principle of international study through the College of Arts & Sciences is to encourage students to acquire the broad cultural knowledge, languages, and practical skills to enable them to participate fully in a global society.

For information about the 100-plus study abroad programs offered in more than 50 countries, visit the Overseas Programs website or the webpages of specific departments and programs.

## Physical Education

Undergraduate students may take both lecture-laboratory and performance courses through the Department of Athletics. A total of 12 performance units may be included in the 120 units required for graduation.

Students may take both lecture-laboratory and performance courses through the Department of Athletics; however, there are no majors or minors in this area. All courses are offered only on a Pass/Fail basis.

Contact: Bryan Lenz  
Phone: 314-935-8509  
Email: blenz@wustl.edu  
Website: <http://www.washubears.com>

## Faculty

### Director of Athletics

#### Anthony J. Azama

John M. Schael Director of Athletics  
MBA, Miami University

### Instructors

#### Brian Allen

Football, Offensive Line

#### Pat Bloom

Baseball, Head Coach

#### Jim Conlon

Women's Soccer, Head Coach

#### Casey Cromwell

Softball, Head Coach

#### DeeDee Effinger

Office of Recreation  
Manager, Recreation Operations and Aquatics

#### Meghann Feely

Office of Recreation  
Associate Director, Fitness and Operations

#### Jeff Fisher

Football, Defensive Coordinator/Linebackers

#### Roger Follmer

Men's Tennis, Head Coach

#### Maddie Glunt

Randi Henderson  
Women's Basketball, Head Coach

#### Pat Juckem

Men's Basketball, Head Coach

#### Paige Madara

Women's Tennis, Head Coach

**Dave Reinhardt**

Women's Golf, Head Coach

**Brandon Santel**

Women's Soccer, Assistant Coach

**Brad Shively**

Swimming & Diving - Men & Women, Head Coach

**Jeff Stiles**

Track & Field - Men & Women, Head Coach

**Ray Williams**

Track & Field - Men & Women, Associate Track & Field Coach

## Courses

Visit online course listings to view semester offerings for L28 P.E..

---

**L28 P.E. 115 Topics In Physical Education: Beginning Weight Training**

Major emphasis is on strength development. First class will meet in the Burmesiter Lounge, Summers Recreation Center.

Credit 1 unit.

---

**L28 P.E. 1201 Fundamentals of Rowing for Fitness**

This eight-week course will focus on the effective use of Concept II Rowing as tools to learn the rowing stroke as well as to maintain aerobic fitness and develop strength. Emphasis will be placed on the correct use of technique to decrease risk of injury; varying duration and intensity of work on the machine to develop different energy systems; and using these new skills in developing lifetime fitness. Instruction will include the use of videotape and video monitoring. Athletic shoes and clothes that are not baggy are needed to participate. There will be a minimum amount of running and light, low-impact aerobic activity required as a warm-up.

Credit 1 unit.

---

**L28 P.E. 131 Topics in Physical Education: Group Fitness**

This 10-week course is designed to give students the unique experience of a group fitness class catered just to them. Using various formats of group exercise, Group Fitness will provide a fun and dynamic way to motivate participants to reach their desired results. Topics will include cycling, bootcamp, pilates, yoga, cardio, strength training, TRX suspension training, and a variety of other formats specific to the group, helping students to improve their overall fitness and wellness. First class meets in the Olympic Studio, Summers Recreation Center.

Credit 1 unit.

---

**L28 P.E. 132 Topics in Physical Education: High-Intensity Conditioning**

This eight-week course offers a varied program of high-intensity conditioning techniques specifically designed for individual needs. Supervised areas covered are cardiovascular and strength testing; weight training; plyometric training; flexibility and stretching; and aerobic and anerobic training. There will be an organizational meeting in the Burmeister Lounge, Summers Recreation Center.

Credit 1 unit.

---

**L28 P.E. 136 Fitness and Conditioning**

Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time. Orientation sessions will take place in the Burmeister Lounge, Summers Recreation Center.

Credit 1 unit.

---

**L28 P.E. 139 Topics in Physical Education: Intermediate/Advanced Tennis**

Intermediate/advanced tennis.

Credit 1 unit.

---

**L28 P.E. 140 Topics in Physical Education: Beginning Tennis**

Beginning tennis.

Credit 1 unit.

---

**L28 P.E. 155 Topics In Physical Education: Life Skills for Scholar Champions**

Participation includes informal leadership tasks under the direction of Washington University Athletic Department personnel. The selection of the task and the scope of work is to be determined before enrollment by conference with the instructor. Prerequisite: permission of the department.

Credit 1 unit.

---

**L28 P.E. 160 Fundamentals of Fitness: Personal Training**

This course is designed to provide students with the foundational knowledge and skills needed to pass the American College of Sports Medicine's (ACSM) Certified Personal Trainer exam. Classes will be a fusion of lecture and practical application to ensure an environment of applied knowledge. The primary emphasis will include basic human anatomy, physiology, bioenergetics, biomechanics, nutrition and their relationship with exercise. Using the guidelines provided by the ACSM and the accreditation standards of the National Commission for Certifying Agencies (NCCA), students will familiarize themselves with industry standards. Specifically, this course will refer to guidelines provided by the ACSM regarding health screening, scope of practice, client safety, behavior change strategies, program design, fitness assessments and legal issues. At the conclusion of this course, students will take a final comprehensive written and practical exam as their final evaluation. A \$90 course activity fee is required.

Credit 1 unit.

---

**L28 P.E. 220 Topics in Physical Education: Varsity Sports**

Varsity sports. Prerequisite: permission of the department.

Credit 1 unit.

---

**L28 P.E. 225 Topics in Physical Education: Varsity Sports Training**

Through sports performance training, team practices, and meetings, this course prepares varsity student athletes for their return to a competitive season. Prerequisite: Permission of the Athletic Department and varsity athlete status.

Credit 1 unit.

---

**L28 P.E. 232 Topics in Physical Education: High-Intensity Conditioning**

HIGH INTENSITY CONDITIONING. Varied program of high intensity conditioning techniques designed for individual needs. Supervised areas covered are: cardiovascular and strength testing; weight training; plio-metric training; flexibility and stretching and aerobic and anerobic training.

Credit 1 unit.

---

**L28 P.E. 234 Topics in Physical Education: Lifeguard Training**

LIFEGUARD TRAINING This course provides skill instruction and knowledge needed to prevent and respond to aquatic emergencies in a pool setting. Successful completion of requirements results in certification in American Red Cross Lifeguard Training for swimming pools, CPR and First Aid. Prerequisite: swimming test given during the first week of class. Course materials fee: \$100. Summers Rec Center/ Millstone Pool. 8 week course: 1/26-3/25.

Credit 1 unit.

---

**L28 P.E. 236 Topics in Physical Education: Fitness and Conditioning**

FITNESS AND CONDITIONING. Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time.

Credit 1 unit.

---

**L28 P.E. 239 Topics in Physical Education: Beginning Tennis**

BEGINNING TENNIS Eight-week course: Start 3/1-4/28. MW 1:00-2:30. Summers Rec/Tennis Courts

Credit 1 unit.

---

**L28 P.E. 240 Topics in Physical Education: Intermediate Tennis**

INTERMEDIATE TENNIS Eight-week course, Start 3/2-4/29. Summers Rec Center/TAO Tennis Courts

Credit 1 unit.

---

**L28 P.E. 258 Indoor Cycling**

Indoor Cycling is a high energy cardiovascular workout on stationary bikes in the Wigdor Cycling Studio (The Dark Room). All levels welcome - the workout can be tailored to your personal fitness goals and needs. A water bottle and towel are required. There will be a \$45.00 fee for a Heart-Rate Monitor that will be provided the first day of class; T Th 3:00-4:00. Summers Recreation Center.

Credit 1 unit.

---

## Special Major and Special Minor

On some occasions, a student's interests may fall in the intersection of two or more formally organized major programs, in which case a student may propose a special major that brings the related course work together. Students who propose a special major should be prepared to undertake honors-level work as all special majors must complete a capstone project of 3 to 6 units during the senior year.

Students interested in creating a special major or minor must confer with the dean charged with coordinating this program. Email [college@wustl.edu](mailto:college@wustl.edu) or call 314-935-6800 to get in contact with the appropriate dean.

After consultation, students must submit a formal proposal to the appropriate dean. The proposal must include the following: (1) a description of the program of study, including an explanation of the program's integrating idea; (2) a list of courses to be taken; (3) a letter of support from the proposed academic advisor; and (4) a letter of support from a faculty member in a second, related department who has approved the proposal.

A proposal for a special major or minor must be submitted no later than the fifth semester of undergraduate enrollment. The Committee on the Special Major and Minor is responsible for final action on these proposals.

## Undergraduate Pre-Professional Preparation

Students planning to pursue pre-professional studies should refer to the general recommendations given below. For more specific recommendations, visit the appropriate webpages.

### Architecture

Please refer to the College of Architecture (p. 57) section in this *Bulletin*.

### Business Administration

Students in the College of Arts & Sciences are welcome to consult with the associate dean for the undergraduate program in the Olin Business School concerning any aspect of preparation for careers in business. For more information, visit the Olin Business School website.

### Law

The two most significant factors law schools use in determining who to admit for legal study are the undergraduate GPA (taking into consideration the difficulty of courses attempted and the breadth of study) and the score on the Law School Admission Test (LSAT). Admission to law school requires a bachelor's degree.

There is no required set of courses for pre-law study at the undergraduate level. Many law school applicants have majors in economics, English, history, philosophy, and political science, but law schools also seek students with undergraduate majors in business, engineering, science, and other disciplines. Whatever areas pre-law students choose to emphasize in their undergraduate studies, they should take courses that require significant amounts of writing, that develop analytic thinking skills, that encourage the application of principles or theories to new situations, and that require the original writing and revision of written work in response to comment and critique. It is also important to learn to read and analyze complex written material and to develop sound research skills.

Economics, history, philosophy, and political science courses can help students to develop an understanding of the traditions behind and the development of the U.S. legal system. Accounting, logic, and statistics courses also provide valuable background for legal study and the practice of law.

The pre-law advisors in the College of Arts & Sciences are available to help students plan a course of study and prepare a strategy for applying for admission to law school. For more information, visit the pre-law website.

## Medicine

Pre-medical students in the College of Arts & Sciences of Washington University complete the bachelor's degree before admission to a medical school. In addition to fulfilling the requirements for the AB, pre-medical students must fulfill the entrance requirements of the medical schools to which they plan to apply. Specific requirements, which may vary, are summarized in the *Medical College Admission Requirements* online handbook, published annually by the Association of American Medical Colleges.

Pre-medical students must demonstrate high academic achievement and possess the character, responsibility, and level of commitment suitable for a career in medicine. Although requirements for specific medical schools are increasingly varied, most schools have traditionally required at least one year each of English, general biology, inorganic chemistry, organic chemistry, and physics with laboratory components traditionally required for all of the core science courses. In addition, students preparing to take the Medical College Admissions Test (MCAT) should take one semester each of biochemistry, psychology, and sociology. Medical schools also encourage applicants to develop a broad intellectual background that includes the humanities, the social and behavioral sciences, and a demonstrated understanding of and appreciation for social and cultural diversity.

Students interested in the health professions may choose a major in any field — the humanities, the social sciences, or the natural sciences — as long as they complete the pre-medical requirements. Any student planning to apply to MD/PhD programs is strongly advised to major in one of the natural sciences and to begin gaining bench research experience no later than the beginning of their sophomore year. Research opportunities are available on the Danforth Campus and at the School of Medicine, and these opportunities are open to both science and nonscience majors. Health-related volunteer opportunities are also widely available.

Students who enter the university planning to apply to medical school should, with the aid of their advisors, structure their course of study to include the medical school requirements. There is no one right or best sequence of courses, and there are numerous pathways to medical school. Because each student's pathway is different, students interested in a career in the health professions are encouraged to consult the PreHealth deans in the College in addition to their academic advisors. Additional information can be found on the PreHealth website.

## Other Health Professions

Students interested in pursuing other careers in the health professions — including dentistry, nursing, occupational therapy, optometry, physical therapy, and veterinary medicine — are invited to visit with a specialist advisor from the PreHealth advising team. Interested students will find additional information on the PreHealth advising website.

## Summer Session

The Summer Session in Arts & Sciences offers courses for current Washington University students and visiting students, including pre-college learners. Summer courses are scheduled over five separate sessions. Visit the Summer Session website for more information.

## Enrollment Eligibility

### WashU Undergraduate Students

Students who are admitted to a degree program and have completed at least one full semester at Washington University in St. Louis may enroll in Summer Session courses provided that they have a cumulative grade point average of 2.0 or higher. Any student who has been suspended or dismissed from (and not formally readmitted to) any school within Washington University may not register without the written permission of their former dean. In addition, students who have been placed on academic notice or academic time away or who have taken a regular leave of absence must be reinstated and/or cleared by the College Office (or the dean of their respective school if not an Arts & Sciences student) prior to enrolling in Summer Session courses. Please note that reinstatements are typically issued for the fall semester and not for Summer Session. Matriculated Washington University undergraduate students register for Arts & Sciences summer courses directly through WebSTAC.

### Domestic Visiting Students

Undergraduates in good academic standing attending another U.S. college or university are welcome to register through the visiting student program. Prior to registration, we strongly encourage that students consult with their home institution advisors to discuss courses and transfer credit procedures.

### International Visiting Students

International students currently studying on F-1 or J-1 visas sponsored by another U.S. college or university may register through the visiting student program. Students will be required to provide the following official documents before their request is reviewed:

1. Official I-20 or DS-2019
2. Official I-94
3. Official score report from TOEFL or IELTS
4. Transcript of record from home institution

If students have questions about their current visa status, they should contact the Office for International Students and Scholars.

### Pre-College Students

Arts & Sciences Pre-College Programs offer a variety of programs for middle and high school students. Please visit the Pre-College Programs (p. 1151) page of this *Bulletin* for more information.

## Maximum Credit Load

Due to the intensive nature of summer courses, students may carry no more than the maximum credit load for each session, indicated below:

- Session I: Maximum of 4 units
- Session II: Maximum of 6 units
- Session III: Maximum of 6 units
- Session IV: Maximum of 6 units

When enrolled in overlapping sessions, students may still carry no more than 6 units at one time. Finally, students are limited to taking no more than 12 units total over the course of the summer.

Contact: Ashley June Moore  
Phone: 314-935-3968  
Email: [summersession@wustl.edu](mailto:summersession@wustl.edu)  
Website: <https://summersession.wustl.edu>

## Pre-College Programs

The Pre-College Program offerings in Arts & Sciences at Washington University in St. Louis provide opportunities for qualified middle and high school students to study on a non-degree basis. Both credit and noncredit course work is available during the academic year and summer.

Students interested in attending a Pre-College Program must submit an application for admission that may include essays, transcripts, and teacher recommendations. Students are expected to meet the age/year-in-school eligibility of the program unless an exception has been granted. International students must be able to verify fluency in the English language by providing a minimum TOEFL score of 90 (iBT) or a minimum IELTS Academic score of 6.5. Students may request a waiver based on the current standards of English proficiency certification set by the Office for International Students and Scholars.

Credit courses enrolled in through a Pre-College Program are considered pre-matriculation units and are subject to Washington University policies regarding Pre-Matriculation Credit Units (p. 39).

Admission to and participation in a Pre-College Program does not imply or guarantee acceptance into a degree program at Washington University.

Need-based scholarship assistance is available for all programs. Information about applying for scholarship assistance is available on the Pre-College Programs website.

## Summer Programs

Summer Pre-College Programs are designed for mature, academically motivated students enrolled in challenging curriculum that may include honors, advanced placement, and International Baccalaureate courses, if offered by their high schools. Students who are collaborative,

intellectually curious, and creative thinkers thrive in these programs. Courses are taught by Washington University instructors from across disciplines and research fields. Course offerings rotate each year. For current course offerings, visit the Pre-College Programs website.

In addition to course work, students participate in enrichment programming designed to support the development of college readiness skills.

## High School Summer Scholars Program

Through the High School Summer Scholars Program, students enroll in one or two courses for credit. Students choose from a selection of Arts & Sciences undergraduate courses. To be eligible for the program, students must be current juniors in high school. Students must meet any prerequisites listed for a course in order to be approved to enroll.

## High School Summer Institutes

Through the noncredit High School Summer Institutes, students discover a new passion or dive deeper into an existing one through an interdisciplinary environment. Each institute has a specific theme or focus and includes traditional undergraduate classroom activities like lectures, discussions, small group collaboration, and final projects. To be eligible for the program, students must be current sophomores or juniors in high school, and they must meet any prerequisites listed for the institute to which they are applying.

## High School Summer Launch

Through the noncredit High School Summer Launch, students participate in a series of daily lectures, workshops, and seminars designed to build a strong foundation for future academic studies and to prepare students for the college application process. To be eligible for the program, students must be current freshmen or sophomores in high school.

## Middle School Summer Challenge

Through the noncredit Middle School Summer Challenge program, students participate in a humanities-themed course, leadership and team-building workshops, and a STEM course to create a well-rounded summer experience. To be eligible for the program, students must be current fifth-, sixth-, seventh-, or eighth-grade students.

## Academic Year Programs

### Early College Scholars Program

The Early College Scholars Program is a year-round dual-enrollment program that allows St. Louis area high school students to enroll in courses for credit. To be eligible for the program, students must be current 12th-grade St. Louis-area high school students, and they must



meet any prerequisites listed for a course. Priority for enrollment in the fall and spring semesters is given first to full-time degree students. If space is available, pre-college students may then be permitted to enroll in a course pending instructor and department approval.

## Exploration Courses

The noncredit, online Exploration Courses allow students to explore a topic or subject through a series of interactive activities, lectures, and discussions. To be eligible, students must be current sophomores, juniors, or seniors in high school, and they must meet any prerequisites listed for the course.

Contact: Becki Baker  
Phone: 314-935-4807  
Email: [precollege@wustl.edu](mailto:precollege@wustl.edu)  
Website: <https://precollege.wustl.edu/>

## Undergraduate Visiting Students

The Undergraduate Visiting Student offerings in Arts & Sciences at Washington University in St. Louis provide opportunities for qualified individuals to register for undergraduate courses in Arts & Sciences on a non-degree basis.

Permission to register under this arrangement does not constitute or imply admission to a degree program at Washington University. However, at a future date, qualified visiting students may apply for admission to one of the degree-granting divisions of the university. Courses taken during visiting status may be applied to a degree program at Washington University only if authorized by the appropriate academic division.

Students seeking admission to an undergraduate degree program at Washington University should contact the Office of Undergraduate Admissions ([admissions@wustl.edu](mailto:admissions@wustl.edu)). Students seeking admission to a graduate degree program in Arts & Sciences at Washington University should contact the Office of Graduate Studies, Arts & Sciences ([artscigrads@wustl.edu](mailto:artscigrads@wustl.edu)). Individuals wishing to pursue non-degree course work in art, architecture, business, or engineering should contact those schools directly for information relating to non-degree study. High school students wishing to pursue non-degree course work at Washington University should contact the Early College Scholars Program ([precollege@wustl.edu](mailto:precollege@wustl.edu)).

## Summer Session Opportunities

Students from other colleges and universities are eligible to enroll in summer courses as visiting students in the College of Arts & Sciences.

## Policies and Procedures

- To be eligible to enroll, students must be at least 18 years of age by the start of the session and meet one or more of the following eligibility criteria:
  - Be a matriculated undergraduate student at another U.S. college or university
  - Be a matriculated international undergraduate student attending a U.S. college or university
- Additional eligibility requirements are as follows:
  - The student must be in good academic standing (a transcript will be required during the enrollment process). Good standing is defined as having a minimum 3.0 GPA on a 4.0 scale.
  - International students must be able to verify fluency in the English language by providing a minimum TOEFL score of 90 (iBT) or a minimum IELTS Academic score of 6.5. Students may request a waiver based on the current standards of English Proficiency Certification set by the Office for International Students and Scholars.

(Please refer to the Summer Session visiting student eligibility requirements for additional clarification.)

- Any student who has been suspended or dismissed from any school within Washington University may not register without written permission from their former dean.
- Individuals wishing to enroll as visiting students in Arts & Sciences during the Summer Session must complete the enrollment request form and provide all requested information.

## Housing

On-campus housing is available to visiting students during Summer Session. For more information about housing options, please visit Summer Housing.

## Academic Year Opportunities

Undergraduate Visiting Student offerings during the academic year are considered on a case-by-case basis and are designed for individuals who are currently undergraduate degree candidates in good standing at other colleges or universities who wish to take a leave of absence from their home institutions and enroll full-time in undergraduate courses at Washington University on a temporary basis.

## Policies and Procedures

- Eligibility for visiting student status includes current matriculation in good standing and completion of at least one semester of full-time study (12 or more units) at another accredited college or university with a 3.0 minimum grade point average in previous college work.
- Undergraduate visiting students may register for a minimum of 12 units and a maximum of 21 units of course work during a single semester.

- Undergraduate visiting students are eligible to register for a maximum of two semesters of full-time study at Washington University.
- All course enrollments are on a space-available basis and subject to instructor and Arts & Sciences approval.
- If approved, undergraduate visiting students register for courses with an academic advisor and pay tuition and course-related fees in full at the time of registration.
- Visiting students are not eligible for federal or institutional financial assistance.
- International students are eligible to apply for non-degree study as undergraduate visiting students if they already hold a visa that permits full-time study.
- Individuals wishing to participate in Undergraduate Visiting Student opportunities in Arts & Sciences during the academic year should contact Ashley June Moore, Director of Summer Session & Programmatic Initiatives, at college@wustl.edu.

## Housing

On-campus housing is not available to visiting students during the academic year. Off-campus housing, however, is available. For more information about housing options, please contact the Office of Residential Life at [reslife@wustl.edu](mailto:reslife@wustl.edu) or Quadrangle Housing at [quadrangle@wustl.edu](mailto:quadrangle@wustl.edu).

## Post-Baccalaureate Premedical Program

The **Post-Baccalaureate Premedical (PBPM) program** at Washington University enables qualified college graduates to take prerequisites and elective science and math courses to satisfy medical school admission requirements. Students also may take approved elective courses in the natural sciences, social sciences, and humanities that provide a broad context and skill set for the practice of medicine today. The program is flexible to accommodate individuals changing careers, including those without a science background. For students who enter the program with most premedical course requirements complete, the program offers numerous upper-level biology courses to enhance a previous academic record and demonstrate science mastery. Courses are typically taken during the evening and are available during the fall, spring, and summer semesters. Day courses are also available to students, although tuition rates are higher.

Students earning 24 units of course credit at Washington University with a cumulative grade point average of 3.2 or higher will receive a letter of completion of the Post-Baccalaureate Premedical program.

Students are also supported and guided in preparing their professional school application by a dedicated advisor. Qualified students receive a cover letter of support from the program to accompany their letters of recommendation to professional school.

Phone: 314-935-6800  
Email: [postbaccpremed@wustl.edu](mailto:postbaccpremed@wustl.edu)  
Website: <http://postbaccpremed.wustl.edu>

## Requirements

### The Curriculum

The Post-Baccalaureate Premedical (PBPM) program offers courses to meet the general entrance requirements (prerequisites) for American medical schools as well as those requirements for dental, veterinary, osteopathic, and other health professional programs. The PBPM program also offers supplemental biology, chemistry, and math courses to allow students to demonstrate additional proficiency in those subjects. Students are urged to check individual schools and programs for specific entry requirements.

All courses taken as part of the PBPM program must be taken for letter grades, except for courses offered only on a pass/fail basis. No more than 2 units of pass/fail work may apply toward program requirements.

Once students begin the program, all course work must be taken in residence at Washington University. Cover letters will be written only for students who observe this policy.

### Prerequisite Courses

The PBPM program offers courses that are required for medical and professional school admission, including the following:

- **Biology:** two semesters with laboratory
- **General Chemistry:** two semesters with laboratory
- **Organic Chemistry:** two semesters with laboratory
- **Biochemistry:** one semester
- **Mathematics and Statistics:** two semesters of college math (This requirement varies according to school. Statistics is recommended. For the broadest range of schools, Calculus I and II should be completed.)
- **General Physics:** two semesters with laboratory
- **English:** two semesters, one of composition

In addition to the prerequisite courses, elective courses in biology, chemistry, and mathematics are also available.

### Additional Information

- Appropriate course work includes the prerequisites needed to apply to professional school as well as upper-level biology courses that are relevant to human or animal biology. Course work that does not meet those criteria must be approved by an advisor, in advance, in order for it to count toward program completion.
- To qualify for a cover letter from the program, students must be in good academic standing (i.e., they must have a grade point average of 3.2 or higher), and they must successfully complete at least 18 units of course work at Washington University by the end of the spring semester that precedes the opening of the professional school application cycle. They must also be registered for their 24th unit, which must be successfully completed no later than the summer of that same year.

- Students who complete course work at another academic institution after beginning the Post-Baccalaureate Premedical program at Washington University will lose eligibility for a cover letter from the program. Exceptions to this rule are allowed in extenuating circumstances and must be approved by a program advisor in advance.
- While most students complete the program in two years or less, students are limited to a three-year period in which to complete the program. They may take up to 45 units total while enrolled in the post-baccalaureate program.
- Students who do not enroll in any course work in the program for a span of one academic year or more will be required to reapply if they wish to return.

# Business

## About Olin Business School

At Washington University's Olin Business School, students learn to look beyond the bottom line and make thoughtful decisions that benefit business and society. Our global-mindedness — coupled with a values-based, data-driven approach to decision making — prepares students to tackle the greatest challenges of our day and to change the world, for good.

As a leading research-oriented business school, Olin has a network of partners on campus, in the St. Louis community, and around the world. Students are able to apply what they have learned in the classroom to real-world situations through experiential learning opportunities that include student consulting, internships, case competitions, and study abroad programs, among others. Students also develop an entrepreneurial mindset that allows them to act nimbly and quickly in the constantly changing business landscape.

Olin is a welcoming community that allows for a deeper level of engagement, collaboration and program customization. Students can rely on support from faculty, staff and their peers while feeling accomplished in the rigorous course work.

## Bachelor of Science in Business Administration

Olin Business School offers a full-time Bachelor of Science in Business Administration (BSBA) degree program of instruction. Our BSBA students enroll in business courses during their first year, and the curriculum covers the core functional areas of business. At least one major course of study in a field of business is chosen, and at least 40% of the course work must be in non-business fields, from fine arts to science; this allows students to pursue individual careers and ensures a well-rounded educational experience.

## Majors

Students in the BSBA program are offered the option to focus their studies in a specific field of business. Although a business student is not required to declare a business major, almost all of our business students earn at least one professional major. A student may pursue one or two majors from the list below:

- Accounting
- Economics and Strategy
- Entrepreneurship
- Finance
- Financial Engineering (offered as a second major option only)
- Health Care Management
- Marketing
- Organization and Strategic Management
- Supply Chain, Operations, and Technology (formerly Operations and Supply Chain Management)

Specific requirements for each major can be found in the Majors for BSBA Degree Candidates (p. 1158) section of this page.

## Minors

Many departments and schools in the university offer minors. Business students can also pursue a minor outside of Olin Business School in any recognized academic discipline offered within the university by satisfactorily completing all of the requirements for both the BSBA degree and the minor. Required courses for a minor outside of the business school may range from 15 to 27 units, depending on the specific regulations of the academic department. A business student who applies for a minor and completes all of the requirements will have the award of the minor noted on the official transcript. A student must be approved for admission to a minor program by the department offering the minor.

BSBA students may choose the following minors offered through the Olin Business School:

- Business of Social Impact
- Business of Sports
- Business of Entertainment
- Business of the Arts
- Business Analytics
- International Business

Specific requirements for each major can be found in the Minors for BSBA Degree Candidates (p. 1161) section of this page.

## Combined Majors

Business students have the option to major in more than one field of study. BSBA students can earn a total of two majors, either both in business or one in business and one from outside of Olin. For example, a student could earn a BSBA degree with a major in finance and a major in English literature from the College of Arts & Sciences. Students must complete the specific courses required for the second major, but they are not required to complete the general requirements for the second degree. Students should consult with their academic advisors for additional information. Upon completion, the student's transcript would show a BSBA degree along with the earned second major. A diploma is awarded for the degree, with reference to any major(s) appearing on the official transcript.

## Combined Degrees

A student also can earn two undergraduate degrees simultaneously: a BSBA degree and another undergraduate degree offered at the university. The student must be admitted to the other degree-granting program, and they must meet specific degree requirements for both schools. Typically, this option requires additional time to complete all requirements. For example, if a student combines a business degree with a degree from the College of Arts & Sciences, the student must complete a minimum of 150 units between the two disciplines. Of the 150 units, at least 90 units must be from the College of Arts & Sciences, and at least 60 units must be from Olin Business School. Some courses

may be used to satisfy both degree requirements simultaneously. Because requirements for a second degree vary from discipline to discipline, students should talk with their primary advisor to plan their program.

## Non-BSBA Students

Students in other undergraduate divisions of the university may choose to complete a second major or a minor in a business discipline. This opportunity allows students to combine their academic interests between two schools. If students wish to pursue a second major or minor in business, they are required to follow the degree requirements for their primary school/major along with a set of core business or prerequisite requirements and 15 units of professional major/minor course work. Additional information for students from other schools of Washington University who wish to pursue business second majors and minors can be found in the Non-BSBA Programs (p. 1163) section of this page.

## Joint Programs

### Bachelor of Science in Business and Computer Science

The Bachelor of Science in Business and Computer Science degree program provides an integrated educational experience that involves both the Olin Business School and the McKelvey School of Engineering. The objectives of this program are to provide students with the fundamental knowledge and perspectives of computer science and business and to expose them to the unique opportunities created by combining these disciplines. As one of the only such joint programs in the country, the Bachelor of Science in Business and Computer Science features unique curricular and cocurricular elements that help to create a distinctive program.

Please visit the Bachelor of Science in Business and Computer Science page (p. 1240) of this *Bulletin* for more information.

## Olin Graduate Programs

### Master of Business Administration (MBA)

A special five-year program — often referred to as the 3+2 program — that combines an undergraduate degree with the Master of Business Administration degree is available to a select number of undergraduates. Interested candidates should contact the Olin MBA Admissions office during their sophomore year by calling 314-935-7301 or emailing Olin Graduate Admissions (OlinGradAdmissions@wustl.edu).

### Specialized Master's Programs

A specialized master's degree is highly concentrated and singular in focus, providing intensive education in one business discipline. Olin Business School offers a variety of specialized master's programs that can be combined with an undergraduate degree. Visit our website for more information about dual undergraduate

and specialized master's programs. Interested candidates should contact the Olin MBA Admissions office during their sophomore year by calling 314-935-7301 or emailing Olin Graduate Admissions (OlinGradAdmissions@wustl.edu).

## Opportunities

### Academic Advising

Olin Business School provides students with expert academic advising and support. Olin undergraduate programs have academic advisors who serve as professional advisors to all undergraduate students on procedural matters, course planning, registration and other academic matters. Students are required to meet with their advisors at least once per semester to discuss course registration, but they are strongly encouraged to meet more frequently to allow advisors the opportunity to learn about the student's goals, plans and career objectives.

### Independent Study

Independent study under the direction of a faculty member is available on a selective basis. The purpose of independent study is to provide an opportunity for students to pursue subject matter beyond the specific course offerings found in the business school. Projects may be done for 1 to 6 units of credit, but normally no more than 3 units will be granted in any one semester. The Independent Study Form must be submitted to the student's academic advisor by the end of the second week of the academic semester. Students may apply a maximum of 6 units of independent study in business and 6 units from outside of Olin toward the 120 unit degree requirement.

For more information, please speak with an academic advisor for the Olin Business School undergraduate programs.

### Internship for Credit Opportunities

Olin Business School first-year students and sophomores who have summer internships can enroll in MGT 450A for academic credit. This online course is designed to deepen the overall learning that the student gains from an internship. Students enroll in this 1.5-credit course on a pass/fail basis. Although this course will be listed on a student's academic transcript, it will not count toward the 120 units needed for graduation.

Olin Business School juniors and seniors who have completed the core requirements and one advanced elective in the appropriate major field may apply to receive credit for internship experience through an independent study. Students must work under the direction of a faculty member to complete an academic paper or project. The Independent Study Form must be submitted to the student's academic advisor by the end of the second week of the academic semester.

### Global Programs

Upon graduation, students are working at some of the top institutions across the globe. This is why Olin has chosen to integrate meaningful, purposeful and impactful global experiences into its academics. Having an international experience signals to employers that our students

are in possession of valuable traits such as adaptability, comfort in ambiguity, and global leadership. All students have the opportunity to study abroad, providing they meet the eligibility requirements. Detailed information and eligibility requirements for study abroad are available on the Olin Global Programs website or in the Undergraduate Programs office.

Options include the following:

- **Olin International Internship Programs** combine classroom learning with a full-time internship placement of approximately 10 to 12 weeks. Students complete a significant research project in conjunction with the internship experience.
- **Olin Semester Study Abroad Opportunities** are offered across the globe in Asia, Europe and South America. Students choose courses on offer at local universities or study centers in the areas of business, language and general studies. Some programs require intensive language courses, although most are taught in English.
- **Short-Term and Summer Programs** last from two to eight weeks for 3 to 6 credits, including opportunities through the Center for Experiential Learning as well as Olin-run programs in Europe and Israel.

A unique aspect of many of our semester programs are the Academic Study Tours. Academic Study Tours are a required academic component for several of our study abroad programs, and students earn business credit for this experience. These tours are designed to develop research, analysis and presentation skills in an experiential format to allow students to apply theory, concepts and skills gained at Olin to consulting-type exercises abroad. They also allow students the opportunity to explore the business and culture of the region in which they are studying.

## Other Study Abroad Options

Students with second majors outside of business may consider study abroad programs sponsored by Overseas Programs in the College of Arts & Sciences to earn credit toward their non-business major.

## Global Mindset

Beginning with the BSBA Class of 2025 and beyond, a Global Mindset component will be part of the degree requirement. The Global Mindset component for the undergraduate BSBA degree is designed to support the Olin Pillars of providing world-changing business education, research, and impact. Through a Global Mindset experience, students will have the opportunity to expand their intellectual curiosity, gain confidence in their ability to make decisions under pressure, and enhance their leadership advantage in a rapidly changing global society. Students will be able to satisfy the Global Mindset component of their degree through a variety of experiences that expose them to new academic and professional ideas, peoples, cultures, and philosophies. This could be done through study abroad or with a carefully curated set of domestic experiences.

## Student Assistants to Professors

In this challenging program, outstanding students are chosen to assist various professors with their course development work or research efforts. Students may conduct library research, perform computer programming, develop new learning materials for class, assist other students with their writing skills, or tutor in various areas of the curriculum.

Participation as an assistant to a professor is voluntary and may begin as early as the first year. As a participant, students are paid the going rate for undergraduate student assistants. This experience also impresses company recruiters.

## Center for Experiential Learning

The Center for Experiential Learning (CEL) is an educational center at Olin Business School. The CEL facilitates real-world experiential learning courses. Last year, dozens of our expert advisors and faculty oversaw 140+ live consulting engagements with nearly 1,000 Washington University student participants. The CEL's partners include startups, nonprofits, multinational enterprises, and NGOs in St. Louis, across the country, and around the globe. Visit the Center for Experiential Learning website for more information.

## Center for Career Engagement

WashU's Center for Career Engagement (CCE) provides comprehensive career support, including career coaching and planning, career assessment and skills training, and access to a global community of leaders, recruiters, influencer networks, and WashU alumni. To get the most out of career support, students are encouraged to meet with coaches early in the school year to discuss their personal and professional goals.

Through the CCE, students can access 24/7 digital tools and resources, self-assessments, résumé and cover letter reviews, and networking sessions. In addition, they can connect to employer activities, including company information sessions, speaker panels, on-campus interviews, skill-building workshops, and career fairs.

Students are encouraged to join the Business Career Community, an industry-focused space dedicated to exploring careers, making connections, and inspiring confidence.

For more information, please visit the Center for Career Engagement website or call 314-935-5930.

## Contact Information

Phone:	314-935-6315
Email:	bsba@olin.wustl.edu
Website:	<a href="http://olin.wustl.edu">http://olin.wustl.edu</a>

## Faculty

### Dean

**Michael J. Mazzeo, PhD**

PhD, Stanford University

For further information, please visit Olin Business School's website:

- Deans
- Faculty

## Majors

### Majors for BSBA Degree Candidates

In addition to the 42 core professional units required, which are listed on the Degree Requirements (p. 1190) page of this *Bulletin*, a BSBA degree candidate must complete at least 18 professional elective units. BSBA students may apply these professional electives toward a specific professional major. Majors in the business curriculum are opportunities to focus study in a specific field of business. All major courses must be taken in residence. Course work from an approved Washington University study abroad program will count as in-residence work. However, only one course per major may be taken through a study abroad experience.

BSBA students may select a major from the following disciplines:

#### The Major in Accounting

**Total units required: 15**

- Accounting Core: 6 units

Code	Title	Units
ACCT 3610	Intermediate Financial Accounting Theory I	3
ACCT 3620	Intermediate Financial Accounting II	3

- Accounting Electives: 9 units

Code	Title	Units
ACCT 366E	Carbon Accounting	1.5
ACCT 400C	Not-For-Profit Accounting	1.5
ACCT 400M	Ethics I	1.5
ACCT 400N	Ethics II	1.5
ACCT 455	Accounting Policy and Research	3
ACCT 464	Auditing	3
ACCT 466	Financial Statement Analysis	3
ACCT 467	Taxation of Individuals	3
ACCT 4680	Advanced Financial Accounting Problems	3
ACCT 472E	Taxation of Business Entities	3
ACCT 475E	International Taxation	1.5

#### The Major in Economics and Strategy

**Total units required: 12**

- Economics and Strategy Core: 12 units

Code	Title	Units
MEC 370	Game Theory for Business	3
MEC 400K	Research Analysis in Industry	3
MEC 470	Industrial Economics	3
MEC 471	Empirical Techniques for Industry Analysis	3

#### The Major in Entrepreneurship

**Total units required: 15**

- Entrepreneurship Core: 6 units

Code	Title	Units
MGT 421	Introduction to Entrepreneurship	3
or MGT 460L	Introduction to Social Entrepreneurship	
or MGT 106E	The Endgame for Entrepreneurship: Leveraging Capitalism for Good	
or BEYOND 105	The Endgame of Entrepreneurship: Leveraging Capitalism for Good	
or Econ 105	The Endgame of Entrepreneurship: Leveraging Capitalism for Good	
or FYP 105B	Beyond Boundaries: Endgame of Entrepreneurship	
MGT 424	Business Planning for New Enterprises [The Hatchery]	3
or MGT 477E	Launching and Scaling New Enterprises (The League)	

- Entrepreneurship Electives: 9 units (must select 3 units from each category)

*Industry Elective Choices (at least 3 units required):*

Code	Title	Units
ART 223K	Business of Fashion	3
CSE 131	Introduction to Computer Science	3
Econ 335	Money and Banking	3
FIN 549H	Special Topics: Real Estate Finance	1.5
INTL 320	Business, Innovation and Entrepreneurship in Israel	
MEC 320	Olin Grand Rounds: The Business and Practice of Medicine (formerly MGT 320)	3
MEC 460	Economics of Entertainment	3
MGT 380	Business Strategy	3
MGT 440	Sports Management	3
MGT 475E	Innovating for Defense	3
MGT 476E	Innovating for Healthcare	1.5

*Experiential Elective Choices (at least 3 units required):*

Code	Title	Units
INTL 351E	Global Entrepreneurship	
INTL 970	Entrepreneurship and Startups in Europe	3
MGT 200C	Venture Creation	3
MGT 401C	CEL Entrepreneurial Consulting Team	3
MGT 401P	CEL Practicum	3
EnSt 3060	Community Based Conservation: Madagascar Sustainability Initiative (formerly MGT 401M)	3
MGT 401S	Small Business Initiative	3
MGT 401T	Taylor Community Consulting Project	3
MKT 431E	Marketing Metrics	1.5

*Skills Elective Choices (at least 3 units required):*

Code	Title	Units
ACCT 466	Financial Statement Analysis	3
CSE 204A	Web Development	3
CSE 330S	Rapid Prototype Development and Creative Programming	3
CSE 438S	Mobile Application Development	3
FIN 400L	Private Equity Methods	1.5
FIN 400M	Private Equity Practice	1.5
MEC 370	Game Theory for Business	3
MEC 470	Industrial Economics	3
MGT 301	Legal Environment of Business Management	3
MGT 445E	Entrepreneurship Through Acquisition	1.5
MKT 378	Marketing Research	3
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 400I	Creating & Launching Innovative New Products	3
MKT 4095	Entrepreneurship Marketing Methods	1.5
MKT 431E	Marketing Metrics	1.5
MKT 482	Brand Management	3
OB 461	Negotiation	3

## The Major in Finance

**Total units required:** 12

- Finance Core: 9 units

Code	Title	Units
FIN 441	Investments	3
FIN 448	Advanced Financial Management	3
FIN 451	Options, Futures and Derivative Securities	3

- Finance Electives: 3 units

Code	Title	Units
FIN 400I	Mergers & Acquisitions	1.5
FIN 400J	Advanced Valuation	1.5
FIN 400L	Private Equity Methods	1.5
FIN 400M	Private Equity Practice	1.5
FIN 400W	Venture Capital Methods	1.5
FIN 400X	Venture Capital Practice	1.5
FIN 420	International Economics and Finance	3
FIN 428	Investment Praxis	3
FIN 439E	Real Estate Finance	1.5
FIN 443	International Finance	3
FIN 450F	Financial Technology: Methods and Practice	3
FIN 452	Advanced Derivative Securities	3
FIN 470A	Research Methods in Finance	3

## The Major in Financial Engineering

The financial engineering major is offered only as a second major option. Therefore, students in the BSBA program must select another business major in order to be eligible to pursue this major. Students must have a 3.3 or higher grade point average to pursue this second major; this includes the cumulative GPA, the Business GPA, and the Engineering GPA.

**Total units required:** 30 required units and 15 units of prerequisite course work

- Background Requirements: 15 units

Code	Title	Units
CSE 131	Introduction to Computer Science	3
DAT 121	Managerial Statistics II	3
or ESE 326	Probability and Statistics for Engineering	
or Econ 413	Introduction to Econometrics	
or Econ 413W	Introduction to Econometrics with Writing	
or SDS 439	Linear Statistical Models	
or SDS 493	Probability	
Math 217	Differential Equations	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3

Engineering Professional Requirements (15 units)

- Engineering Professional Core Requirements: 6 units minimum

Code	Title	Units
ESE 415	Optimization	3
ESE 417	Introduction to Machine Learning and Pattern Classification	3
or CSE 417T	Introduction to Machine Learning	



ESE 4261	Statistical Methods for Data Analysis with Applications to Financial Engineering	3
ESE 427	Financial Mathematics <sup>1,2</sup>	3
<b>Total Units</b>		<b>12</b>

- Engineering Electives:

Code	Title	Units
CSE 247	Data Structures and Algorithms	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 513	Large-Scale Optimization for Data Science	3
ESE 520	Probability and Stochastic Processes	3

Olin Professional Requirements (15 units)

- Olin Professional Core Requirements: 9 units

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
FIN 340	Capital Markets and Financial Management	3
FIN 441	Investments	3
<b>Total Units</b>		<b>9</b>

- Olin Electives: 6 units required

Code	Title	Units
FIN 450F	Financial Technology: Methods and Practice	3
FIN 451	Options, Futures and Derivative Securities <sup>1,2</sup>	3
FIN 452	Advanced Derivative Securities	3
FIN 500Q	Quantitative Risk Management	3
FIN 500R	Topics in Quantitative Finance	1.5
FIN 532B	Data Analysis for Investments	1.5
FIN 539	Mathematical Finance	1.5
FIN 552	Fixed Income Derivatives	1.5

<sup>1</sup> ESE 427 must be taken after FIN 340 and can be used to satisfy the FIN 451 prerequisite of Olin Elective courses.

<sup>2</sup> FIN 451, ESE 427, or both must be taken to complete the second major.

## The Major in Health Care Management

**Total units required: 15**

- Health Care Management Core: 12 units

Code	Title	Units
MEC 320	Olin Grand Rounds: The Business and Practice of Medicine (formerly MGT 320)	3
MEC 321	Health Economics and Policy (formerly MGT 321)	3
MEC 322	Health Care Management (formerly MGT 322)	3
MEC 420	Research in Health Care Management (formerly MGT 420)	3

- Health Care Management Electives: 3 units

Code	Title	Units
Anthro 3090	Cultures of Health in Latin America	3
Anthro 3136	The Second Wave of The Pandemic: Science and Society	3
Anthro 3263	Bioprospecting	3
Anthro 3283	Introduction to Global Health	3
Anthro 3310	Health, Healing and Ethics: Introduction to Medical Anthropology	3
Anthro 3626	Adventures in Nosology: The Nature and Meaning of Disease	3
Anthro 3875	Pharmaceutical Personhood	3
Anthro 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
Anthro 4883	The Political Economy of Health	3
Biol 2010	Ampersand: The Science of Biotechnology	3
Phil 233F	Biomedical Ethics	3
Phil 3001	Philosophy of Medicine	3
WGSS 310	From Hysteria to Hysterectomy: Women's Health Care in America	3
WGSS 316	Feminist Health Studies	3

## The Major in Marketing

**Total units required: 12**

- Marketing Core: 3 units

Code	Title	Units
MKT 378	Marketing Research	3

- Marketing Electives: 9 units

*Group A Marketing Elective Choices (at least 6 units required):*

Code	Title	Units
MKT 377	Consumer Behavior	3
MKT 400G	Digital Marketing and Analytics	3
MKT 400L	Understanding and Conducting Business Experiments	3
MKT 470E	Pricing Strategies	3
MKT 480	Marketing Strategy	3
MKT 482	Brand Management	3

*Group B Marketing Elective Choices:*

Code	Title	Units
MKT 381E	Inclusive Marketing	1.5
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 400I	Creating & Launching Innovative New Products	3
MKT 400M	Sports Marketing	3
MKT 4095	Entrepreneurship Marketing Methods	1.5
MKT 431E	Marketing Metrics	1.5
MKT 477 or MKT 477S	International Marketing International Marketing Sydney	3
MKT 481	Advertising and Promotions	3

## The Major in Organization and Strategic Management

**Total units required:** 12 units

- Organization & Strategic Management Group A Elective Choices (at least 3 units required):

Code	Title	Units
OB 400C	Women in Leadership	1.5
OB 431E	Thinking Creatively and Leading Creative Teams	1.5
OB 461	Negotiation	3
OB 462	Leadership in Organizations	3
OB 468E	Mindfulness and Performance in the Workplace	1.5
OB 472	Defining Moments: Lessons in Leadership and Character from the Top (Formerly MGT 450V)	1.5

- Organization & Strategic Management Group B Elective Choices (at least 3 units required):

Code	Title	Units
MGT 380	Business Strategy	3
MGT 402	Ethical Issues in Managerial Decision Making	1.5
MGT 450R	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 429E	Management and Corporate Responsibility	3
MGT 460H	Corporate and Global Strategy	3

- Organization & Strategic Management Group C Elective Choices (recommended for HR/HR consulting):

Code	Title	Units
MGT 478E	Ownership Insights: The Competitive Advantage of Family- and Employee-Owned Firms	1.5
OB 325	Human Resources Management	3
OB 434E	Talent Analytics	1.5
OB 435E	People Metrics	1.5

## The Major in Supply Chain, Operations, and Technology

*(Formerly Operations and Supply Chain Management)*

**Total units required:** 12 units

- Group A SCOT Elective Choices (at least 6 units required):

Code	Title	Units
DAT 301E	Data Analytics in Python	3
SCOT 400D	Supply Chain Management	3
SCOT 430E	Operations Fun: Data-Driven Optimization	3
SCOT 458	Operations Analytics	3

- Group B SCOT Elective Choices (at least 3 units required):

Code	Title	Units
MGT 380	Business Strategy	3
MGT 460H	Corporate and Global Strategy	3
MKT 378	Marketing Research	3
MKT 400L	Understanding and Conducting Business Experiments	3

## Minors

### Minors for BSBA Degree Candidates

Please note that all minors require 12 unique credits of course work.

BSBA students may select a minor from the following disciplines:

### The Minor in Business Analytics

**Total units required:** 15 units (12 must be unique)

- Required Courses:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
DAT 400A	Data Management Tools for Business Decisions	3
DAT 301E	Data Analytics in Python	3
<b>Total Units</b>		<b>9</b>

- Business Analytics Group A Electives (at least 3 units required):

Code	Title	Units
FIN 470A	Research Methods in Finance	3
MEC 471	Empirical Techniques for Industry Analysis	3
MKT 400L	Understanding and Conducting Business Experiments	3

- Business Analytics Group B Electives:

Code	Title	Units
DAT 500S	Machine Learning Tools for Prediction of Business Outcomes	3
FIN 450F	Financial Technology: Methods and Practice	3
MGT 460I	Sports Business Analytics	3
MKT 378	Marketing Research	3
MKT 500T	Customer Analytics	3
OB 434E	Talent Analytics	1.5
OB 435E	People Metrics	1.5
SCOT 430E	Operations Fun: Data-Driven Optimization	3
SCOT 458	Operations Analytics	3

## The Minor in the Business of the Arts

**Total units required:** 12 units

- Core (at least 3 units required):

Code	Title	Units
MEC 460O	Business of Arts	3
MGT 432E	Business Management of Arts Organizations	3

- Experiential Learning (at least 3 units required):

Code	Title	Units
INTL 323	Business of Art: The European Capitals of Culture	3
MGT 401P	CEL Practicum	3

Electives: At least 6 units from the following:

Code	Title	Units
ART 223K	Business of Fashion	3
ART 324J	Fashion Promotion and Exhibition	3
E Lit 224	Publishing: History and Contexts	3
E Lit 486	The Business of Books	3
MEC 460	Economics of Entertainment	3
MGT 421 or MGT 460L	Introduction to Entrepreneurship Introduction to Social Entrepreneurship	3
MKT 377	Consumer Behavior	3
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 481	Advertising and Promotions	3
MKT 482	Brand Management	3

## The Minor in the Business of Entertainment

**Total units required:** 12 units

- Required Courses:

Code	Title	Units
MEC 460	Economics of Entertainment	3
<b>Total Units</b>		<b>3</b>

- Entertainment Group A Electives (at least 3 units required):

Code	Title	Units
AMCS 3490	Media Cultures	3
Film 220	Introduction to Film Studies	3
Film 225	Making Movies	3
Film 333	Making Movies II: Intermediate Narrative Filmmaking	3
Film 423	Histories of Media Convergence	3
MEC 310E	Business of Luxury Hospitality	3

- Entertainment Group B Electives (at least 3 units required):

Code	Title	Units
FIN 448	Advanced Financial Management	3
MEC 471	Empirical Techniques for Industry Analysis	3
MGT 301	Legal Environment of Business Management	3
MGT 432E	Business Management of Arts Organizations	3
MKT 378	Marketing Research	3
MKT 482	Brand Management	3

## The Minor in the Business of Social Impact

**Total units required:** 12 units

- Required Courses:

Code	Title	Units
MGT 460M	Business of Social Impact	1.5
OB 472	Defining Moments: Lessons in Leadership and Character from the Top (Formerly MGT 450V)	1.5
<b>Total Units</b>		<b>3</b>

- Business of Social Impact Group A Electives (at least 3 units required):

Code	Title	Units
EnSt 3060	Community Based Conservation: Madagascar Sustainability Initiative (formerly MGT 401M)	3
MGT 401S	Small Business Initiative	3
MGT 401T	Taylor Community Consulting Project	3

- Business of Social Impact Group B Electives (at least 3 units required):

Code	Title	Units
ACCT 366E	Carbon Accounting	1.5
ACCT 400C	Not-For-Profit Accounting	1.5
MGT 402	Ethical Issues in Managerial Decision Making	1.5
MGT 450R	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 460L	Introduction to Social Entrepreneurship	3

- Business of Social Impact Group C Electives (at least 3 units required):

Code	Title	Units
ARCH 307X	Community Building	3
ARCH 490A	Explore & Contribute: Collaboration between Washington University & Henry Elementary School	3
EEPS 111	Introduction To Global Climate Change In the 21st Century	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3
EEPS 219	Energy and the Environment	3
EnSt 101	Earth's Future: Causes and Consequences of Global Climate Change	3
EnSt 252	Sustainability in Business	3
EnSt 310	Ecological Economics	3
EnSt 375	Urban Ecology	3
EnSt 405	Sustainability Exchange: Community and University Practicums	3
Pol Sci 2010	Introduction to Environmental Policy	3
Pol Sci 332B	Energy Politics	3
SOC 3410	Gender in Society	3
URST 299	The Study of Cities and Metropolitan America	3

## The Minor in the Business of Sports

**Total required units:** 12 units

- Required Courses: 6 units

Code	Title	Units
MGT 440	Sports Management	3
MGT 450G	The Business of Sports	3
<b>Total Units</b>		<b>6</b>

- Electives:

Code	Title	Units
DAT 500S	Machine Learning Tools for Prediction of Business Outcomes	3
FIN 448	Advanced Financial Management	3
MEC 460	Economics of Entertainment	3
MEC 471	Empirical Techniques for Industry Analysis	3
MGT 356E	Sports Entrepreneurship and Emerging Technologies	1.5
MGT 460I	Sports Business Analytics	3
MGT 460J	Legal Issues in Sports	1.5
MKT 378	Marketing Research	3
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 400M	Sports Marketing	3
MKT 482	Brand Management	3

## Non-BSBA Programs

### Pursuing a Second Major or Minor in Olin as a Non-BSBA Candidate

Students in other undergraduate divisions of Washington University may choose to complete a second major or a minor in a business discipline. This opportunity allows students to combine their academic interests between two schools. If students wish to pursue a second major or minor in business, they are required to follow the degree requirements for their primary school/major along with a set of core business or prerequisite requirements and 15 units of professional major/minor course work.

### Second Majors for Non-BSBA Candidates

#### Regulations for Second Majors

All non-BSBA students pursuing any business second major must do the following:

1. Declare their second major online through WebSTAC by the end of their junior year. To be eligible to declare a second major, students will need to complete Math 132 Calculus II plus two business courses before their declaration will be approved. A second major will not be awarded to a student unless proper declaration is made.
2. Second majors must complete the specific requirements listed for the individual major.

3. Second majors may not count one course toward two Olin majors or toward an Olin second major and minor.
4. Take all core and major specific courses for any business major for a grade.
5. An overall 2.0 average must be achieved in course work taken as part of the business major.
6. Complete a minimum of 24 graded business units through Olin Business School.
7. Take all major courses in residence. Course work from an approved Washington University study abroad program will satisfy this residency policy. However, second majors may only take one core course and one major course through a study abroad experience.
8. Meet the prerequisites to remain in an Olin course. Additional prerequisites may be needed to remain enrolled in certain courses. Please check course listings to ensure all prerequisites are met.
9. Complete DAT 120 or an approved substitution. Advanced Placement credit for SDS 2200 will not serve as a substitute for the DAT 120 requirement. (The following courses are not approved substitutions for DAT 120: ESE 328, SDS 3211 [formerly Math 3211], and Psych 300.)
10. Economics and strategy majors must take MEC 290 or Econ 4011, because Econ 1011 will not satisfy the prerequisite requirement for MEC 370.
11. Engineering students who have taken ESE 326 and who are majoring in finance will not be required to take DAT 120 or DAT 121. However, DAT 121 must be taken if listed as a prerequisite for non-finance courses.
12. School of Continuing & Professional Studies courses will not count toward any business major.

## Second Major Core Business Requirements

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
ACCT 2620	Principles of Managerial Accounting	3
DAT 120	Managerial Statistics I	3
or ESE 326	Probability and Statistics for Engineering	
or SDS 2200	Elementary Probability and Statistics	
or SDS 3200	Elementary to Intermediate Statistics and Data Analysis	
or Pol Sci 263	Data Science for Politics	
or Pol Sci 363	Quantitative Political Methodology	
DAT 121	Managerial Statistics II	3
or Econ 413	Introduction to Econometrics	
or Econ 413W	Introduction to Econometrics with Writing	
or SDS 439	Linear Statistical Models	
or SDS 493	Probability	
Math 132	Calculus II	3
MGT 100	Individual in a Managerial Environment	3
or MGT 380	Business Strategy	

MEC 290	Microeconomics	3
or Econ 4011	Intermediate Microeconomic Theory	
MEC 292	Global Economy	3
or Econ 1021	Introduction to Macroeconomics	
<b>Total Units</b>		<b>24</b>

## Second Major Options

Non-BSBA students may select a second major from the following disciplines:

### The Second Major in Accounting

**Total units required: 15**

- Accounting Core: 6 units

Code	Title	Units
ACCT 3610	Intermediate Financial Accounting Theory I	3
ACCT 3620	Intermediate Financial Accounting II	3

- Accounting Electives: 9 units

Code	Title	Units
ACCT 366E	Carbon Accounting	1.5
ACCT 400C	Not-For-Profit Accounting	1.5
ACCT 400M	Ethics I	1.5
ACCT 400N	Ethics II	1.5
ACCT 455	Accounting Policy and Research	3
ACCT 464	Auditing	3
ACCT 466	Financial Statement Analysis	3
ACCT 467	Taxation of Individuals	3
ACCT 4680	Advanced Financial Accounting Problems	3
ACCT 472E	Taxation of Business Entities	3
ACCT 475E	International Taxation	1.5

### The Second Major in Economics and Strategy

**Total units required: 12**

- Economics and Strategy Core: 12 units

Code	Title	Units
MEC 370	Game Theory for Business	3
MEC 400K	Research Analysis in Industry	3
MEC 470	Industrial Economics	3
MEC 471	Empirical Techniques for Industry Analysis	3

### The Second Major in Entrepreneurship

**Total units required: 15**

- Entrepreneurship Core: 6 units

Code	Title	Units
MGT 421	Introduction to Entrepreneurship	3
or MGT 460L	Introduction to Social Entrepreneurship	
or MGT 106E	The Endgame for Entrepreneurship: Leveraging Capitalism for Good	
or BEYOND 105	The Endgame of Entrepreneurship: Leveraging Capitalism for Good	
or Econ 105	The Endgame of Entrepreneurship: Leveraging Capitalism for Good	
or FYP 105B	Beyond Boundaries: Endgame of Entrepreneurship	
MGT 424	Business Planning for New Enterprises [The Hatchery]	3
or MGT 477E	Launching and Scaling New Enterprises (The League)	

- Entrepreneurship Electives: Choose at least one course from two of the three following tracks for a total of 9 elective units:

*Industry Elective Choices:*

Code	Title	Units
ART 223K	Business of Fashion	3
CSE 131	Introduction to Computer Science	3
Econ 335	Money and Banking	3
FIN 340	Capital Markets and Financial Management	3
INTL 320	Business, Innovation and Entrepreneurship in Israel *	
MEC 460	Economics of Entertainment	3
MEC 320	Olin Grand Rounds: The Business and Practice of Medicine (formerly MGT 320)	3
MGT 380	Business Strategy	3
MGT 440	Sports Management	3
MGT 475E	Innovating for Defense	3
MGT 476E	Innovating for Healthcare *	1.5
MKT 370	Principles of Marketing	3

*Experiential Elective Choices:*

Code	Title	Units
EnSt 3060	Community Based Conservation: Madagascar Sustainability Initiative (formerly MGT 401M)	3
INTL 351E	Global Entrepreneurship	
INTL 970	Entrepreneurship and Startups in Europe *	3
MGT 200C	Venture Creation	3
MGT 401C	CEL Entrepreneurial Consulting Team *	3
MGT 401P	CEL Practicum *	3
MGT 401S	Small Business Initiative *	3
MGT 401T	Taylor Community Consulting Project *	3

*Skills Elective Choices:*

Code	Title	Units
ACCT 466	Financial Statement Analysis *	3
CSE 204A	Web Development	3
CSE 330S	Rapid Prototype Development and Creative Programming	3
CSE 438S	Mobile Application Development	3
FIN 400L	Private Equity Methods *	1.5
FIN 400M	Private Equity Practice *	1.5
MEC 370	Game Theory for Business	3
MEC 470	Industrial Economics *	3
MGT 301	Legal Environment of Business Management	3
MGT 445E	Entrepreneurship Through Acquisition *	1.5
MKT 378	Marketing Research *	3
MKT 400E	Elements of Sales: Tools and Techniques *	3
MKT 400I	Creating & Launching Innovative New Products *	3
MKT 4095	Entrepreneurship Marketing Methods	1.5
MKT 431E	Marketing Metrics	1.5
MKT 482	Brand Management *	3
OB 461	Negotiation *	3

- \* Application or additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

## The Second Major in Finance

**Total units required:** 15

- Finance Core: 12 units

Code	Title	Units
FIN 340	Capital Markets and Financial Management	3
FIN 441	Investments	3
FIN 448	Advanced Financial Management	3
FIN 451	Options, Futures and Derivative Securities	3

- Finance Electives: 3 units

Code	Title	Units
FIN 400I	Mergers & Acquisitions	1.5
FIN 400J	Advanced Valuation	1.5
FIN 400L	Private Equity Methods	1.5
FIN 400M	Private Equity Practice	1.5
FIN 400W	Venture Capital Methods	1.5
FIN 400X	Venture Capital Practice	1.5
FIN 420	International Economics and Finance	3
FIN 428	Investment Praxis	3
FIN 439E	Real Estate Finance	1.5
FIN 443	International Finance	3

FIN 450F	Financial Technology: Methods and Practice	3
FIN 452	Advanced Derivative Securities	3
FIN 470A	Research Methods in Finance	3

## The Second Major in Health Care Management

**Total units required: 15**

- Health Care Management Core: 12 units

Code	Title	Units
MEC 320	Olin Grand Rounds: The Business and Practice of Medicine (formerly MGT 320)	3
MEC 321	Health Economics and Policy (formerly MGT 321)	3
MEC 322	Health Care Management (formerly MGT 322)	3
MEC 420	Research in Health Care Management (formerly MGT 420)	3

- Health Care Management Electives: 3 units

Code	Title	Units
Anthro 3090	Cultures of Health in Latin America	3
Anthro 3136	The Second Wave of The Pandemic: Science and Society	3
Anthro 3263	Bioprospecting	3
Anthro 3283	Introduction to Global Health	3
Anthro 3310	Health, Healing and Ethics: Introduction to Medical Anthropology	3
Anthro 3626	Adventures in Nosology: The Nature and Meaning of Disease	3
Anthro 3875	Pharmaceutical Personhood	3
Anthro 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
Anthro 4883	The Political Economy of Health	3
Biol 2010	Ampersand: The Science of Biotechnology	3
Phil 233F	Biomedical Ethics	3
Phil 3001	Philosophy of Medicine	3
WGSS 310	From Hysteria to Hysterectomy: Women's Health Care in America	3
WGSS 316	Feminist Health Studies	3

## The Second Major in Marketing

**Total units required: 15**

- Marketing Core: 6 units

Code	Title	Units
MKT 370	Principles of Marketing	3
MKT 378	Marketing Research	3

- Marketing Electives: 9 units

*Group A Elective Choices (at least 6 units required):*

Code	Title	Units
MKT 377	Consumer Behavior	3
MKT 400G	Digital Marketing and Analytics	3
MKT 400L	Understanding and Conducting Business Experiments	3
MKT 470E	Pricing Strategies	3
MKT 480	Marketing Strategy	3
MKT 482	Brand Management	3

*Group B Elective Choices:*

Code	Title	Units
MKT 381E	Inclusive Marketing	1.5
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 400I	Creating & Launching Innovative New Products	3
MKT 400M	Sports Marketing	3
MKT 4095	Entrepreneurship Marketing Methods	1.5
MKT 431E	Marketing Metrics	1.5
MKT 477	International Marketing	3
or MKT 477S	International Marketing Sydney	
MKT 481	Advertising and Promotions	3

## The Second Major in Organization and Strategic Management

**Total units required: 15**

- Organization and Strategic Management Core Requirement: 3 units

Code	Title	Units
OB 360	Organization Behavior Within the Firm	3

- Organization and Strategic Management Electives: 12 units

*Leadership Group A Elective Choices (at least 3 units required):*

Code	Title	Units
OB 400C	Women in Leadership	1.5
OB 431E	Thinking Creatively and Leading Creative Teams	1.5
OB 461	Negotiation	3
OB 462	Leadership in Organizations	3
OB 468E	Mindfulness and Performance in the Workplace	1.5
OB 472	Defining Moments: Lessons in Leadership and Character from the Top (Formerly MGT 450V)	1.5

*Organization and Strategic Management Group B Elective Choices (at least 3 units required):*

Code	Title	Units
MGT 380	Business Strategy	3
MGT 402	Ethical Issues in Managerial Decision Making *	1.5
MGT 429E	Management and Corporate Responsibility	
MGT 450R	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 460H	Corporate and Global Strategy	3

*Organization and Strategic Management Group C Elective Choices (recommended for HR/HR consulting):*

Code	Title	Units
MGT 478E	Ownership Insights: The Competitive Advantage of Family- and Employee-Owned Firms	1.5
OB 325	Human Resources Management *	3
OB 434E	Talent Analytics *	1.5
OB 435E	People Metrics *	1.5

\* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

## The Second Major in Supply Chain, Operations, and Technology

*(Formerly Operations and Supply Chain Management)*

**Total units required:** 15 units

- SCOT Core: 6 units

Code	Title	Units
DAT 220	Analytics and Modeling for Business Decisions	3
SCOT 356	Operations and Manufacturing Management (formerly OSCM 356)	3

- SCOT Electives: 9 units minimum with at least 6 units from Group A

*SCOT Group A Elective Choices (at least 6 units required):*

Code	Title	Units
DAT 301E	Data Analytics in Python	3
SCOT 400D	Supply Chain Management	3
SCOT 430E	Operations Fun: Data-Driven Optimization	3
SCOT 458	Operations Analytics	3

*SCOT Group B Elective Choices:*

Code	Title	Units
MGT 380	Business Strategy	3
MGT 460H	Corporate and Global Strategy	3
MKT 378	Marketing Research *	3
MKT 400L	Understanding and Conducting Business Experiments	3

\* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

## The Second Major in Financial Engineering

Financial engineering in a shared major between the McKelvey School of Engineering and Olin Business School. A second major in financial engineering is ideal for students who are interested in careers or graduate study in financial engineering, quantitative finance or related fields. This program covers courses in engineering, computer science and business. Students interested in this second major must have a 3.3 or higher grade point average; this includes the cumulative GPA, the Business GPA, and the Engineering GPA. The financial engineering major is offered to any undergraduate day division student as a second major option.

## Financial Engineering Requirements

**Total units required:** 30 required units and 15 units of prerequisite course work

- Background Requirements: 15 units

Code	Title	Units
CSE 131	Introduction to Computer Science	3
DAT 121	Managerial Statistics II	3
or ESE 326	Probability and Statistics for Engineering	
or Econ 413	Introduction to Econometrics	
or Econ 413W	Introduction to Econometrics with Writing	
or SDS 439	Linear Statistical Models	
or SDS 493	Probability	
Math 217	Differential Equations	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3

Engineering Professional Requirements (15 units)

- Engineering Professional Core Requirements: 6 units minimum



Code	Title	Units
ESE 415	Optimization	3
ESE 417	Introduction to Machine Learning and Pattern Classification	3
or CSE 417T	Introduction to Machine Learning	
ESE 4261	Statistical Methods for Data Analysis with Applications to Financial Engineering	3
ESE 427	Financial Mathematics <sup>1,2</sup>	3

- Engineering Electives:

Code	Title	Units
CSE 247	Data Structures and Algorithms	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 513	Large-Scale Optimization for Data Science	3
ESE 520	Probability and Stochastic Processes	3

Olin Professional Requirements (15 units)

- Olin Professional Core Requirements: 9 units

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
FIN 340	Capital Markets and Financial Management	3
FIN 441	Investments	3
<b>Total Units</b>		<b>9</b>

- Olin Electives: 6 units required

Code	Title	Units
FIN 450F	Financial Technology: Methods and Practice	3
FIN 451	Options, Futures and Derivative Securities <sup>1,2</sup>	3
FIN 452	Advanced Derivative Securities	3
FIN 500Q	Quantitative Risk Management	3
FIN 500R	Topics in Quantitative Finance	1.5
FIN 532B	Data Analysis for Investments	1.5
FIN 539	Mathematical Finance	1.5
FIN 552	Fixed Income Derivatives	1.5

<sup>1</sup> ESE 427 must be taken after FIN 340 and can be used to satisfy the FIN 451 prerequisite of Olin Elective courses.

<sup>2</sup> FIN 451, ESE 427, or both must be taken to complete the second major.

## Minors for Non-BSBA Degree Candidates

### Regulations for Non-BSBA Minors

All non-BSBA students pursuing any business minor must do the following:

1. Declare their minor online through WebSTAC no later than the end of their junior year.
2. A minimum of a 2.0 average GPA in all business minor course work is required.
3. Satisfy all prerequisites. (It is preferred that prerequisites be completed at Washington University.) Additional prerequisites may be needed to remain enrolled in certain courses. Please check course listings to ensure all prerequisites are met.
4. Take all 15 units of required courses at Olin Business School. (Non-BSBA students may take one minor course through the overseas study abroad program for each minor.) Courses taken in the School of Continuing & Professional Studies or at another university do not satisfy the requirements for any of the five required minor courses.
5. Take all 15 units of required minor courses for grades (i.e., no pass/fail).
6. Minor prerequisites may be taken as pass/ fail. However, if a minor is switched to a second major or a BSBA degree, pass/fail courses cannot be used toward the second major.
7. 15 additional units are required to earn a second business minor. Students may not double count courses toward two Olin minors or an Olin second major and minor.

### Minor Options

Non-BSBA degree students are eligible to pursue a minor in one of the specific fields of business listed below:

#### The Minor in Accounting

##### Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, SDS 2200 Elementary Probability and Statistics, SDS 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for SDS 2200 [formerly Math 2200] will fulfill this prerequisite)

**Total units required:** 15 units

- Required Courses:

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
ACCT 2620	Principles of Managerial Accounting	3
ACCT 3610	Intermediate Financial Accounting Theory I	3
<b>Total Units</b>		<b>9</b>

- Accounting Electives (at least 6 units required):

Code	Title	Units
ACCT 3620	Intermediate Financial Accounting II	3
ACCT 366E	Carbon Accounting	1.5
ACCT 400C	Not-For-Profit Accounting	1.5
ACCT 400M	Ethics I	1.5
ACCT 400N	Ethics II	1.5
ACCT 455	Accounting Policy and Research*	3
ACCT 464	Auditing*	3
ACCT 466	Financial Statement Analysis	3
ACCT 467	Taxation of Individuals	3
ACCT 4680	Advanced Financial Accounting Problems*	3
ACCT 472E	Taxation of Business Entities	3
ACCT 475E	International Taxation	1.5

\* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

## The Minor in Business Analytics

### Prerequisites:

- Calculus II: Math 132 Calculus II
- Financial Accounting: ACCT 2610 Principles of Financial Accounting
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory (MEC 471 requires MEC 290 or Econ 4011)
- Statistics I: DAT 120 Managerial Statistics I, SDS 2200 Elementary Probability and Statistics, SDS 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for SDS 2200 [formerly Math 2200] will fulfill this prerequisite)
- Statistics II: DAT 121 Managerial Statistics II, Econ 413 Introduction to Econometrics, Econ 413W Introduction to Econometrics with Writing, SDS 439 Linear Statistical Models, or SDS 493 Probability
- Modeling: DAT 220 Analytics and Modeling for Business Decisions

**Total units required:** 15 units

- Required Courses:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
DAT 301E	Data Analytics in Python	3
DAT 400A	Data Management Tools for Business Decisions	3
<b>Total Units</b>		<b>9</b>

- Business Analytics Group A Electives (at least 3 units required):

Code	Title	Units
FIN 470A	Research Methods in Finance*	3
MEC 471	Empirical Techniques for Industry Analysis*	3
MKT 400L	Understanding and Conducting Business Experiments	3

- Business Analytics Group B Electives:

Code	Title	Units
DAT 500S	Machine Learning Tools for Prediction of Business Outcomes*	3
FIN 450F	Financial Technology: Methods and Practice*	3
MGT 460I	Sports Business Analytics	3
MKT 378	Marketing Research*	3
MKT 500T	Customer Analytics Using Probability Models	3
OB 434E	Talent Analytics*	1.5
OB 435E	People Metrics*	1.5
SCOT 430E	Operations Fun: Data-Driven Optimization	3
SCOT 458	Operations Analytics*	3

\* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

## The Minor in the Business of the Arts

**Total units required:** 15 units

- Required Course:

Code	Title	Units
MGT 100 or MGT 200A or MGT 380	Individual in a Managerial Environment* Business Fundamentals for Non-Business Students Business Strategy	3
<b>Total Units</b>		<b>3</b>

- Core (at least 3 units required):

Code	Title	Units
MEC 4600	Business of Arts (Formerly MGT 4600)	3
MGT 432E	Business Management of Arts Organizations	3

- Experiential Learning (at least 3 units required):

Code	Title	Units
INTL 323	Business of Art: The European Capitals of Culture	3
MGT 401P	CEL Practicum	3

- Business of Arts Electives:

Code	Title	Units
ART 223K	Business of Fashion	3
ART 324J	Fashion Promotion and Exhibition	3
E Lit 224	Publishing: History and Contexts	3
E Lit 486	The Business of Books	3
MEC 460	Economics of Entertainment **	3
MGT 421 or MGT 460L	Introduction to Entrepreneurship ** Introduction to Social Entrepreneurship	3
MKT 370	Principles of Marketing	3
MKT 377	Consumer Behavior **	3
MKT 400E	Elements of Sales: Tools and Techniques **	3
MKT 481	Advertising and Promotions **	3
MKT 482	Brand Management **	3
OB 360	Organization Behavior Within the Firm	3

\* MGT 100 is recommended for students in their first-year or sophomore year. Juniors and seniors should take MGT 380. Please note that MGT 380 requires MEC 290 or ECON 4011 as a prerequisite.

\*\*Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

## The Minor in the Business of Entertainment

### Prerequisites:

- Calculus II: Math 132 Calculus II
- Statistics I: DAT 120 Managerial Statistics I, SDS 2200 Elementary Probability and Statistics, SDS 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for SDS 2200 [formerly Math 2200] will fulfill this prerequisite)

**Note:** Non-BSBA students must take a minimum of 12 units in Olin Business School to earn the business of entertainment minor.

**Total units required:** 15 units

- Required Courses:

Code	Title	Units
MEC 290 or Econ 4011	Microeconomics Intermediate Microeconomic Theory	3
MEC 460	Economics of Entertainment	3
MKT 370	Principles of Marketing	3
<b>Total Units</b>		<b>9</b>

- Entertainment Group A Electives (at least 3 units required):

Code	Title	Units
AMCS 3490	Media Cultures	3
Film 220	Introduction to Film Studies	3
Film 225	Making Movies	3
Film 333	Making Movies II: Intermediate Narrative Filmmaking	3
Film 423	Histories of Media Convergence	3
MEC 310E	Business of Luxury Hospitality	3

- Entertainment Group B Electives (at least 3 units required):

Code	Title	Units
FIN 448	Advanced Financial Management *	3
MEC 471	Empirical Techniques for Industry Analysis *	3
MGT 301	Legal Environment of Business Management	3
MGT 432E	Business Management of Arts Organizations *	3
MKT 378	Marketing Research *	3
MKT 482	Brand Management *	3

\* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

## The Minor in the Business of Social Impact

**Total units required:** 15 units

- Required Courses:

Code	Title	Units
MGT 100 or MGT 200A or MGT 380	Individual in a Managerial Environment * Business Fundamentals for Non-Business Students Business Strategy	3
MGT 460M	Business of Social Impact	1.5
OB 472	Defining Moments: Lessons in Leadership and Character from the Top (Formerly MGT 450V)	1.5
<b>Total Units</b>		<b>6</b>

- Business of Social Impact Group A Electives (at least 3 units required):

Code	Title	Units
EnSt 3060	Community Based Conservation: Madagascar Sustainability Initiative (formerly MGT 401M)	3
MGT 401S	Small Business Initiative **	3
MGT 401T	Taylor Community Consulting Project **	3

- Business of Social Impact Group B Electives (at least 3 units required):

Code	Title	Units
ACCT 366E	Carbon Accounting **	1.5
ACCT 400C	Not-For-Profit Accounting **	1.5
MGT 402	Ethical Issues in Managerial Decision Making **	1.5
MGT 450R	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 460L	Introduction to Social Entrepreneurship	3

- Business of Social Impact Group C Electives (at least 3 units required):

Code	Title	Units
AMCS 280	Exploring Inequality: The Social and Structural Analysis of Modern American Life	3
ARCH 307X	Community Building	3
ARCH 490A	Explore & Contribute: Collaboration between Washington University & Henry Elementary School	3
EEPS 111	Introduction To Global Climate Change In the 21st Century	3
EEPS 202	Introduction to Earth, Environmental, and Planetary Science	3
EEPS 219	Energy and the Environment	3
EnSt 101	Earth's Future: Causes and Consequences of Global Climate Change	3
EnSt 252	Sustainability in Business	3
EnSt 310	Ecological Economics	3
EnSt 375	Urban Ecology	3
EnSt 405	Sustainability Exchange: Community and University Practicums	3
Pol Sci 2010	Introduction to Environmental Policy	3
Pol Sci 332B	Energy Politics	3
SOC 3410	Gender in Society	3
URST 299	The Study of Cities and Metropolitan America	3

\* MGT 100 is recommended for students in their first-year or sophomore year. Juniors and seniors should take MGT 380. Please note that MGT 380 requires MEC 290 or ECON 4011 as a prerequisite.

\*\* Application or additional prerequisites are required to take this elective.

## The Minor in the Business of Sports

### Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, SDS 2200 Elementary Probability and Statistics, SDS 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363
- Marketing: MKT 370 Principles of Marketing

**Total required units:** 15 units

- Required Courses: 6 units

Code	Title	Units
MGT 440	Sports Management	3
MGT 450G	The Business of Sports	3
<b>Total Units</b>		<b>6</b>

- Electives:

Code	Title	Units
DAT 500S	Machine Learning Tools for Prediction of Business Outcomes *	3
FIN 448	Advanced Financial Management *	3
MEC 460	Economics of Entertainment *	3
MEC 471	Empirical Techniques for Industry Analysis *	3
MGT 356E	Sports Entrepreneurship and Emerging Technologies	1.5
MGT 460I	Sports Business Analytics	3
MGT 460J	Legal Issues in Sports	1.5
MKT 378	Marketing Research *	3
MKT 400E	Elements of Sales: Tools and Techniques *	3
MKT 400M	Sports Marketing *	3
MKT 482	Brand Management *	3

\* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

## The Minor in Entrepreneurship

**Total units required:** 15 units

- General business requirement (3 units)

Code	Title	Units
MGT 100	Individual in a Managerial Environment	3
MGT 200A	Business Fundamentals for Non-Business Students	3
MGT 380	Business Strategy *	3

- Introduction course (3 units)

Code	Title	Units
MGT 106E	The Endgame for Entrepreneurship: Leveraging Capitalism for Good	3
or BEYOND 105	The Endgame of Entrepreneurship: Leveraging Capitalism for Good	
or Econ 105	The Endgame of Entrepreneurship: Leveraging Capitalism for Good	
or FYP 105B	Beyond Boundaries: Endgame of Entrepreneurship	
MGT 421	Introduction to Entrepreneurship	3
MGT 460L	Introduction to Social Entrepreneurship	3

- Advanced course (3 units)

Code	Title	Units
MGT 424	Business Planning for New Enterprises [The Hatchery]	3
MGT 477E	Launching and Scaling New Enterprises (The League)	3

- Electives (6 units)

Code	Title	Units
ART 223K	Business of Fashion	3
ACCT 2610	Principles of Financial Accounting	3
ACCT 400C	Not-For-Profit Accounting *	1.5
FIN 400L	Private Equity Methods *	1.5
FIN 400M	Private Equity Practice *	1.5
FIN 400W	Venture Capital Methods *	1.5
FIN 400X	Venture Capital Practice *	1.5
INTL 320	Business, Innovation, and Entrepreneurship in Israel *	
INTL 970	Entrepreneurship and Startups in Europe *	3
MEC 320	Olin Grand Rounds: The Business and Practice of Medicine	3
MEC 460	Economics of Entertainment *	3
MEC 460O	Business of Arts	3
MGT 200C	Venture Creation	3
MGT 301	Legal Environment of Business Management	3
MGT 356E	Sports Entrepreneurship and Emerging Technologies	1.5
MGT 401C	CEL Entrepreneurial Consulting Team *	3
MGT 445E	Entrepreneurship Through Acquisition *	1.5

MKT 400I	Creating & Launching Innovative New Products *	3
MKT 4095	Entrepreneurship Marketing Methods	1.5
MKT 431E	Marketing Metrics	1.5

- \* Additional prerequisites or applications are required to take this elective. Consult Course Listings for the prerequisites.

## The Minor in Finance

### Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, ESE 326 Probability and Statistics for Engineering, SDS 2200 Elementary Probability and Statistics, SDS 3200 Elementary to Intermediate Statistics and Data Analysis, Pol Sci 263 Data Science for Politics, or Pol Sci 363 Quantitative Political Methodology (AP credit for SDS 2200 [formerly Math 2200] will fulfill this prerequisite)
- Statistics II: DAT 121 Managerial Statistics II, Econ 413 Introduction to Econometrics, Econ 413W Introduction to Econometrics with Writing, SDS 439 Linear Statistical Models, or SDS 493 Probability
  - Engineering students who have taken ESE 326 and who are minoring in finance will not be required to take DAT 120 or DAT 121 as the prerequisite for finance courses.

**Total units required:** 15 units

- Required Courses:

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
FIN 340	Capital Markets and Financial Management	3
FIN 441	Investments	3
FIN 448	Advanced Financial Management	3
Plus a 3-credit Finance elective		3
<b>Total Units</b>		<b>15</b>

## The Minor in Health Care Management

### Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory

- Statistics I: DAT 120 Managerial Statistics I, SDS 2200 Elementary Probability and Statistics, SDS 3200 Elementary to Intermediate Statistics and Data Analysis, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for SDS 2200 [formerly Math 2200] will fulfill this prerequisite)

**Total units required:** 15 units

- Required Courses:

Code	Title	Units
MEC 320	Olin Grand Rounds: The Business and Practice of Medicine (formerly MGT 320)	3
MEC 321	Health Economics and Policy (formerly MGT 321)	3
MEC 322	Health Care Management (formerly MGT 322)	3
MEC 420	Research in Health Care Management (formerly MGT 420)	3
MGT 100	Individual in a Managerial Environment	3
<b>Total Units</b>		<b>15</b>

## The Minor in Managerial Economics

### Prerequisites:

- Calculus II: Math 132 Calculus II
- Statistics I: DAT 120 Managerial Statistics I, ESE 326 Probability and Statistics for Engineering, SDS 2200 Elementary Probability and Statistics, SDS 3200 Elementary to Intermediate Statistics and Data Analysis, Pol Sci 263 Data Science for Politics, or Pol Sci 363 Quantitative Political Methodology (AP credit for SDS 2200 [formerly Math 2200] will fulfill this prerequisite)
- Statistics II: DAT 121 Managerial Statistics II, Econ 413 Introduction to Econometrics, Econ 413W Introduction to Econometrics with Writing, SDS 439 Linear Statistical Models, or SDS 493 Probability

**Total units required:** 15 units

- Required Courses:

Code	Title	Units
MEC 290	Microeconomics	3
MEC 370	Game Theory for Business	3
MEC 400K	Research Analysis in Industry	3
MEC 470	Industrial Economics	3
MEC 471	Empirical Techniques for Industry Analysis	3
<b>Total Units</b>		<b>15</b>

## The Minor in Marketing

### Prerequisites:

- Calculus I: Math 131 Calculus I
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory

- Statistics I: DAT 120 Managerial Statistics I, ESE 326 Probability and Statistics for Engineering, SDS 2200 Elementary Probability and Statistics, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for SDS 2200 [formerly Math 2200] will fulfill this prerequisite)

**Total units required:** 15 units

- Required Courses:

Code	Title	Units
MKT 370	Principles of Marketing	3
MKT 470N or MKT 378	Applied Marketing Research * Marketing Research	3
<b>Total Units</b>		<b>6</b>

- Electives (9 units required):

Code	Title	Units
MKT 377	Consumer Behavior	3
MKT 400E	Elements of Sales: Tools and Techniques	3
MKT 400G	Digital Marketing and Analytics	3
MKT 400I	Creating & Launching Innovative New Products	3
MKT 400L	Understanding and Conducting Business Experiments	3
MKT 400M	Sports Marketing	3
MKT 470E	Pricing Strategies	3
MKT 477 or MKT 477S	International Marketing International Marketing Sydney	3
MKT 480	Marketing Strategy **	3
MKT 481	Advertising and Promotions	3
MKT 482	Brand Management **	3

\* The prerequisites for MKT 378 are MKT 370, Math 132, DAT 120 and completion or concurrent enrollment in DAT 121.

\*\*Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

## The Minor in Organization and Strategic Management

### Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, ESE 326 Probability and Statistics for Engineering, SDS 2200 Elementary Probability and Statistics, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for SDS 2200 [formerly Math 2200] will fulfill this prerequisite)

**Total units required:** 15 units

- Required Courses:

Code	Title	Units
MGT 100	Individual in a Managerial Environment	3
OB 360	Organization Behavior Within the Firm	3
OB 461	Negotiation	3
OB 462	Leadership in Organizations	3
<b>Total Units</b>		<b>12</b>

- Electives (at least 3 units required):

Code	Title	Units
MGT 201	Management Communication	4
OB 400C	Women in Leadership	1.5
OB 431E	Thinking Creatively and Leading Creative Teams	1.5
OB 434E	Talent Analytics	1.5
OB 435E	People Metrics	1.5
OB 468E	Mindfulness and Performance in the Workplace	1.5
OB 472	Defining Moments: Lessons in Leadership and Character from the Top (Formerly MGT 450V)	1.5

\* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

## The Minor in Strategy

### Prerequisites:

- Calculus II: Math 132 Calculus II
- Microeconomics: MEC 290 Microeconomics or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, ESE 326 Probability and Statistics for Engineering, SDS 2200 Elementary Probability and Statistics, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for SDS 2200 [formerly Math 2200] will fulfill this prerequisite)

**Total units required:** 15 units

- Required Courses:

Code	Title	Units
MGT 100	Individual in a Managerial Environment	3
MGT 380	Business Strategy	3
<b>Total Units</b>		<b>6</b>

- Electives (at least 9 units required):

Code	Title	Units
MEC 370	Game Theory for Business	3
MGT 402	Ethical Issues in Managerial Decision Making	1.5
MGT 421	Introduction to Entrepreneurship	3

MGT 450R	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 460H	Corporate and Global Strategy	3
MKT 480	Marketing Strategy	3
OB 431E	Thinking Creatively and Leading Creative Teams	1.5
OB 462	Leadership in Organizations	3

\* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

## The Minor in Supply Chain, Operations, and Technology

(Formerly Operations and Supply Chain Management)

### Prerequisites:

- Calculus II: Math 132 Calculus II
- Financial Accounting: ACCT 2610 Principles of Financial Accounting
- Microeconomics: MEC 290 Microeconomics, Econ 1011 Introduction to Microeconomics, or Econ 4011 Intermediate Microeconomic Theory
- Statistics I: DAT 120 Managerial Statistics I, ESE 326 Probability and Statistics for Engineering, SDS 2200 Elementary Probability and Statistics, ESE 326 Probability and Statistics for Engineering, Pol Sci 263 Data Science for Politics, or Pol Sci 363 (AP credit for SDS 2200 [formerly Math 2200] will fulfill this prerequisite)

**Total units required:** 15 units

- Required Courses:

Code	Title	Units
DAT 121	Managerial Statistics II	3
DAT 220	Analytics and Modeling for Business Decisions	3
SCOT 356	Operations and Manufacturing Management (formerly OSCM 356)	3
<b>Total Units</b>		<b>9</b>

- SCOT Electives (at least 6 units required):

Code	Title	Units
DAT 301E	Data Analytics in Python	3
MKT 400L	Understanding and Conducting Business Experiments	3
SCOT 400D	Supply Chain Management	3
SCOT 430E	Operations Fun: Data-Driven Optimization	3
SCOT 458	Operations Analytics	3

## Courses

Courses include the following:

- B50 ACCT (Accounting) (p. 1175)
- B52, B62 FIN (Finance) (p. 1176)
- B99 INTL (International Business) (p. 1178)
- B53 MGT (Management) (p. 1179)
- B54 MEC (Managerial Economics) (p. 1184)
- B55 MKT (Marketing) (p. 1186)
- B56, B66 OB (Organizational Behavior) (p. 1188)
- B57 SCOT (Supply Chain, Operations, and Technology) (p. 1189)
- B59 DAT (Data Analytics) (p. 1189)

---

## Accounting

Visit online course listings to view semester offerings for B50 ACCT.

---

### **B50 ACCT 2610 Principles of Financial Accounting**

Provides an overview of the financial accounting reporting process, with a primary focus on the analysis of economic events and their effect on the major financial statements (balance sheet, income statement, and statement of cash flows). Prerequisite: second semester freshman standing.

Credit 3 units.

---

### **B50 ACCT 2620 Principles of Managerial Accounting**

Emphasis on the accumulation and analysis of data for internal decision makers. Introduces the vocabulary and mechanics of managerial accounting and accounting techniques used by internal managers in planning, directing, controlling, and decision-making activities within their organizations. Prerequisite: ACCT 2610.

Credit 3 units.

---

### **B50 ACCT 300A Volunteer Income Tax Assistance**

Students assist low-income members of the community with preparing their tax returns through the VITA program. The Internal Revenue Service provides training materials and an online certification program that must be successfully completed prior to students engaging with clients. Students work with the Gateway EITC Community Coalition. Students who have taken ACCT 467: Taxation of Individuals will be well positioned to do well in the VITA program. Prerequisite: ACCT 2610.

Credit 1.5 units.

---

### **B50 ACCT 3610 Intermediate Financial Accounting Theory I**

The first of a two-course sequence in corporate financial reporting. Examines the environment of financial accounting, the standards-setting process, and the conceptual framework that underlies financial accounting in the United States. Topics: review accounting basics, events, and transactions that impact financial statements, comprehension of corporate financial reports, and examination of political and economic factors influencing accounting policy. Prerequisite: ACCT 2610.

Credit 3 units.

---

### **B50 ACCT 3620 Intermediate Financial Accounting II**

Continuation of ACCT 3610. Focus on the accounting and reporting of various stakeholders' claims against the corporate entity. Claims of shareholders, long-term creditors, employees and governmental bodies are examined. An in-depth understanding of applicable generally accepted accounting principles is developed by examining the strengths and weaknesses of these principles and alternative accounting practices. Prerequisite: ACCT 3610.

Credit 3 units.

---

### **B50 ACCT 366E Carbon Accounting**

This course provides the student with an understanding of the current structure of emissions reporting with an emphasis on carbon reporting. The course will give an overview of the regulatory bodies involved in setting standards for carbon reporting. We will discuss the various rating agencies and indices currently used by stakeholders (e.g., investors and activist funds). The course will provide details on what companies report and how they inform investing and consumption decisions. We will discuss the supply and demand for carbon emissions information and how those economic forces are likely to shape changes in carbon reporting and the decision-usefulness of carbon information. Prerequisite: ACCT 2610.

Credit 1.5 units.

---

### **B50 ACCT 400C Not-For-Profit Accounting**

Students will gain an understanding of the unique facets of not-for-profit accounting, including understanding not-for-profit financial statements, differences in not-for-profit GAAP, and the IRS Form 990. Prerequisite: ACCT 2610.

Credit 1.5 units.

---

### **B50 ACCT 400M Ethics I**

This course is designed to help the student understand ethical reasoning and behavior, and it will help them to define their own moral compass using case studies as the primary source of instruction. The primary goal is to make the student a role model for others in ethical behavior. Students will learn not just how to determine the proper ethical choice; more importantly, they will learn how to effectively implement the behavioral changes required to achieve solutions to ethical dilemmas. To quote (while paraphrasing) the authors of the textbook, "We strive in [these courses] not only to educate accounting students to be future leaders in the accounting profession but to stimulate [the student's] ethical perception and cultivate virtue thereby awakening [their] sense of duty and obligation to the public interest." Prerequisite: ACCT 2610.

Credit 1.5 units.

---

### **B50 ACCT 400N Ethics II**

This course was designed to help students develop a deeper understanding of ethical behavior, including dealing with fraud in financial statements, legal obligations of auditors, Wall Street expectations and earnings management, and what it takes to be an ethical leader. To quote the author, "...it comes down to one's sense of right and wrong and willingness to voice values to positively impact (the) auditor responsibility." This second segment of Ethical Decision Making in Accounting is offered for the purpose of creating ethical leaders in the accounting and auditing profession, the business community, and society and to instill that sense of right and wrong and the eagerness to put it into action. Prerequisite: ACCT 400M.

Credit 1.5 units.



---

#### **B50 ACCT 455 Accounting Policy and Research**

This course will enable students to develop their knowledge and appreciation of current debates that surround the accounting profession. Students will develop critical thinking skills regarding these issues and form and defend opinions about contemporary regulatory and market issues. The course will also provide an opportunity for students to learn important technical and research tools used by accounting practitioners. Finally, students will gain an appreciation of the primary methods underlying academic research in accounting. Prerequisites: ACCT 2610, ACCT 2620 and DAT 121. Credit 3 units.

---

#### **B50 ACCT 464 Auditing**

This course deals with the professional service industry of auditing. The auditing industry provides the service of objectively obtaining, evaluating, and communicating evidence regarding managerial assertions about economic events. Specifically, auditing ascertains the degree of correspondence between managerial assertions and established criteria. The course is organized around the basic categories of: (1) the economic role of external corporate auditing in securities markets, (2) the composition of the firms in the auditing industry, (3) the regulatory environment of auditing, (4) litigation issues facing the accounting/auditing industry, and (5) the requirements for conducting audits. Topics included in the last area include a consideration of the scope and application of Generally Accepted Auditing Standards (GAAS) and the general technology of auditing which are some general auditing topics typically covered on the CPA exam. Grading is based on homework, a group-based project, and two exams. Prerequisite: ACCT 3620. Credit 3 units.

---

#### **B50 ACCT 466 Financial Statement Analysis**

Designed to enhance your understanding of the process of evaluating financial statement information. Requires a basic familiarity with financial accounting and the assumptions underlying measurements reported in financial statements, an understanding of the economic and regulatory forces underlying corporate disclosure of financial statement information and their effects on financial statement information, and familiarity with data sources and analytical tools to extract and evaluate this data. Objectives are to develop familiarity with this type of analysis and to gain an appreciation for its limitations. Topics: profitability and risk analysis, credit risk models, forecasting, and valuation. Prerequisite: ACCT 3610. Credit 3 units.

---

#### **B50 ACCT 467 Taxation of Individuals**

This course provides an introduction to federal income taxation with primary emphasis on the tax implications of business transactions. The objectives of the course are to develop a basic understanding of federal income tax laws and to provide a framework for integrating income tax planning into the decision-making process. The course is of value to all students who need to recognize the important tax consequences of many common business transactions and is not intended solely for accounting majors or those students interested in becoming tax specialists. Prerequisite: ACCT 2610. Credit 3 units.

---

#### **B50 ACCT 4680 Advanced Financial Accounting Problems**

Examination of the nature and financial reporting aspects of various business transactions: corporate acquisitions, mergers, and the formation of other strategic alliances. Topics: accounting for business combinations and consolidations, joint ventures and foreign currency translation, accounting and financial reporting issues facing government entities. Prerequisite: ACCT 3620. Credit 3 units.

---

---

#### **B50 ACCT 472E Taxation of Business Entities**

This course involves an examination of tax laws at the federal, state, and international levels, with an emphasis on corporate taxpayers and partnerships. A data-driven approach will be used to show how various business transactions affect a business entity's tax liability. Attention will also be given to various ways in which business entities might structure transactions to avoid or reduce tax liability and how the choice of business entity type affects these decisions. Prerequisite: ACCT 2610. Credit 3 units.

---

#### **B50 ACCT 475E International Taxation**

In today's global economy, questions regarding what activity and income get taxed and which jurisdiction enjoys taxing priority have never been more important. Recent U.S. tax reform has caused a monumental shift in the U.S. taxation of multinational transactions and activities. U.S. and global legislative proposals continue to focus on the tax rules applicable to multinational enterprises as parameters around these topics continue to evolve. This course will be an introduction to international taxation, focusing on such topics as tax jurisdiction, source-of-income rules, transfer pricing, tax treaties, and international tax practice and procedure. Core course materials will be supplemented with discussion around current relevant transactions (particularly M&A transactions) in the business headlines. Prerequisite: ACCT 2610. Credit 1.5 units.

---

## Finance

Visit online course listings to view semester offerings for B52 FIN.

---

#### **B52 FIN 340 Capital Markets and Financial Management**

Students will learn how the decisions of a company affect shareholder value and what decisions can increase it. To understand the perspectives of shareholders, we will study basic principles of investing: time value of money, valuation of debt and equity securities, discounted cash flow as a foundation for stock prices, the impact of diversification and leverage on portfolio risk, the relationship between risk and expected return in securities markets, and capital market efficiency. We will use these principles to analyze capital investment decisions by estimating cash flows and discounting them at the appropriate cost of capital. We will also study how shareholder value is affected by a firm's financing decisions, such as the choice of using debt or equity capital. Prerequisites: ACCT 2610 and DAT 120. Credit 3 units. EN: S

---

#### **B52 FIN 400I Mergers & Acquisitions**

This course focuses on identifying ways to increase firm value through mergers and acquisitions (M&A). We will survey the drivers of success and failure in M&A transactions, develop your skills in deal design, explore the deal process, and develop LBO and merger models similar to those used by investment bankers. Other topics addressed in the course are M&A regulation, the sell-side and buy-side M&A process, valuations, takeover strategies and antitakeover defenses, structuring of transactions to minimize tax consequences, the acquisition method of accounting, merger arbitrage, and auction vs negotiation sale processes. Prerequisites: FIN 340 and completion or concurrent enrollment in FIN 448. Credit 1.5 units.

---

---

### **B52 FIN 400J Advanced Valuation**

This course covers advanced topics in valuation. Main topics covered will be the valuation of private firms and young businesses, and the valuation of financial services firms such as banks and insurance companies. The course applies both theory and practical valuation methods through the analysis of cases and real world examples.

Prerequisite: FIN 448.

Credit 1.5 units.

---

### **B52 FIN 400K Public Equity Investments**

This hands-on course provides a learning platform for how to invest in public equities like a bottoms-up, fundamental, buy-side analyst. The course focuses on the process of how many "Tiger Cubs" invest, but will also cover other investing approaches and styles as well. Learning objectives of the course include mastering three-statement modeling; developing the research process for an investment idea in public equities; interactions with real buy-side analysts and portfolio managers on their experience at hedge funds in NYC/SF; and concludes with students pitching an investment idea to a group of buy-side analysts and select number of portfolio managers. Ultimately, this course will provide a solid foundation on which students can successfully build as a buy-side analyst. Students must submit an application for approval to enroll in this course. See Campus Groups for application under Registration. Prerequisites: FIN 448 and instructor approval.

Credit 3 units.

---

### **B52 FIN 400L Private Equity Methods**

This course will provide the student with an understanding of the basic terminology, due diligence, and analytical methodologies critical to evaluating private equity investments. The course will also cover the history of private equity and the different roles of private equity, including growth capital, LBO/MBO, roll-up, and so on in the evolution of the firm. Private equity funds in the context of the overall market (i.e., strategic vs. financial acquirers) will be discussed as will be the role of leveraged lending and bank financing of financial sponsors. Private equity as an investment and its role in portfolio construction will also be analyzed. Finally, the legal structure of private equity funds in the context of firm control and governance will be reviewed. Prerequisite: FIN 448.

Credit 1.5 units.

---

### **B52 FIN 400M Private Equity Practice**

This course is the capstone for students interested in pursuing careers in private equity. Students will develop practical skills for investing in private companies. Students will partner with professionals in the St. Louis community to perform various activities, including transaction sourcing, evaluating investment opportunities and, where appropriate, negotiating, arranging financing, and closing investments. The course also heavily relies on bringing in professionals from the local community to provide real-world perspectives on private equity investing. Prerequisite: FIN 448 and FIN 400L.

Credit 1.5 units.

---

### **B52 FIN 400W Venture Capital Methods**

Students are exposed to the process of analyzing, valuing and structuring potential equity investments in privately-held, entrepreneurial, venture-stage businesses. The goal is to develop critical thinking skills in evaluating potential investments and understanding the dynamics of various risk factors predominant in such investments, including market risk, execution risk and technology risk. The classes will be a combination of individual readings, case learning, presentations and panel discussions by industry experts, and experiential learning in a team format. Classes will be case study driven and will focus on company-and fundspecific situations. Guest lecturers

will be used extensively and will provide content integral to the course. The final sessions of the class will be conducted as a presentation and analysis of a potential investment. Prerequisites: FIN 340 and either FIN 441 or MGT 421.

Credit 1.5 units.

---

### **B52 FIN 400X Venture Capital Practice**

This capstone course offers students interested in early-stage investing an immersive experience in angel and early-stage investment practices within private companies. Collaborating with professionals in the St. Louis community, students engage in activities spanning from identifying potential investment opportunities to closing deals, gaining practical skills essential for the field. Prerequisite: FIN 400W.

Credit 1.5 units.

---

### **B52 FIN 420 International Economics and Finance**

Analyses of a global financial centre and the current financial crisis, its origins and how the global markets are affected. Initially, the course looks at the rise of London (Section 1) or the Asian Markets (Section 2) to become one of the world's financial centres, outlining the historical developments and regulatory changes. Then, it focuses in more details on the role of the government in setting policy which affects financial services domestically and internationally. The course continues to look at specific functional areas - Hedge Funds, Private Equity, Structures Products, Liquidity and Central Banks. The module discusses in different sessions the current financial crises and what role different financial institutions and products played in its development. Prerequisite: Admission to either the London Internship Program or the Asia Pacific Internship Program.

Credit 3 units.

---

### **B52 FIN 428 Investment Praxis**

Students serve as managers of a portfolio, the Investment Praxis Fund, which is owned by the university. Students analyze investment opportunities in various industries and present recommendations to the class for possible purchases or sales of stocks, consistent with the style and objectives of the fund. Valuation tools, financial statement analysis and investment techniques are emphasized as part of a thorough analysis. The course focus is on developing and implementing investment ideas. Prerequisite: FIN 448.

Credit 3 units.

---

### **B52 FIN 439E Real Estate Finance**

This course provides a broad introduction to real estate finance and investments. Topics include both equity and debt. We begin with an overview of real estate markets in the United States. On the equity side students will be introduced to the fundamentals of real estate financial analysis, including pro forma analysis and cash flow models, and elements of mortgage financing and taxation. Ownership structures, including individual, corporate, partnerships and REITS will also be covered. On the debt side, we examine a number of financing tools in the context of the evolution of the secondary mortgage market, both residential and commercial. Those wishing to pursue more advanced topics in real estate finance could follow this course with Fixed Income and Mortgage-Backed Securities. Prerequisite: FIN 340.

Credit 1.5 units.

---

### **B52 FIN 441 Investments**

Introduces the theory and practice of investments from the point of view of an investment/portfolio manager. We will begin with a review of asset classes, financial history, and preferences for risk. Next, we will have a brief review of statistics and finance and we will review matrix algebra. We will then apply these tools to examine the trade-off between risk and return and to develop and implement Modern Portfolio Theory. The major topics covered will include the Capital

Asset Pricing Model (CAPM), Markowitz optimization, performance evaluation, market efficiency, and Arbitrage Pricing Theory (APT). The last portion of the course will be devoted to fixed income securities including interest rates, bond valuation, and bond immunization. Prerequisites: FIN 340, DAT 120 and DAT 121.  
Credit 3 units.

---

#### **B52 FIN 443 International Finance**

This course provides a framework for making financial decisions in an international context. Topics include relevant features of financial markets and instruments (e.g., foreign exchange, currency futures and options, swaps); exchange rates; corporate risk management; international investing; and capital budgeting issues. Prerequisite: FIN 340.  
Credit 3 units.

---

#### **B52 FIN 448 Advanced Financial Management**

Advanced study of corporate financial management. A major focus is the relationship between the internal decisions of the corporation and the valuation of the firm in the capital market. Topics: capital budgeting systems, capital structure, debt policy, cash and working capital management, short- and long-term financial planning. Prerequisites: FIN 340 and DAT 121.  
Credit 3 units.

---

#### **B52 FIN 450F Financial Technology: Methods and Practice**

This course will provide an overview of financial technology and will cover specific topics in this area. Topics covered include data-driven credit modeling, crypto currencies, digital wallets and block chains, robo advising, high-frequency trading, and crowd funding, and peer-to-peer lending. The course will also discuss regulatory aspects of FinTech. The course will cover different methods as well as practical applications. Prerequisite: FIN 340.  
Credit 3 units.

---

#### **B52 FIN 451 Options, Futures and Derivative Securities**

Examines the theory and practical application of derivative securities such as futures, options and swaps. Central to the theory of derivative security pricing is arbitrage and payoff replication. In practice, derivative securities provide a principal route to manage and, in particular, hedge financial risk. Futures, options and swaps on different types of underlying assets are examined with emphasis on pricing and application. Prerequisites: FIN 340, MATH 132 and DAT 121.  
Credit 3 units.

---

#### **B52 FIN 452 Advanced Derivative Securities**

This course focuses on implementation of models for pricing and hedging derivative securities in the equity, currency, and fixed-income markets. Students will learn to write programs in a programming environment such as MATLAB to implement the Black-Scholes model, binomial models, Monte-Carlo methods and finite-difference methods. The derivatives studied will include exotic equity and currency derivatives and caps, floors and swaptions. The goals of the course are to learn more about the various instruments that are traded, the various assumptions and methods that may be chosen in modeling them, and the importance of the assumptions in determining the prices and hedges that are chosen. The course will be especially useful to students pursuing careers in sales and trading who will interact with research departments and students pursuing careers in asset management. Prerequisite: FIN 451.  
Credit 3 units.

---

#### **B52 FIN 470A Research Methods in Finance**

The course is designed to prepare students for independent research in finance by exploring methods and techniques in a manner that will allow the students to implement them correctly and efficiently. The curriculum will emphasize practical applications of empirical methods used in financial research and how to implement them. Students in the course will learn empirical methods in corporate finance and asset pricing; obtain basic knowledge and familiarity of the databases used in common finance research; get exposure to recent research in finance which applies the methods covered; and learn how to implement the methods covered using relevant programming languages. Note: There will be significant overlap in the course tools used in both MEC 471 and FIN 470A. However, the applications and papers for each class will be entirely different. Prerequisites: MATH 132, DAT 121 and FIN 340.  
Credit 3 units.

---

#### **B62 FIN 549H Special Topics: Real Estate Finance**

This course provides a broad introduction to real estate finance and investments. Topics include both equity and debt. We begin with an overview of real estate markets in the United States. On the equity side students will be introduced to the fundamentals of real estate financial analysis, including pro forma analysis and cash flow models, and elements of mortgage financing and taxation. Ownership structures, including individual, corporate, partnerships and REITs will also be covered. On the debt side, we examine a number of financing tools in the context of the evolution of the secondary mortgage market, both residential and commercial. Those wishing to pursue more advanced topics in real estate finance could follow this course with Fixed Income and Mortgage-Backed Securities. Prerequisites: FIN 340 and approval of Graduate Programs Offices for undergraduates.  
Credit 1.5 units.

---

## **International Business**

Visit online course listings to view semester offerings for B99 INTL.

---

#### **B99 INTL 300A Planning for International Learning**

The primary focus of this course is on preparation for the study abroad/internship experience. Topics include the following: What does a global firm look for in a globally competent recruit; Development of goals and objectives for international experience; Develop a working knowledge of host country key features such as businesses, culture, and politics; Overview of logistics for abroad, including timeline expectations, visa, housing, travel, contact with Olin, and registration for return semester; Career Services resources on how to use study abroad/internship to obtain a summer job/internship. Prerequisite: admission to one of Olin's study abroad or international internship programs or permission of instructor.  
Credit 0.5 units.

---

#### **B99 INTL 300B Applying International Experiences**

Focus is on strengthening student experiences while on a study abroad/internship experience. Topics include the following: Minimalizing impact of culture shock and new academic programming through participation in on-site orientations; Maximizing academic advising services while abroad; Identifying opportunities to engage with the local culture; Connecting your individual personal and professional goals by revisiting actions and outcomes. Prerequisite: Enrolled in current Olin Study Abroad Program.  
Credit 0.5 units.

---

### **B99 INTL 323 Business of Art: The European Capitals of Culture**

This unique course is designed for students of the arts and students of business interested in the relationship between arts and management, culture and commerce, as a site of possibility. Based in two sites - London and Galway in the west of Ireland - the course looks through the lens of the European Capitals of Culture (ECoC) program, established in 1985. Visiting Galway 2020 will enable you to gain first-hand experience of how the vision of 'creative cities' - manifested through a yearlong program of events and initiatives - celebrates the arts and cultural engagement as 'drivers' for social and economic regeneration. Whilst London is an established center for business and the arts, Galway, is a smaller, regional city, which is hoping to use the awarding of the ECoC to grow in these areas. You will gain working knowledge of the complex needs of cultural producers, managers and entrepreneurs as leaders, facilitators and catalysts. You will come away with insights in to what is at stake for the people and environment in the spheres in which they operate. Whilst gaining knowledge of theoretical frameworks, the course has an emphasis on creativity and arts-based learning - debate, critique and visual and experiential methods. Preference is given to students minoring in Business of Arts. Credit 3 units.

---

### **B99 INTL 350E GLocal Learning: Engaging with the World Locally**

This course will fulfill three broad objectives for students. First, the course is designed provide students with a multidisciplinary approach and introductory understanding of what it means to be a member of the St. Louis international community. The second is to provide a useful overview of intercultural learning, focusing on how individuals can cultivate a global mindset through different models, including the Intercultural Competency Continuum and Intercultural Praxis Model. The third objective involves recognizing and developing student's self and team strengths and weaknesses in relation intercultural competencies. This course combines small group sessions, case studies and speakers working in areas that support the global St. Louis community to provide students with an interdisciplinary perspective on the international community in St. Louis. Guest lecturers and on-site visits will be used extensively, supplemented with possible on-site visits to provide content and context integral to the course, with time to engage in critical reflection and discussion topics. At the end of the class students will be able to use their growth from the course to recognize how to be a better collaborative partner of their colleagues and communities, with an awareness of the unique strengths and challenges international communities may face. Students will have created strong relationships outside of the WashU community, be able to identify successes, resources, and gaps in resources for the international business communities, and therefore, serve as a strong mentor or advocate for exchange students, their peers, and future colleagues. In addition to having identified areas of personal curiosity for continued growth, students will have improved their understanding of and taken ownership for continued progress in cultivating a global mindset. Prerequisites: Sophomore standing and completion or concurrent enrollment in MGT 100, MGT 200A or MGT 380. Credit 1.5 units.

---

### **B99 INTL 420 Business Research Internship**

This is the capstone course for overseas internship programs where students learn to apply rigorous statistical and analytical approaches to research questions in business, but not limited to questions relating to marketing, management, finance and economics, operations, and policy. Students will identify a research topic, and present this topic to Faculty supervisors for approval. The goal is to capitalize on the practical knowledge gained while interning abroad, and apply that to a research question in the area in which a student is interning. Students will be required to review the current literature on their topic, formulate

their own research question, identify potential data sources they can use to address these questions, and make recommendations to add to the body of knowledge on their chosen subject. Prerequisite: Admission to one of Olin's International Internship Programs. Credit 3 units.

---

## Management

Visit online course listings to view semester offerings for B53 MGT.

---

### **B53 MGT 100 Individual in a Managerial Environment**

As an introduction to the foundations of business, this course covers four major themes: (1) how markets work; (2) motivating and managing people; (3) business strategy and firm performance. This is a first-year level course and may not be completed beyond the sophomore year. Credit 3 units. EN: S

---

### **B53 MGT 106E The Endgame for Entrepreneurship: Leveraging Capitalism for Good**

Historically, profit has been a key driver of human behavior. In this course, students will learn to take advantage of the profit-seeking motive of capitalism while also learning from the mistakes and unintended consequences capitalism has caused throughout history. Students will apply these learnings toward profit-seeking solutions for the United Nations' Sustainable Development Goals, which are global challenges that call us to work together with boldness and urgency. We will explore how skills from entrepreneurship and venture creation can be used to improve water, climate, education and gender equality globally and here in St. Louis. In interdisciplinary teams, students will learn how to define a problem; listen to customers, competitors and collaborators; create value; measure impact; and communicate their vision. Bold entrepreneurial spirit and skills learned in this course will guide students in their further studies at Washington University and beyond. This course does not count for Economics major/minor elective credit. This course is for first-year (non-transfer) students only. Same as I60 BEYOND 105

Credit 3 units. A&S: FYBB A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

### **B53 MGT 150A Foundations of Business**

Provides first semester business students with an introduction to each of the functional areas of business as well as the entrepreneurial function. As they work to design their own enterprise, students will build skills in teamwork, communication, critical thinking, and an understanding of the complex interplay of business functions. Prerequisites: fall semester enrollment is only open to incoming business freshmen and students must be concurrently enrolled in MGT 100.

Credit 2 units.

---

### **B53 MGT 160E Morality and Markets**

What does it look like to live a moral life in today's market system? We know all too well what it does not look like. The news is filled with moral failures of leaders and executives at top firms. We like to believe that we would behave differently, but what kinds of pressures inform our moral choices? What pulls us, what pushes us, and what persuades us to act one way rather than another? These are the questions that a course combining business and literature can address in unique ways; the world of fiction helps us to examine the ethical dilemmas of the market we inhabit every day. In this course, we use great books, classics

of film and modern television, and the tools of modern psychology and business strategy to think critically about what is entailed in living a moral life in the midst of the modern market. This course is for first-year (non-transfer) students only.

Same as I60 BEYOND 161

Credit 3 units. A&S: FYBB A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### **B53 MGT 200A Business Fundamentals for Non-Business Students**

This course is intended to help successfully position arts and sciences, engineering, and design majors for careers in organizations such as non-profits, entrepreneurial ventures, and corporations, among others. Students will learn key technical and professional skills that are valued and often required by employers. Topics addressed include working in teams, data-driven decision making, financial and business analysis, concepts for organizational strategy, professional communication, and career strategies. The course will use a combination of lectures, exercises, projects, and cases to introduce participants to these topics. The class is designed for Washington University undergraduates in Arts & Sciences, Engineering, and Design and Visual Arts who are preparing for internships or jobs. Recommended for sophomores and juniors. Business students cannot receive credit.

Credit 3 units. EN: S

---

### **B53 MGT 200C Venture Creation**

Venture Creation is designed for students who are interested in exploring the venture creation process, or the undertaking of creating a new business from scratch. The course allows students to experience entrepreneurship in a unique and innovative manner by integrating theory and practice in an interactive learning by doing process. The goal of the course is to assist and support students in the realization of a business vision from inception of an idea to fruition of a company producing value.

Credit 3 units.

---

### **B53 MGT 201 Management Communication**

Managers who write and speak effectively excel in business leadership. Persuasive and authentic communication is not only useful in advancing your business career; business employers also consider communication skills to be the most important attribute in people they hire. Effective communication involves more than mastering technical writing and presentation skills. Successful communicators use critical thinking to assess business scenarios and the audience who will hear or read a message; they craft communication in order to attain targeted results. This course gives you the opportunity to become a more polished communicator as you work toward the following goals: Applying rhetorical principles to management communication; Using critical thinking to analyze the audience, the organizational environment, and problems before choosing communication strategies; Implementing principles of plain language and effective design; Collaborating with colleagues to create a communication strategy for a live corporate client. Prerequisite: BSBA degree student standing or declared business second major or minor.

Credit 4 units.

---

### **B53 MGT 301 Legal Environment of Business Management**

Surveys the various areas of law that make up the legal environment of business. Develops a basic understanding of law as it relates to business, with traditional emphasis on private law and business transactions. This study of the micro law of business will review the detailed substantive rules in the areas of contracts, sales, products liability, agency, corporations, and partnership. In addition, a summary review of contemporary legal problems such as insider trading, discrimination in employment, sexual harassment, and ethics may be discussed, if time permits. Case studies are analyzed in order to give the student an understanding of how various laws apply to actual situations. Prerequisite: sophomore standing.

Credit 3 units.

---

### **B53 MGT 308 Introduction to Global Business**

Focus on the aspects of management of a business enterprise that are necessary to compete in the global marketplace. The course begins with a survey of the environmental context in which international companies operate (economic systems and cultural factors). This is followed by a review of International Trade Theory and Economics. This forms a basis for concentration in the second half of the course on strategies and structure for global operations. The course deals with the situations in Europe, Japan, Latin America and China through case studies and discussion of current topics and their relation to the fundamental aspects of global business management. Prerequisite: junior standing or permission of instructor.

Credit 3 units.

---

### **B53 MGT 356E Sports Entrepreneurship and Emerging Technologies**

This course is an introduction to the concepts, theories, and practices unique to sports entrepreneurship and emerging technology. This course seeks to understand the fundamentals of early-stage companies and their growth trajectories from idea to exit. This course covers key topics in sports entrepreneurship and technology, including the various stages of the startup, the art of the pitch, market data-driven decision making, investor relations, and valuation. It surveys the rapidly changing ecosystem of entrepreneurship and technology across the global sports industry. Artificial intelligence, machine learning, augmented reality, virtual reality, human performance, Esports/gaming, and venue tech as they relate to entrepreneurial concepts, practical applications, and principles will also be addressed.

Credit 1.5 units.

---

### **B53 MGT 380 Business Strategy**

The course adopts the perspective of the general manager -- the individual charged with developing and implementing the long-term strategy of a business. The course develops basic tools and concepts in strategy formulation, including competitive advantage, value creation and capture, industry analysis, capability assessment, competitive positioning, and strategy implementation. The course is designed to develop students' skills in both analyzing observed strategies and in formulating and implementing new ones. Prerequisite: MEC 290 or ECON 4011.

Credit 3 units. EN: S

---

### **B53 MGT 400S International Business Environment**

What is the relationship between the dominance of the financial interests centered in the City of London and the competitive performance of British industry? How does Britain reconcile an advanced capitalist economy alongside a traditional social and political structure? How great is the tension between domestic forces that seek closer economic and political integration with Europe and those pushing for greater engagement with Britain's former English-speaking colonies? Is British foreign policy driven more by economics than national security? This course addresses these and other important questions regarding British political economy by contextualizing current issues within the wider evolution of the country's political, economic and social systems since 1945. Prerequisite: Admission to the London Internship Program.

Credit 3 units.

---

### **B53 MGT 401C CEL Entrepreneurial Consulting Team**

The CElect program is a consultative experiential course that provides students the opportunity to work directly with start-up businesses. Early stage companies provide a unique environment for students to make a meaningful impact on the future trajectory of a growing

organization. CElect is an experiential learning course that matches teams of Washington University students with start-up ventures across various locations (locations specified by sections) to perform defined management consulting projects. In addition to the required orientation session(s) and concluding sessions, students will work directly with the professor and with their client company on a consistent, but variable, schedule depending on the needs over the course of the shortened semester. Please Note: There is a required orientation and/or travel for one section for Spring 2023 that begins prior to the start of the semester (please read section descriptions for more specific information), prior to the start of the semester. Students are required to be available for the class time listed each week, although meetings may be less frequent. Prerequisite: A current resume and <https://forms.gle/h9DZKD5k3UWd6TvZA> AND VIDEO SUBMISSION REQUIRED for acceptance consideration. Application must be completed by 10AM (CT) November 3. Enrollment is limited and selective. Please direct questions to Amy Soell, ([amysoell@wustl.edu](mailto:amysoell@wustl.edu)). Law Students: Prerequisite/co-requisite: Corporations. As a law student enrolled in CElect, you may not give legal advice to anyone unless you are directly supervised by a licensed attorney who approves of the advice in advance. Additionally, you may not prepare any legal documents except under the direct supervision of a licensed attorney. Giving advice, preparing legal documents, or rendering any legal services would be the unauthorized practice of law unless such services are under the direction and with approval of a licensed attorney. Law students CANNOT repeat this course more than once for law school credit. This course is cross-listed with the Business School, B63 MGT 501C. Grading for Law Students is modified pass/fail: HP (3.94), P, LP (2.98), F (2.50). Dropping this course may have an adverse impact your ability to register for other CEL courses in the future. Credit 3 units.

---

#### **B53 MGT 401P CEL Practicum**

The CEL Practicum is a consultative experiential course that provides students the opportunity to work directly with established for-profit and non-profit organizations at a regional, national, or international level. Students work in four to six person teams on strategic consulting projects that delve into specific critical problems faced by the institution or company they are assigned. Teams will apply insights from their coursework to real-world business problems with supportive faculty advising and regular peer coaching. Each student is expected to spend in excess of 100 hours during the semester on their specific project. While the class will not meet weekly, the listed class time will be used 4 to 5 times across the semester for the entire cohort to meet and learn tools relevant to these engagements, and identify best practices in engagements. Prerequisite: Applications are required. Copy and paste this link for application <https://forms.gle/tUk8CQiwbvYcxLTXA>; Application required deadline April 10, 8am (CT) Students will be notified of their acceptance to the program shortly after the application process, and will have an opportunity to rank their preferred project prior to the start of the semester. Dropping this course may have an adverse impact your ability to register for other CEL courses in the future. Credit 3 units.

---

#### **B53 MGT 401S Small Business Initiative**

The CEL offers students the opportunity to gain experience in the workings of local small businesses, defined as companies that have less than 1 million in revenue, a brick-and-mortar location, and at least 2-3 years of financial data. Students work in a four-to-six-person team on consulting projects, applying insights from their coursework to real-world business problems under faculty supervision. Each student is expected to spend a minimum of 150 hours during the semester on their project. Students' grades are based on deliverables throughout the semester including the final written and oral report at the conclusion of the project. Dropping this course after being introduced to a client may have an adverse impact on your ability to register for CEL courses in the future.

Credit 3 units.

---

#### **B53 MGT 401T Taylor Community Consulting Project**

The CEL's Taylor Community Consulting Program is a consultative experiential course that partners students with local, regional, and national non-profits to support their strategic development. Students work in four-six person teams on consulting projects, applying insights from their course work to real-world business problems under faculty supervision. Each student is expected to spend 150 hours during the semester project. Enrolled students will be sent client information shortly after registration. Client ranking information will be shared only to students who are enrolled in the course. Dropping this course may have an adverse impact your ability to register for other CEL courses in the future.

Credit 3 units.

---

#### **B53 MGT 402 Ethical Issues in Managerial Decision Making**

This course considers not only what ethical behavior means for a business entity, but how to: (i) balance competing ethical concerns against each other; and (ii) implement and sustain this balance across an organization. Readings and classwork zero in on the issues and situations most likely to put a manager in jail and the company in bankruptcy. Classes include Socratic discussion, simulations, analysis of video clips, and team tasks. The emphasis is on practical frameworks and tools managers can apply in the real world. Prerequisite: Senior standing.

Credit 1.5 units.

---

#### **B53 MGT 405A Asian Study Tour**

This course encompasses individual and team research, writing, presentation, and participation in Olin's Asian Study Tour. It includes required attendance and expected professional contributions to all corporate and government visits and briefings and other required individual and group activities. Prerequisite: Admission to the Asia Pacific Internship Program.

Credit 1.5 units.

---

#### **B53 MGT 405S International Business Environment: Sydney**

The aim of this course is to internalize and develop multicultural competency applied within personal, organizational and business contexts. Reaching this goal includes developing personal awareness, understanding important concepts, and developing multicultural skills. The ability to recognize and overcome common pitfalls that prevent people from operating effectively within -- and actually benefiting from -- multicultural contexts will be explored. Prerequisite: Admission to the Asia Pacific Internship Program.

Credit 3 units.

---

#### **B53 MGT 421 Introduction to Entrepreneurship**

Through case studies, frequent guest speakers, and the professor's own experience, the real world of entrepreneurship will be brought into the classroom to provide a context for students to learn the fundamentals of founding, operating, and exiting a start-up business. Students will learn new perspectives that will teach them to think like an entrepreneur. Those who are interested in the general study of entrepreneurship, those who want to be entrepreneurs, and those who would like to leverage entrepreneurial principles in other career paths are all good candidates for the course. This course can only be taken for a grade. Prerequisite: sophomore, junior, or senior standing in any school or college. Students can either enroll in either MGT 421 or MGT 460L. You can't receive credit for both courses.

Credit 3 units. EN: S

---

**B53 MGT 424 Business Planning for New Enterprises [The Hatchery]**

Students form teams to pursue their own or an outside entrepreneur's commercial or social venture. The first session will feature a "Team Formation" event where students and community members pitch their ideas and opportunities to the class. During the semester, the teams are supported and advised by the Instructor, Executive Coach, and Mentor(s) as they research and develop startup plans. Academic deliverables include two presentations to a panel of judges and a complete business plan for commercial ventures or sustainability plan for social ventures. The course is open to students from all disciplines and degree programs. Most of the work will be done outside the classroom with the support of the coaches, mentors, advisors and instructor. Classes will be held once per week for the first half of the semester. Workshops and rehearsals will be required in the second part of the term. Prerequisite: MGT 160E or MGT 421 or MGT 460L or MGT 477E or EECE 480 or I60 105 or ECON 105 or FYP 105B. Credit 3 units.

---

**B53 MGT 432E Business Management of Arts Organizations**

This course is for students who want to work in arts-related organizations and corporations. It will complement the Business of Arts course, which is directed to individual artists who need a business background and who may become entrepreneurs. The intent of this course is to provide business-oriented students who want to work in organizations producing a wide array of arts -- including the performing arts, architecture and design, art galleries (both museum and sales), fashion or media -- the knowledge of how these institutions are managed and financially run, in both the for-profit and non-profit areas. The course will build on basic business skills and combine lectures, case studies and expert professional interactions. This will include on-site visits and presentations. The course will also provide a framework for experiential learning practicum projects, which will be conducted simultaneously with various arts organizations. Prerequisite: MGT 100, MGT 200A, or MGT 380. Credit 3 units.

---

**B53 MGT 440 Sports Management**

This course examines business and management issues involved in the sports industry. This industry is very diverse, ranging from global sports events (such as the Olympic Games, World Cup Soccer, etc.) to major national competitions (such as the National Football League, Major League Baseball, etc.). Engaged in this industry are many different players, including franchises, governing leagues, sponsors, media, stadium owners, government, fans, and so forth. This course will take a practical look at the world of sports management and administration, with an eye on extracting key lessons for corporate management and administration. Credit 3 units.

---

**B53 MGT 445E Entrepreneurship Through Acquisition**

The purpose of this course is to provide students with an opportunity to explore being an entrepreneur by acquiring a company rather than starting one from scratch. The readings and class discussions will help students understand how to purchase a business, finance an acquisition, and operate and grow a business. The cases and conversations will help students understand what it is like being a young, first-time CEO and what types of challenges and issues will be encountered. Credit 1.5 units.

---

**B53 MGT 450A Internship in Business**

This is an online course designed to deepen the overall learning you gain from an internship. By completing structured assignments that relate to both the work completed during the internship and to elements of the broad-based Olin business curriculum, the value

of the internship will be markedly increased--for both students and employers. Internship in Business is a 1.5-credit Pass/Fail course for Olin Business School undergraduates. The course, credit, and pass/fail grading are transcript notations, but the hours earned for MGT 450A do not count toward the 120 hours minimum needed for graduation nor does the grade count towards your GPA. Students must submit application for approval [https://wustl.az1.qualtrics.com/jfe/form/SV\\_4VkJqUz3Apr5nU](https://wustl.az1.qualtrics.com/jfe/form/SV_4VkJqUz3Apr5nU). Prerequisite: Approval from Undergraduate Programs prior to enrolling in this course. Credit 1.5 units.

---

**B53 MGT 450G The Business of Sports**

This course provides an overview of the major aspects of the sports business industry, including but not limited to the following: (1) the primary revenues and expenditures of pro and college sports; (2) collective bargaining agreements; (3) sports media rights; (4) facility financing; (5) sports sponsorships and athlete endorsements; (6) the role that sports commissions play within communities; and (7) current events that affect the growth and evolution of the sports business industry. Credit 3 units.

---

**B53 MGT 450I International Internship in Business**

This online course deepens the overall learning a student gains from an international internship. By completing structured assignments that relate to both the work completed during the internship and to elements of the broad-based Olin business curriculum, the value of the internship increases markedly, for both the student and employers. Prerequisite: Admission to one of Olin's International Internship Programs. Credit 1.5 units.

---

**B53 MGT 450R Business & Government: Understanding and Influencing the Regulatory Environment**

The United States as well as many of the world's governments has entered a new episode with respect to the interaction of business and government. Now, more than ever, government regulations are attempting to spur job growth and the economy on one hand, but also is intruding into many aspects of business and the markets on the other hand. Business students must not only understand the shifting business government landscape, but also how to engage government officials and legislators to help shape policies that affect their firms and industries. As an introductory course, student will learn from business and government leaders how to interact with and affect the processes of regulation. Credit 3 units.

---

**B53 MGT 450Z European Study Tour**

This course encompasses Individual and team research, writing, presentation and participation in Olin's European Study Tour (EST), including Mock Parliament. It includes required attendance and expected professional contributions to all EST corporate and government visits and briefings and other EST individual and group activities. Offered only in the spring semester. Prerequisite: Admission to the Olin European International Program. Credit 1.5 units.

---

**B53 MGT 460H Corporate and Global Strategy**

Business-level strategy involves a firm's choices regarding how to compete in a particular single industry or market. Corporate strategy, on the other hand, involves choices about which sets of different industries or markets to compete in, and how to do so. It also involves choices about which kinds of activities to undertake within the firm,

and which to organize through contracts or alliances with other firms. Global strategy is a particular type of corporate strategy that involves choices about which geographic regions or national markets to compete in and how.

Credit 3 units.

---

### **B53 MGT 460I Sports Business Analytics**

This course introduces students to business analytics through sports-themed applications, academic research pertaining to sports topics, class readings, and guest lecturers from industry. Objectives for students include: 1) learning estimation and forecasting skills/trends used in sports; and 2) develop critical thinking skills necessary to assist managerial decision making to augment the performance of sports teams, leagues, or companies.

Credit 3 units.

---

### **B53 MGT 460J Legal Issues in Sports**

This course introduces the fundamentals of sports law. It teaches the basic tenets of a variety of legal disciplines through the lens of sport. It focuses on legal issues that have a direct relationship to sport with an emphasis on current legal sports issues in the news. In the tort arena, we will explore the potential liability of athletes for reckless violent actions toward their competitors, of sports teams and leagues for failing to adequately protect the health of participants (e.g. concussion lawsuits), of coaches, trainers and medical personnel at all levels for failing to properly train, monitor and assess athletes, of product manufacturers for injuries caused by defective sports equipment, and of teams for injuries to spectators, among other potential liabilities.

Credit 1.5 units.

---

### **B53 MGT 460L Introduction to Social Entrepreneurship**

Social entrepreneurs use innovative, market-based tools and responses to solve social and environmental problems. This interdisciplinary class attracts students from all disciplines to develop an entrepreneurial mindset and skill set to apply to local and global issues. Through readings, lectures, local and international guest speakers, case studies, classroom debates, and lean startup and business model canvas techniques, students will gain meaningful insight into how to create and capture social value. Students will develop the skills to develop and pitch a social venture that fits their passions and interests in the Olin Big Idea Bounce Pitch competition that brings students together across campuses to share their ideas and compete for prize money. In addition, students will explore the role entrepreneurship and social impact investing play in the social and economic development of healthy communities both nationally and internationally. Students may take either MGT 421 or this course.

Credit 3 units. EN: S

---

### **B53 MGT 460M Business of Social Impact**

This course is designed for students interested in understanding how social change and social impact can be achieved, borrowing tools and approaches from a broad spectrum of disciplines by asking the following questions: What is social impact and what is social change? How has the concept of social impact developed, where did it come from and how is it useful? How can social impact be meaningfully measured? What examples exist for cooperation and mutual support in the achievement of social impact? What role do for-profit organizations play in creating and promoting social impact? How do CSR, PPP and BOP achieve social impact? The course is based around social impact as a concept, measuring social impact and building institutions, and partnerships around social impact. It will be taught with a practical bent using examples from existing social impact organizations, including those of the professor. Guest speakers will provide case studies of social impact approaches from the local area.

Credit 1.5 units.

---

### **B53 MGT 475E Innovating for Defense**

This interdisciplinary entrepreneurial course gives students the unique opportunity to solve real problems facing the U.S. Department of Defense (DoD) and the U.S. Intelligence Community (IC). This course is open to all students who want to solve real problems for real stakeholders in real time. In consultation with course instructors, students will form their own interdisciplinary teams to explore a challenge experienced by a dedicated DoD problem sponsor who will be regularly engaged with the team. Student teams learn and use the Lean Startup methodology and the Mission Model Canvas made famous by Stanford University to iteratively cut through the complexity of the problem. Note: This course is sponsored by the U.S. DoD. It was originally developed at Stanford University and is now taught at 30+ U.S. universities. A student does NOT have to be a citizen of the United States to take this course; none of the DoD problems are classified.

Recommended completion of T55 ETEM 520.

Same as T55 ETEM 525

Credit 3 units.

---

### **B53 MGT 476E Innovating for Healthcare**

In this entrepreneurial course, students form teams and work on solving real problems facing the healthcare industry by producing solution prototypes that may also be commercialized by the students once the class is completed. The majority of the course work involves weekly customer interviews and team presentations on those findings. Using Lean Startup Theory, this course will provide an entrepreneurial platform that can develop solution prototypes that match the healthcare industry users' needs in just weeks, rather than months or years. Depending on the industry, grants or investors may provide follow-on funding to student teams for further refinement and the development of solution prototypes. The course is demanding; students will present during every class, work closely with their teams, and receive relentlessly direct feedback. Problem sponsors, mentors, industry liaisons, corporate partners, investors, and journalists may be in the room while students are solving real problems for real customers in real time. This is a course designed for all graduate and upper-level undergraduates in all WashU schools and programs. It takes an entrepreneurial, interdisciplinary approach to the healthcare industry's biggest challenges. Prerequisites: MGT 421; MGT 401C; and MGT 424 or MGT 460L are recommended for Olin students. It is assumed that students will come into the course with a basic understanding of ideation, research methods, corporate entities, funding sources, intellectual property, and related concepts.

Credit 1.5 units.

---

### **B53 MGT 477E Launching and Scaling New Enterprises (The League)**

This advanced entrepreneurship course acts as an accelerator, encouraging students to actually launch and scale a business. Students must apply at <https://sites.wustl.edu/theleague/> either with a business idea OR to join a student team that is about to launch their business. Students will be notified of their selection to join The League (of Extraordinary Entrepreneurs) shortly after the application deadline. Our most successful alumni in technology have agreed to be part of the class. This course covers leadership; crafting a story; product development; attracting customers; an innovative mindset; building successful teams; scaling to billion-dollar valuations and the mind of the high tech investor. The deliverables in the course include reflections on each of the "unicorn" guest speakers and how it applies to the students' ideas; actually launching their website and MVP of their product; meeting the growth goals the teams set for themselves; pitching real VC's and Angel Investors at the end of the course; and applying for a St. Louis Arch Grant Prerequisite: enrollment by application only.

Credit 3 units.



---

**B53 MGT 478E Ownership Insights: The Competitive Advantage of Family- and Employee-Owned Firms**

This course is designed to introduce students to the unique governance and financing issues faced by owners of closely held businesses, with particular emphasis on employee- and family-controlled firms. The core issue addressed in this course is that of sustainability: What actions are required of the current owners to increase the likelihood that the business will last beyond them? What best practices can we learn from successful employee-owned and multigenerational family businesses, some of which have been in existence for more than 150 years? There are three target audiences for this course: 1) students who may be or who are considering working for a closely held business, be it employee- or family-owned; 2) entrepreneurs who build successful businesses and want their businesses to be passed on to their employees or family members; and 3) students seeking to work in the private equity, investment banking, legal or wealth-management industries and who will be calling on this segment of the market. The course will be multidisciplinary and more qualitative than quantitative. Each class will have a lecture and case component; there will be guest speakers at each session. Students will be required to complete a case study in advance of each class (not more than two pages). There will be no final exam. Class attendance and active participation are expected. Credit 1.5 units.

---

**B53 MGT 490 Honors Seminar I**

The first of a two-course honors seminar. Students will have the opportunity to investigate current issues in business using an interdisciplinary approach to their research. Course content of the seminar varies from year to year. Prerequisites: senior standing and faculty invitation. Credit 3 units.

---

**B53 MGT 491 Honors Seminar II**

The second of a two-course honors seminar. Students will have the opportunity to investigate current issues in business utilizing an interdisciplinary approach to their research. Course content of the seminar will vary from year to year. Prerequisite: MGT 490. Credit 3 units.

---

## Managerial Economics

Visit online course listings to view semester offerings for B54 MEC.

---

**B54 MEC 290 Microeconomics**

Provides a rigorous analysis of the behavior of consumers and firms in competitive and monopoly markets; oligopoly markets are introduced. Consumer topics include preferences and utility, budget constraints, consumer optimal choice and demand curves. Firm topics include technology, cost minimization and profit maximization. The course concludes with price determination in monopoly and competitive markets, and an introduction to oligopoly and game theory. The focus of the course is on microeconomics as a decision making tool for consumers and managers. Prerequisite: Completion of Math 131 or concurrent enrollment in Math 132 or Math 233. Credit 3 units. EN: S

---

**B54 MEC 292 Global Economy**

Introduces the fundamentals of international economic analysis. Provides an economic foundation to the analysis of business decisions and strategies in the global setting. Topics include: introduction to the global economy; comparative advantage as the basis for international trade and sources of comparative advantage; economies of scale and imperfect competition as the basis for international trade; tariffs and

other instruments of trade policy; political, legal, and institutional factors influencing international trade; balance of payments; exchange rates and the foreign exchange market; international capital flows; national competitive advantage and industrial policies; global economic competition and business strategy. Prerequisites: MEC 290 or ECON 1011 and DAT 120. Credit 3 units. EN: S

---

**B54 MEC 292C Global Economy: South America**

This course introduces the fundamentals of international economic analysis and provides an economic foundation to the analysis of business decisions and strategies in the global setting. Topics include introduction to the global economy; comparative advantage as the basis for international trade and sources of comparative advantage; economies of scale and imperfect competition as the basis for international trade; tariffs and other instruments of trade policy; political, legal, and institutional factors influencing international trade; balance of payments; exchange rates and the foreign exchange market; international capital flows; national competitive advantage and industrial policies; and global economic competition and business strategy. Prerequisites: MEC 290 or ECON 1011, DAT 120, and admission to the Emerging Economies South American Program. Credit 3 units.

---

**B54 MEC 292S Global Economy - Australia**

Introduces the fundamentals of international economic analysis. Provides an economic foundation to the analysis of business decisions and strategies in the global setting. Topics include: introduction to the global economy; comparative advantage as the basis for international trade and sources of comparative advantage; economies of scale and imperfect competition as the basis for international trade; tariffs and other instruments of trade policy; political, legal, and institutional factors influencing international trade; balance of payments; exchange rates and the foreign exchange market; international capital flows; national competitive advantage and industrial policies; global economic competition and business strategy. Prerequisites: MEC 290 or ECON 1011, DAT 120, and admission to the Asia Pacific Internship Program. Credit 3 units.

---

**B54 MEC 310E Business of Luxury Hospitality**

This course builds on and applies a wide variety of skills students learn in the Olin core. It will explore the economics of the luxury hospitality business and the nature of competition in the restaurant, nightlife, hotel/resort and casino segments. Students will learn the business fundamentals of each industry, interact with industry leaders, and apply what they have learned to specific companies worldwide. Prerequisites: MEC 290 or ECON 4011. Credit 3 units.

---

**B54 MEC 320 Olin Grand Rounds: The Business and Practice of Medicine**

Grand rounds in medical schools are a forum for presenting new and challenging clinical problems and cases. The goal of Olin Grand Rounds is to focus on the challenges and solutions facing the business of medicine. The course will therefore provide an introduction to the current issues facing the health care sector that integrates management tools and clinical knowledge. The objective is to provide students new insights into how modern management tools can be combined with scientific and clinical knowledge to manage health care organizations more efficiently and practice medicine more effectively. Credit 3 units.

---

**B54 MEC 321 Health Economics and Policy**

The basic tenets of health economics will be covered. This course will place a unique emphasis on incorporating materials from three broad source categories -- textbook elements, "lay" press and media, and academic journal publications -- with the aim of fostering the application of rigorous, critical thought to media presentations of health care economics and policy issues.

Credit 3 units.

---

**B54 MEC 322 Health Care Management**

The goal of the course is to develop facility in applying basic tenets of general management to actual situations and dilemmas that might be faced by health care managers, consultants, financiers, investors, innovators, or providers in the course of their work. Issues addressed will include but not be limited to financial issues, management challenges, and conduct of operations. The first phase will cover the basic background on the structure and financing of the health care industry to include very brief reviews of critical topics like insurance and government-provided health care. A few basic frameworks will then be developed for students to apply to course topics moving forward, such as cost/benefit analyses and evaluation of risk. The remainder of the course will involve critical analyses of health care cases involving varied subjects and management challenges. Class sessions will emphasize student-led discussions.

Credit 3 units.

---

**B54 MEC 370 Game Theory for Business**

Provides students with a methodological framework to analyze strategic business situations. Building on a background in microeconomics and statistics, this course includes such topics as the following: modeling strategic problems, games with sequential moves, games with simultaneous moves, strategies and the derivation of strategic forms, general classes of games, uncertainty and information, strategy and voting, auctions, bargaining. Prerequisite: MEC 290 or ECON 4011.

Credit 3 units. EN: S

---

**B54 MEC 400K Research Analysis in Industry**

Research in Industry Analysis will build on the materials taught in MEC 370 (Game Theory) MEC 470 (Market Competition and Value Appropriate) and MEC 471 (Empirical Techniques in Industry Analysis), integrating them with methods of industry analysis used in practice and applying them to companies. Prerequisites: MEC 370, MEC 470 and MEC 471.

Credit 3 units.

---

**B54 MEC 420 Research in Health Care Management**

This is the capstone course for the Health Management major in which students learn to apply rigorous statistical and analytical approaches to research questions in health services, including but not limited to questions relating to management, finance and economics, operations, and policy. Faculty will identify several available research project options and present these options in class. The goal is to capitalize on the strength of the university medical school and affiliated medical centers, in addition to capitalizing on existing relationships between Olin and various health care firms to identify student research projects. Students will also be encouraged to formulate their own research questions and to identify potential data sources they could use to address these questions, if they so desire. Students will work in teams of three or four using the approaches developed for the Practicum and Hatchery courses.

Credit 3 units.

---

**B54 MEC 460 Economics of Entertainment**

This course will focus on the unusual economics of the entertainment industry and the associated management challenges. The sessions will cover the basic economics of entertainment, then focus specifically on the music and movie industries, plus one other that will vary from year to year. Classes will consist of lecture and discussion, as well as speakers from the relevant industries. The primary student deliverable will be a twenty minute documentary-style production in which student teams present findings of their research into specific industries within the broader industries studied in class, e.g., rock, classical or rap within music, blockbusters within music, etc. Prerequisite: MEC 290 or ECON 4011.

Credit 3 units. Arch: NLCU

---

**B54 MEC 4600 Business of Arts**

This course is for students who aspire to a career in the creative side of the Art Business, including visual art, dance, music, fashion, architecture, photography, writing/poetry, film, communication design, etc.; it may also be of interest to those who plan to work in the business side of Art, but in close connection with the creative side, e.g., A&R at a record label, or acquisitions in a movie or TV studio. It will complement MGT432E, Business Management of Arts Organizations. This course provides a diverse collection of business skills that form the foundation for the course's main deliverable: a multi-year plan for the development of an art business that will have commercial success sufficient to enable the artist to pursue their art as a profession. It includes interaction with successful artists, numerous presentations and experiential activities as the business plan develops throughout the semester.

Credit 3 units.

---

**B54 MEC 461E U.S. Macroeconomic Policies During Crises**

The course will cover six or seven different topics related to monetary policy, banking supervision and regulation, and financial markets. The course will feature notable speakers as well as lectures by assigned faculty. The goal is to present the best in contemporary thought regarding monetary and fiscal policy as well as public regulation of the financial sector.

Credit 1.5 units.

---

**B54 MEC 470 Industrial Economics**

Provides students with frameworks and capabilities for making intelligent decisions in evolving markets. Course begins with general game theory concepts, which form the basis for two main topics: models of competition in markets and value appropriation. Students will learn the basic framework, and apply it in the context of a detailed industry study. Specific topics may include firm interactions in stable and evolving market environments, industry life cycles, the evolution of new product markets, and strategic decision-making in developing markets. Prerequisite: MEC 370.

Credit 3 units.

---

**B54 MEC 471 Empirical Techniques for Industry Analysis**

Students will learn how to use data to answer a wide variety of questions regarding the incentives and behavior that generate market activity. We emphasize inference about the strategic decisions of firms and consumers. Students are introduced to new statistical and econometric tools by examining the application of these tools to current research in economics. Among the topics considered are the empirical implications of: strategic bidding in auctions, price discrimination and dispersion, differences across products, and the internal organization of firms. Prerequisites: MEC 290, DAT 120 and DAT 121.

Credit 3 units. EN: S

---

### **B54 MEC 494 Business and the Environment**

Course will examine the relationship between environmental economics and environmental policy. The course will focus on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course will examine critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; (2) use of market incentives (e.g., prices, taxes, or charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011.

Same as L11 Econ 451

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

## Marketing

Visit online course listings to view semester offerings for B55 MKT.

---

### **B55 MKT 370 Principles of Marketing**

Marketing is the window to the customer, making the function a critical component of any successful organization. Through a mixture of lectures, case discussions and classroom exercises, this course will give students an overview of the best theories and practices in marketing management today. Specific topics will include: how to segment the customer base and choose target markets, how to create perceived value both from an economic and psychological perspective, how to differentiate a product or service from a competitor's offering, how to build and maintain a strong brand, and how to employ different marketing tools such as advertising, pricing, product design, service, and location. The class will also provide students with some basic tools for evaluating the financial impact of marketing activities. Prerequisites: Sophomore standing and MEC 290 or Econ 1011 or MGT 100.

Credit 3 units. Arch: NLCU EN: S

---

### **B55 MKT 377 Consumer Behavior**

Psychological, sociological, and social psychological principles as they apply to consumer response to product offerings, media communications, personal influence, and other environmental factors. Consumer buying behavior is analyzed from theoretical, empirical, and applied perspectives. Current applications of concepts employed by marketers are discussed in the context of both consumer and industrial marketing situations. Prerequisite: MKT 370.

Credit 3 units. Arch: NLCU EN: S

---

### **B55 MKT 378 Marketing Research**

MKT 378 course discusses how to quantify the basic marketing framework using basic primary research skills. The focus is in obtaining market knowledge through surveys, experiments and other direct learning methods. Prerequisites: MKT 370, DAT 120 and DAT 121 or concurrent enrollment in DAT 121. Non-business students who don't meet these prerequisites could take MKT 470N instead.

Credit 3 units.

---

### **B55 MKT 381E Inclusive Marketing**

Inclusive Marketing Strategies examines the importance of integrating inclusive thinking from the beginning of the strategic marketing process - and in every key decision that follows. The course will explore what we know about societal, cultural, demographic shifts and spending power and how these changes will affect our marketing approach and ultimate success. The course will feature discovery through strategic insights, current marketplace examples, group discussion and theory application.

Credit 1.5 units.

---

---

### **B55 MKT 400E Elements of Sales: Tools and Techniques**

This course will provide students with a thorough understanding of the sales function in a managerial context as well as the process of selling from prospecting through solution selling and account maintenance. Specific topics addressed include sales force structure, salesperson selection, evaluation, and compensation. Students will study sales technique, strategic selling, and key account management. Prerequisite: MKT 370.

Credit 3 units. Arch: NLCU

---

### **B55 MKT 400G Digital Marketing and Analytics**

This course teaches students how to utilize key technologies and data sets to drive business growth via digital channels, and how to properly measure investments. In addition to learning how to utilize various paid, earned, and owned digital media tactics, students learn how to build performance-driven websites and how to utilize digital data to better understand consumers and markets. This course is widely applicable to students seeking marketing, entrepreneurial, or strategy-driven careers. Prerequisite: MKT 370 and either DAT 120, Math 2200, Math 3200 or ESE 326.

Credit 3 units.

---

### **B55 MKT 400I Creating & Launching Innovative New Products**

This course teaches students how to successfully create and launch new solutions (i.e., products, services, and technologies) inclusive of the business models that power them. Students learn cutting-edge approaches to uncover opportunities, curate ideas, discover solutions, and then realize the potential via successful launch. In addition, they learn how to build innovative environments and build the culture needed within them. This course applies to students seeking careers as brand managers, product managers, product marketers, consultants, and those who aim to be entrepreneurs. Prerequisite: MKT 370.

Credit 3 units. Arch: NLCU

---

### **B55 MKT 400L Understanding and Conducting Business Experiments**

This course teaches students causal inference methods. Making good business and policy decisions often demands decision makers to move beyond discovering correlations in the data, and to understand the underlying processes that have generated these correlations. In fact, the range of business- and policy-relevant questions requiring causal inference is broader than commonly recognized, including topics like churn prediction in business settings. Therefore, a deep understanding of causal inference is crucial, especially in the era of expanding Artificial Intelligence capacities. Prerequisite: DAT 120.

Credit 3 units.

---

### **B55 MKT 400M Sports Marketing**

This is a specialized class focused on Sports Marketing. It is essential for anyone going into the field of Sports Marketing, but given the experience of the instructor, I would recommend it to anyone with an interest in the topic. Prerequisite: MKT 370.

Credit 3 units.

---

### **B55 MKT 4095 Entrepreneurship Marketing Methods**

Growing a startup requires sales and marketing strategies that are unique to those utilized by established organizations. This reality helps to explain why a scroll through LinkedIn or Twitter will likely introduce entrepreneurs to concepts such as "product-led growth" and "flywheels." It also explains why a search for "startup marketing" on Google will introduce them to ideas often referred to as "growth hacks." The challenge for founders as they work to apply these ideas is that they most often lack substance, specificity, and or actionable

insight. These examples highlight the nuance of successfully marketing a startup, entrepreneurs' demand to learn these nuances, and the difficulty of correctly learning how to do the right things and do them well. These challenges are compounded by the fact that startups are resource- and time-constrained so they must learn how to prioritize driving customer acquisition, retention, and loyalty. Finally, startups must have a technology roadmap and measurement framework to optimize over time. This course will ensure that Olin students have this knowledge and expertise while also putting them in a position to help existing startups better grow their businesses. It is recommended that students take MKT 4095, offered as a Mini A course which will prepare you for the experiential course MKT 431E, Marketing Metrics, offered as a Mini B course where you will work with a real client on a specific growth initiative, applying what was learned in this course. It is not required, just recommended. Prerequisites: MKT 370 or MGT 421 or MGT 424, MKT 4001 or ENG 324 or MGT 106E or L11 105 or I60 105. Credit 1.5 units.

---

#### **B55 MKT 431E Marketing Metrics**

Experiential Learning: Growing a startup is incredibly challenging. This reality helps to explain why a scroll through LinkedIn or Twitter will likely introduce entrepreneurs to concepts such as "product-led growth" and "flywheels." It also explains why a search for "startup marketing" on Google will introduce them to ideas often referred to as "growth hacks." These examples highlight the nuance of successfully marketing a startup, entrepreneurs' demand to learn these nuances, and the difficulty of correctly learning how to do the right things and do them well. Marketing Metrics provides students an opportunity to engage in active and applied learning through work on real-world, team-based projects, working with a real client. Each project is unique, but all are centered on driving data-driven, implementable solutions to help their client achieve their growth objectives. Prerequisite: Enrollment is limited to 35 students. Interested students should add their name to the waitlist in WebSTAC and will be sent a survey shortly after registration. Students will be notified of their acceptance prior to the start of the semester once the client list has been finalized. Credit 1.5 units.

---

#### **B55 MKT 470E Pricing Strategies**

This course will equip you with the concepts, techniques, and latest thinking on assessing and formulating pricing strategies. Through lectures, in-class discussions, case studies, group project/presentations, and pricing simulation games, you will learn to use the fundamental analytical tools, theories and conceptual frameworks to formulate proactive pricing strategies improving the firm's profitability. Topics of discussion include incremental contribution analysis, EVC analysis, segmentation and price customization, competitive pricing strategy, pricing innovative products, price promotion, psychological/behavioral issues in pricing, dynamic pricing, pricing and market making on the Internet, and pricing of digital products and services. Prerequisite: MKT 370. Credit 3 units.

---

#### **B55 MKT 470N Applied Marketing Research**

This course is designed to provide you with an appreciation of the role of marketing research (MR) in the formulation and solution of marketing problems. You will be developing an understanding of the marketing research process, and understand how to read reports and use output from marketing research to make managerial decisions. While the course will cover the process of engaging in marketing research, the emphasis is on understanding how to interpret output from marketing research so that you can gain greater mileage from marketing research reports that are run for your company, and on understanding what types of information can be collected so you will understand what types

of information you can commission once you step into a managerial role. BSBA students can't enroll in this course. Students may not receive credit for both MKT 378 and this course. Prerequisite: MKT 370, Math 131 and Math 2200. Credit 3 units.

---

#### **B55 MKT 477 International Marketing**

Addresses three fundamental decisions confronting a company whose operations extend beyond the domestic market: (1) choosing which foreign markets to penetrate; (2) determining the mode of market entry; and (3) devising the international marketing plan. Topics include global marketing planning; environmental and cultural influences on international marketing decisions; organizational and control issues in international marketing decisions; global marketing intelligence; foreign risk and feasibility studies; and issues of ethics in other countries. Prerequisite: MKT 370. Credit 3 units. EN: S

---

#### **B55 MKT 477S International Marketing Sydney**

Many companies, large & small, prepare a business environmental analysis for each country in which they do business. The analysis assesses the (consumer, industrial or organizational) demand in a particular country for merchandise like the company markets as well as the company's ability & willingness to supply that merchandise to that country. You will prepare a marketing environmental analysis for some merchandise (either a new or existing service or product) of your choice from a company of your choice in Australia. Prerequisites: MKT 370 and admission to the Asia Pacific Internship Program. Credit 3 units.

---

#### **B55 MKT 480 Marketing Strategy**

Successful business plans are dependent on well-defined and carefully crafted marketing strategies. In this course, students will explore the interconnections between business strategy and marketing strategy through a series of lectures, case discussions, and participation in an online marketing simulation exercise. The course also places heavy emphasis on the discussion of topical marketing issues faced by companies in the current environment. Students are required to read the relevant business press and bring real world issues into the class for brainstorming and interactive discussion. Through this process, students will become astute observers of the strategic trends in marketing across a variety of industries. Prerequisite: MKT 370 and completion or concurrent enrollment in DAT 121. Credit 3 units.

---

#### **B55 MKT 481 Advertising and Promotions**

This course focuses on an Integrated Marketing Communications (IMC) approach to advertising and other forms of commercial communications. The purpose is to provide future managers and practitioners with a foundation in communications theory, based on understanding the target's role in the demand chain for goods and services, as well as "hands on" experience in developing marketing communications plans. A practical understanding is provided of each of the range of marketing communications vehicles: consumer and business-to-business advertising, sales promotion/incentives, direct marketing, public relations, events and sponsorships, as well as online/interactive communications. Copy strategy, creative development, media planning, promotion strategy, and the evaluation of these programs are all addressed in this course. Industry experts will give guest lectures. We will have 4 companies in different industry sectors for which the class will develop marketing communications plans during the course. Prerequisite: MKT 370. Credit 3 units.

---

---

### **B55 MKT 482 Brand Management**

The course examines brand equity and explores brand architecture with the purpose of maximizing brand equity. It is suitable for those interested in careers in brand development. Prerequisites: MKT 370 and either completion or concurrent enrollment in MKT 378 or MKT 470N. Credit 3 units. Arch: NLCU

---

## **Organizational Behavior**

Visit online course listings to view semester offerings for B56 OB and B66 OB.

---

### **B56 OB 325 Human Resources Management**

Emphasis on development of attitudes and skills of managers and supervisors in solving human problems and in building and maintaining effective employer-employee relations. Major topic areas include: selection and placement, training, and compensation. Other topics include legal aspects of employment policies, labor relations, and other aspects of human resources management. Prerequisite: junior standing. Credit 3 units.

---

### **B56 OB 360 Organization Behavior Within the Firm**

This course provides a toolbox of skills that are necessary to be an effective team member and manager. It focuses on behavior at the individual, group, and organizational levels to provide a broad picture of management in organizations. Ongoing themes include motivation, team dynamics, organizational design, and corporate culture. Assignments, experiential exercises, and course materials are designed to build skills in team management, organization, and communication that will be useful for other group assignments as well as work experiences. Prerequisite: MGT 100 or sophomore standing. Credit 3 units.

---

### **B56 OB 400C Women in Leadership**

This courses uses a multi-faceted approach to learn about women and leadership. To better prepare students to lead in organizations, we will learn from notable leaders who will share their experiences and advice with the class. These conversations will be supplemented with cases and readings of women leaders pulled from a range of organizations as well as a review the current state of empirical evidence about the status of women as leaders. Finally, there will be time to engage in deep reflection about what students expect from their careers as well as a chance to consider the pathways they must take to become effective and inclusive leaders in increasingly diverse organizations. Prerequisite: Undergraduate standing. Credit 1.5 units.

---

### **B56 OB 431E Thinking Creatively and Leading Creative Teams**

This course is designed for students who want to improve their ability to develop creative solutions to tough business problems and to be able to inspire creativity in others. In a world of rapid change and increasing complexity, existing approaches simply won't do it anymore -- at least not for long. Thus, the ability to not only update and refresh existing products and services but also to generate ideas for new-to-the-world offerings becomes indispensable. Students who have mastered the skills of creative thinking and doing and who can foster those skills in others are therefore in a position to add tremendous value to their firms and, ultimately, to society. This course is designed to help students understand and begin to master those skills. Prerequisite: OB 360 is required for BSBA students. No prerequisite for non-BSBA students. Credit 1.5 units.

---

---

### **B56 OB 434E Talent Analytics**

Finding, developing, and retaining the best talent has always been the key to sustained success in business. Organizations today have potential access to far more useful information about people than ever before, but most struggle to access and use it effectively. In a highly competitive global market, rigorously analyzing data to enable timely and strategic decisions about talent provides a critical edge. In this course, students will learn how to use analytics to bring data and rigorous modelling to bear on people-related issues, such as recruiting, performance evaluation, leadership development and succession, job design, and compensation. Together, these factors can help organizations achieve their long-range strategic goals, rather than simply serving as administrative support functions. Prerequisites: OB 360 and DAT 220. Credit 1.5 units.

---

### **B56 OB 435E People Metrics**

Since metrics are at the core of people analytics, this course introduces students to the foundations of assessing behavior in organizations using novel measurement approaches and large datasets. Through classroom discussions and real-world applications, this course will enable students to add value to organizations through the development, use, and interpretation of innovative people metrics. Specifically, after taking this course, students will be able to develop a clear and logical conceptual measurement model. A conceptual measurement model is the foundation of creating novel and useful new approaches for assessing intrapersonal characteristics (e.g., personality) and interpersonal behavior (e.g., knowledge sharing, teamwork). This course was formerly known as OB 400F. Prerequisites: OB 360 and DAT 220. Credit 1.5 units.

---

### **B56 OB 461 Negotiation**

Skillful negotiation is an important aspect of management. This course is designed to improve a student's skills in analyzing and conducting negotiations in a variety of settings. Topics include two-party bargaining, multi-party bargaining, arbitration, and coalition formation. Prerequisite: OB 360. Credit 3 units.

---

### **B56 OB 462 Leadership in Organizations**

This course is designed to fulfill three broad objectives for students. The first is to provide a useful overview of the primary leadership perspectives, focusing on how each framework links individual leadership to organizational outcomes. The second objective involves student self-assessment of strengths and weaknesses in relation to the abilities and skills that are predictive of leadership effectiveness. The third goal of the course is to enable participants to articulate an effective strategic plan for individual leadership development. Course topics include perspectives on individual leadership effectiveness, leadership and motivation, developing subordinates, leading groups and teams, leading the resolution of conflict, and leading organizational change. Prerequisite: Sophomore standing. Credit 3 units.

---

### **B56 OB 468E Mindfulness and Performance in the Workplace**

Throughout corporate America and contemporary society, we frequently hear people touting the value of "mindfulness." What exactly is this concept, and how can it foster performance in the workplace and improve the quality of workers' lives? This course addresses these questions. More specifically, this course examines a large and growing body of research on mindfulness and mindful organizing, and it incorporates a number of cases and activities designed to hone students' attention-related skills and highlight applications of the

course material. By the completion of the course, students should be finely attuned to the nature and relevance of mindfulness for organizations and their members; they should also be able to think and behave more mindfully on an everyday basis.

Credit 1.5 units.

---

**B56 OB 472 Defining Moments: Lessons in Leadership and Character from the Top**

Most successful leaders can point to a handful of "defining moments" in their careers - key choice points that defined the trajectory of their character, their career, and/or their company. How can aspiring business leaders prepare themselves to face these defining moments with insight and integrity? How do leaders achieve business performance without sacrificing character or integrity? This course examines these questions by learning from notable leaders who exemplify both business excellence and personal character. Top executives from leading companies will sit down with us to talk about their "defining moments" and to engage with us in considering these questions. These conversations will be supplemented with contemporary cases and readings on leadership and character. Prerequisites: Senior status or juniors with permission of instructor. Credit 1.5 units.

---

**B66 OB 360P Organizational Behavior Within the Firm (Paris)**

This course provides a toolbox of skills that are necessary to be an effective team member and manager. It focuses on behavior at the individual, group, and organizational levels to provide a broad picture of management in organizations. Ongoing themes include motivation, team dynamics, organizational design, and corporate culture. Assignments, experiential exercises, and course materials are designed to build skills in team management, organization, and communication that will be useful for other group assignments as well as work experiences. This section is taught in Paris, France. Prerequisite: participation in the Business in Europe Study Abroad Program. Credit 3 units.

---

**B66 OB 400C Women in Leadership**

Using a multi-faceted approach to learn about women and leadership. To better prepare students to lead in organizations, we will learn from notable leaders who will share their experiences and advice with the class. These conversations will be supplemented with cases and readings of women leaders pulled from a range of organizations as well as a review the current state of empirical evidence about the status of women as leaders. Finally, there will be time to engage in deep reflection about what students expect from their careers, as well as a chance to consider the pathways they must take to become effective and inclusive leaders in increasingly diverse organizations. Credit 1.5 units.

---

**B66 OB 400D Thinking Creatively and Leading Creative Teams**

This course is designed for students who want to improve their ability to develop creative solutions to tough business problems and to be able to inspire creativity in others. In a world of rapid change and increasing complexity, existing approaches simply won't do it anymore - at least not for long. Thus, the ability not only to update and refresh existing products and services but also to generate ideas for new-to-the-world offerings becomes indispensable. Students who have mastered the skills of creative thinking and doing and can foster those skills in others are therefore in a position to add tremendous value to their firms and, ultimately, to society. This course is designed to help you understand and begin to master those skills. Prerequisite: OB 360. Credit 1.5 units.

---

## Supply Chain, Operations, and Technology

Visit online course listings to view semester offerings for B57 SCOT.

---

**B57 SCOT 356 Operations and Manufacturing Management**

Introduces a variety of common operations issues that are frequently dealt with in both manufacturing and service industries and that affect other functions of the business as well. Topics: inventory systems, process design and control, quality, facility location and layout, and forecasting. Prerequisites: ACCT 2610, MEC 290 or ECON 1011, and completion or concurrent enrollment in DAT 220.

Credit 3 units.

---

**B57 SCOT 400D Supply Chain Management**

A supply chain is a network of all firms and relationships that get a product to market, including the original acquisition of raw materials, production of the item at a manufacturing facility, distribution to a retailer, sale of the finished item to the customer, and any installation, repair, or service activities that follow the sale. How to effectively manage the supply chain is a central issue for all levels of management, regardless of industry. More demanding customers, the Internet and digital technology, growing competitive pressures, and globalization create new opportunities and challenges on how supply chains should be configured and managed. Many innovations and new business models have emerged, arising from application of information technology and reconfiguration of the supply chain network. Prerequisite: SCOT 356.

Credit 3 units.

---

**B57 SCOT 430E Operations Fun: Data-Driven Optimization**

The intent of this course of this course is to present a comprehensive look into the practical appeal of linear and integer programming. Each unit will focus on a particular class of optimization problems, and include a data-driven case study revolving around a real-world application. The topics of these case studies run the gamut from fantasy football line-up selection to Amazon delivery truck routing to picking the perfect McDonald's order. Prerequisites: DAT 220. DAT 301E or CS 131 strongly recommended.

Credit 3 units.

---

**B57 SCOT 458 Operations Analytics**

Examines the concepts and techniques essential for effective operations planning, scheduling, and control in various manufacturing and service organizations. Discusses the use of various models for inventory control, forecasting, production planning, and operations scheduling. Just-in-time techniques and material requirements planning systems will also be discussed. Prerequisite: SCOT 356.

Credit 3 units.

---

## Data Analytics

Visit online course listings to view semester offerings for B59 DAT.

---

**B59 DAT 120 Managerial Statistics I**

The first of a two-course sequence in business applications of statistics, focused on descriptive statistics, probability and distributions, inferential statistics, and linear regression. Approximately, the first quarter of the course is about descriptive statistics and applications of covariance. The second quarter is devoted to probability: basic

rules, conditional probabilities, Bayes' theorem, expected values, and probability distributions. This work is followed by an introduction to sampling distributions and inferential statistics. Confidence intervals and hypothesis testing are introduced to make inferences about parameters. The last one-fourth of the course focuses on simple linear regression. Throughout the course, functions, data analysis, VBA, and solver features of Excel are introduced. Prerequisite: completion or concurrent enrollment in MATH 132.  
Credit 3 units.

---

#### **B59 DAT 121 Managerial Statistics II**

The second of a two-course sequence in business applications of statistics, focused on forecasting. The course is devoted to the use of linear regression models in business, and ways to deal with problems of collinearity, outliers, non-linear relationships, and heteroscedasticity. Advanced topics including time series regression and logistic models are covered as time permits. There are quizzes and group projects in addition to a midterm and final. Prerequisites: DAT 120 or approved equivalent; MATH 132; and completion or current enrollment in MEC 290 or ECON 1011.  
Credit 3 units.

---

#### **B59 DAT 220 Analytics and Modeling for Business Decisions**

The primary goal of this course is to help students become effective problem solvers, smart consumers of data, and intelligent business decision makers in various management situations. The course utilizes structured problem-solving approaches that heavily rely on data for defining the problem, uncovering useful relationships between critical variables and outcomes, defining measures for evaluating alternatives, modeling underlying conceptual relationships, constraining resources, and proposing via a rigorous search process of exploration and exploitation "best fitting and robust" solutions for the given environment and its underlying uncertainties. Applications of those analytic tools will be illustrated using examples from various business functional areas, finance, marketing, operations, economics and strategy. Prerequisites: DAT 120 and completion or concurrent enrollment in DAT 121.  
Credit 3 units.

---

#### **B59 DAT 301E Data Analytics in Python**

This course is an introduction to data science in Python, which assumes no prior programming experience. The course is broken down into two units. In the first unit, students will be introduced to the basics of Python as a programming language. The second unit of the course is devoted to data analytics; students will use Python to explore and visualize real-world data sets from various industries including finance, sports, and technology. Prerequisite: Sophomore Standing  
Credit 3 units. EN: TU

---

#### **B59 DAT 400A Data Management Tools for Business Decisions**

This course prepares students for success in many business analyst roles. The tools covered in this course will prepare students well for roles in finance, accounting, quantitative marketing, information systems, operations, talent analytics, and others. As companies collect more data internally and augment this with external data sources, collecting, maintaining, and organizing data is becoming an essential skill for success in many roles. Developing creative reports and dashboards that are updated in real time are demanded in today's data-driven decision-making environment. While there are a plethora of tools available to support business analysts, this course focuses on VBA in Excel and SQL, two critical tools for reporting and dashboards. Students will also be introduced to Tableau, the state-of-the-art visualization software. These tools are introduced within the broader organizational data environment to provide an understanding of the role of the business analyst within the organization. Companies' data environments traditionally include enterprise resource planning (ERP)

systems, customer relationship management (CRM) systems, relational databases, external data sources, data warehouses, and data cubes. Understanding the roles of each component of the data environment enables students to utilize each effectively. Prerequisites: CSE 131 or DAT 301E and completion or concurrent enrollment in DAT 220.  
Credit 3 units.

---

## **Degree Requirements**

The Bachelor of Science in Business Administration degree is awarded to students by recommendation of the faculty. Standards established by the faculty for recommendation are as follows:

1. Satisfactory completion of requirements regarding required and elective courses, accumulation of a minimum of 120 units of course work, and satisfactory fulfillment of other requirements established in accordance with the rules and regulations of the Olin Business School.
2. Completion of the last 30 units in residence at Washington University for entering first-year students. Transfer students must complete a minimum of 60 units in residence at Washington University.
3. Students must earn a minimum 2.0 overall grade-point average and a 2.0 GPA in all professional course work taken at Olin Business School.
4. Students must be recommended by Olin Business School faculty for degree confirmation by the Board of Trustees.

## **Regulations**

1. Students must complete a minimum of 120 units, including 48 units outside of Olin Business School and 60 units from within the Olin Business School. Students who substitute a non-business course for a business requirement will still be required to enroll in another business course, as a minimum of 60 credits must be earned in Olin Business School.
2. BSBA students may earn a maximum of two majors to include two professional majors or one professional major and one major outside of Olin Business School.
3. BSBA students may earn one or two minors, depending on the number of majors they pursue. The options are two majors and one minor or one major and two minors.
4. BSBA students may enroll in one physical education course per semester.
5. BSBA students may transfer up to 6 credits per summer toward their BSBA degree requirements. Olin Business School does not accept any online course work for transfer credit (exceptions were granted for Summer 2020 and 2021).
6. BSBA students must complete 54 of the 60 professional units in residence. Course work taken as part of an approved Washington University international program will satisfy this residency policy.
7. BSBA students must complete all professional courses for each business major in residence. Course work taken as part of an approved Washington University international program will satisfy this residency policy.

8. BSBA students may double count only one course in a business major. For example, if a BSBA student is majoring in both marketing and entrepreneurship, they could not count MKT 378 and MKT 482 toward both majors.
9. ROTC units numbered 300 or above will count toward the student's 120 units required for graduation. These credits may count toward the advanced non-business requirements if the course is taken for a grade.
10. Students are obligated to complete the requirements and adhere to the policies in place at the time of matriculation into the BSBA program. However, faculty has and reserves the right to make changes to degree requirements, policies and procedures — including modifying or adding new requirements, policies and procedures — at any time.
11. For more policies, visit the Academic Regulations page (p. 1193) of this *Bulletin*.

## General Requirements (a minimum of 48 units)

Each student must complete a minimum of 48 units outside of Olin Business School to include the following specific requirements:

1. College Writing (3 units): Students must demonstrate proficiency in the reading and writing of the English language by satisfactorily completing one College Writing Program themed writing course with a grade of C- or better.
2. Calculus (3-6 units): Students must complete Math 131–Math 132 or other calculus courses approved by the Olin Business School.
3. Distribution Requirements (18 units): Students must complete 3 units of physical and life sciences, 3 units of humanities, 6 units of international studies, 3 units of behavioral analysis, and 3 units of ethics and values. Approved course selections are available in the university's course listings.
4. Advanced Electives (12 units): Students must complete at least 12 graded units of advanced course work. Advanced electives are defined as any course numbered 300 or higher that is offered as any day division course (excluding Olin courses). Advanced electives may also satisfy a distribution requirement.

## Professional Requirements (a minimum of 60 units)

### Core Requirements (42 units)

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
ACCT 2620	Principles of Managerial Accounting	3
DAT 120	Managerial Statistics I	3
DAT 121	Managerial Statistics II	3
DAT 220	Analytics and Modeling for Business Decisions	3
FIN 340	Capital Markets and Financial Management	3

MEC 290	Microeconomics	3
MEC 292	Global Economy	3
or Econ 1021	Introduction to Macroeconomics	
MGT 100	Individual in a Managerial Environment *	3
MGT 150A	Foundations of Business **	2
MGT 201	Management Communication	4
MKT 370	Principles of Marketing	3
OB 360	Organization Behavior Within the Firm	3
SCOT 356	Operations and Manufacturing Management (formerly OSCM 356)	3
<b>Total Units</b>		<b>42</b>

\* Transfer students entering Olin Business School must take MGT 100 or MGT 380 to satisfy this requirement.

\*\*Transfer students entering Olin Business School after their first year are not required to take MGT 150A. However, a minimum of 60 credits must be earned in Olin Business School.

## Professional Electives (a minimum of 18 units)

Professional electives are non-required business courses offered by Olin Business School that may or may not lead toward a specific business major. Additional information about the specific requirements for each business major is available on the Olin Business School Majors page (p. 1158).

## Global Mindset Component (1.5-3 units)

The Global Mindset component for the undergraduate BSBA degree is designed to support the Olin Pillars of providing world-changing business education, research, and impact. Through a Global Mindset experience, students will have the opportunity to expand their intellectual curiosity, gain confidence in their ability to make decisions under pressure, and enhance their leadership advantage in a rapidly changing global society. Students will be able to satisfy the Global Mindset component of their degree through a variety of experiences that expose them to new academic and professional ideas, peoples, cultures, and philosophies. This could be done through an Olin-approved study abroad program or with a carefully curated set of experiences completed on campus and in the St. Louis community, including INTL 350E GLocal Learning: Engaging with the World Locally, a 1.5-credit course.

## Electives (units will vary)

Students must take enough electives to earn the minimum of 120 units.



## Typical Four-Year Curriculum for a BSBA Student

Typically, students must earn 30 units per year to stay on target with a four-year graduation plan and to earn the 120 minimum credits required.

### First Year

Fall	Units	Spring	Units
MGT 100	3	MEC 290	3
MGT 150A	2	Electives	6
Math 131 or higher*	3	DAT 120	3
English Composition**	3	Math 132 or elective	3
Electives	3-6		

### Sophomore Year

Fall	Units	Spring	Units
ACCT 2610	3	Core requirement(s)	3-6
DAT 121	3	DAT 220	3
MGT 201	4	Electives	6-9
Core requirement(s)	0-3		
Electives	3-6		

### Junior Year

Fall	Units	Spring	Units
Core/Professional requirements	6-12	Core/Professional requirements	6-12
Electives	3-9	Electives	3-9

### Senior Year

Fall	Units	Spring	Units
Professional electives	6	Professional electives	6
Electives	9	Electives	9

\* Students may enroll in a higher level of calculus if their academic preparation suggests a different level of calculus would be appropriate.

\*\* BSBA students are assigned to enroll in their College Writing Program course in either the fall or spring semester of their first year. Some students may start at a different level of English preparation and may take their writing course as late as sophomore year.

## Academic Honors & Awards

**Scholars in Business Program:** The Scholars in Business program allows alumni, corporations and friends of Olin Business School to provide scholarship funds to students of high academic promise who require financial support to attend the university. Students are considered for this award when they apply for financial aid in the fall of each year. Donors and students meet each other at an annual Scholars in Business event.

**Dean's List:** Dean's List honors are awarded to undergraduates who have completed a minimum of 14 graded units and achieved a semester grade-point average of 3.6 or above. No Incomplete or "N" grades may be outstanding as part of the student's semester record.

**Beta Gamma Sigma Honor Society:** The top 7% of the junior class and the top 10% of the senior class will be considered for membership in Beta Gamma Sigma, provided that the student's cumulative GPA is in the top 7% or top 10% of their respective graduating class. A student's cumulative GPA will include their course work at Washington University as well as any course work taken out of residence. The student must have completed a minimum of 30 units at Washington University to be eligible.

**Latin Honors:** Graduating seniors in the top 5% of the class, based on overall university academic records, graduate summa cum laude. Seniors in the top 6% to 15% of the class graduate magna cum laude. These designations are recorded on the official university transcripts. All candidates for the BSBA degree in August, December or May will be considered as one group for purposes of final honors. Honors are determined in May for all graduates.

**Honors in Management:** The Honors in Management (HIM) Seminar is a two-semester sequence course that gives students the opportunity to work with senior-level faculty in a specialized format. In the fall semester, the HIM course will be team taught with various faculty members. For the spring semester, students will form teams to develop substantial research projects under the direction of one of the participating faculty for the remainder of the academic year. HIM students must successfully complete both MGT 490 and MGT 491 in order to receive the Honors in Management designation at graduation.

**Honors Thesis:** The Olin BSBA Honors Thesis challenges students to move beyond traditional course work and apply critical thinking skills to an academic business thesis. The Honors Thesis is a two-semester sequence in which the student engages in research and analysis during the first semester; with successful progress, the student writes, presents and defends their research during the subsequent semester. Students must apply and be approved to participate in this experience. All applicants must be senior BSBA degree students in good standing with a cumulative GPA of 3.7 or above.

## Academic Regulations

### Code of Conduct

The Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to learning and personal growth for everyone in the community. Becoming a member of the Olin and Washington University community is a privilege that brings certain responsibilities and expectations. It is imperative that all individuals associated with Olin and Washington University conduct themselves with the utmost integrity in all aspects of their lives, both on and off campus. Learn more about the Code of Conduct by reviewing the Olin Undergraduate Policies site.

### Attendance

Olin Business School allows each instructor of a course to decide how many absences the student may have and still pass the course. The Olin Business School expects faculty to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their instructors the reasons for any absences and to discuss with them the possibility of making up missed assignments.

### Enrollment

BSBA students must be enrolled in a minimum of 12 units to a maximum of 21 units each semester. Olin undergraduates will be assessed a full-time tuition charge for their course of study through eight semesters of enrollment.

### Units and Grades

A unit is a measure of quantity given for one hour of lecture or recitation course a week for one semester. A grade point is a measure of the quality of work done in the course. Grade points per course are calculated by multiplying the number of units of a course by the grade points earned. A student may retake a course if a higher grade is required or desired. The initial grade received in the course remains on the student's record, along with an R to indicate that the course was repeated. Credit is given only once for taking the course, and only the higher grade is used in computing the student's grade-point average. Please review the Undergraduate Study (p. 31) page to see how grades are used in calculating the grade point average.

### Auditing a Course

A student may take a maximum of one course per semester on a pass/fail/audit basis. Students may not audit a business course. However, a student may take non-business courses for audit with the approval of the professor. An audited course does not count toward the student's degree requirements. A grade of L indicates the satisfactory completion of an audit; unsatisfactory completion results in a grade of Z. Fees for auditing a course are assessed at the same rate as for all other courses.

### Pass/Fail Option

A student may take a maximum of one course per semester on a pass/fail/audit basis. A grade of P# (pass) indicates that credit has been awarded but the work was not subject to finer evaluation. The following policies are in effect starting Fall 2021. Courses taken previously will not retroactively be changed.

- All Olin professional, major, and minor courses must be taken for a letter grade. This includes any non-BU courses counting toward Olin's professional course work (i.e., Econ 1021 as a substitute for MEC 292). For second majors and minors outside of Olin, students should speak with their second major or non-Olin minor advisor.
- Olin courses taken pass/fail cannot count toward the 60 required business units. However, they will count toward the 120 units required for graduation.
- A maximum of 6 Olin units may be taken as pass/fail after a student has completed six full-time semesters of enrollment or if the student is in their senior year.
- Pass/fail cannot be used for Math 131, Math 132, College Writing, or the Ethics and Values distribution requirement.
- A maximum of 9 units of distribution or advanced electives can be taken pass/fail. The pass/fail course may only count toward one requirement. In other words, a single pass/fail course cannot be double counted toward a distribution and an advanced elective.
- Not all courses have the pass/fail option. Please check the course listings.

### Incomplete Grades

A student may be given an I (incomplete) when extenuating circumstances preclude the satisfactory completion of course work during the semester in which a particular course is taken. While an incomplete grade is sometimes appropriate, a student should make every effort to avoid the accumulation of incomplete grades. Incomplete grades are expected to be finished. Failure to finish an incomplete grade by the following semester will result in a failing grade.

### Course Conflicts

Per University Policy, students may not enroll in courses with any time conflict. Exceptions will only be made in the most extraordinary of circumstances. Any and all exceptions must be approved by the Office of the Provost and the student's home school. Questions should be answered by reviewing the University Policy.

### Minimum and Maximum Course Loads

Olin Business School students are required to enroll in a minimum of 12 units to a maximum of 21 units each semester at Washington University. For more information, please visit the Undergraduate Study (p. 31) page of this *Bulletin*.

## Repeating a Course

A student may retake a course if a higher grade is required or desired. The initial grade received in the course remains on the student's record. An R will be placed next to the course with the lower grade to indicate that the course was repeated. Credit is given only once for taking the course, and only the higher grade is used in computing the student's GPA.

## Academic Standing

Olin students are expected to maintain a high level of scholarship during their time at Washington University. Approximately three weeks after the end of a semester, the Academic Review Committee reviews the record of each enrolled student. Students must attain and maintain a minimum 2.0 GPA in their professional (business), semester, and cumulative GPAs to be in good academic standing. In addition, students must be making progress to complete their professional requirements within a reasonable time period. Failure to achieve minimum standards may result in the student's academic records being reviewed for academic action.

To learn more about academic standing, please review the University's policies (p. 31).

## Satisfactory Academic Progress for Title IV Federal Financial Aid

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal Satisfactory Academic Progress. Olin Business School requires a minimum 2.0 cumulative GPA for Satisfactory Academic Progress. (Additional information about Satisfactory Academic Progress is available from Student Financial Services.)

## Leave of Absence Process

If a student is an undergraduate in good standing at the completion of a term, they are eligible to apply to take a leave of absence from Olin Business School. Students should review the current edition of the BSBA Student Handbook for any additional information.

**Medical Leave of Absence:** A student wishing to take a medical leave of absence (MLOA) should first talk with a WashU Cares Leave Case Manager. The process for a student's request for an MLOA or for re-enrollment will be managed by WashU Cares. For more information, reach out to [studentmedleave@wustl.edu](mailto:studentmedleave@wustl.edu).

**Leave of Absence:** The student should first contact their academic advisor to discuss the situation. Students must submit a request for a leave of absence to their four-year academic advisor. A student on an approved leave of absence should submit a Reinstatement Form by March 1 for a fall semester return or October 1 for a spring semester return.

**Withdrawal from the University:** A student who wishes to formally withdraw from Washington University should meet with their business school advisor to file a Withdrawal Petition. If a student wishes to return after formally withdrawing from Olin Business School, that student must re-apply for admission.

## Transfer Credit

The Olin School expects that all degree requirement courses be taken at Washington University. However, students who are enrolled at Olin and wish to receive transfer credit for course work taken at another institution may request course approval. Transfer course approval must be received prior to the start of the transfer course. General guidelines are as follows:

- A grade of a C or better must be earned for all transfer credit to be accepted (including course work taken through a Washington University–approved study abroad program).
- The Olin School expects that all business courses will be taken at Washington University. Under certain circumstances, permission may be granted for a student to take a business course from another university with accreditation from the Association to Advance Collegiate Schools of Business (AACSB) International. For consideration to be given, a syllabus showing the text used must be submitted.
- All business major and minor course work must be taken in residence. Although major and minor course work can be taken through an approved study abroad program, only one course will be counted for each major and minor.
- The institution must meet accreditation requirements.
- A syllabus for each course must be submitted with the request for review.
- No credit will be granted for course work taken online through another university.
- 54 of the 60 Olin professional units must be taken in residence.
- A maximum of 6 units may be taken during a summer program from another university.
- Credit will not be given for course work taken at another institution during a student's last 30 credit units.
- No course work may be taken at a two-year institution after a student has accumulated 60 credit units of work.
- No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Conduct Code or Academic Integrity policy.
- No transfer credit will be accepted for courses taken while a student is on a leave of absence.

## School of Continuing & Professional Studies Courses

BSBA students may enroll in one course in the School of Continuing & Professional Studies per semester. However, these units will not count toward the 120 units needed for the BSBA degree nor toward the student's GPA.

## Pre-Matriculation Units

Pre-matriculation units are earned before the student's enrollment at Washington University as a first-year student. These units would include Advanced Placement (AP) examinations, International Baccalaureate (IB) programs, British Advanced (A) Levels, and college credit earned after the student's sophomore year in high school. These units will be noted on the student's transcript. The maximum number of pre-matriculation units awarded is 15. These pre-matriculation credits will transfer as general elective course work and will not satisfy any distribution requirements. If a student takes a course in residence for which they have already received AP credit, the AP credit will be removed automatically. All BSBA students and second majors will be required to take DAT 120 Managerial Statistics I, even when AP credit is earned for SDS 2200 Elementary Probability and Statistics.

## Olin Undergraduate Student Handbook

The Olin Undergraduate Student Handbook includes general academic policies and procedures for the undergraduate programs of the Olin Business School at Washington University. Please read and refer to the handbook to answer any questions about the undergraduate business program. If a student has questions about the interpretation of the policies and procedures or topics that are not in the handbook, they should consult their academic advisor.

## Administration

### Michael Mazzeo, PhD

Dean of Olin Business School  
PhD, Stanford University

### Paige LaRose

Senior Associate Dean of Undergraduate Programs

---

For more information about Olin's leadership, please visit Olin Business School Leadership.

## Majors (directory)

### Majors Offered by the Olin Business School for BSBA Degree Candidates

- Accounting (p. 1158)
- Economics and Strategy (p. 1158)
- Entrepreneurship (p. 1158)
- Finance (p. 1158)
- Financial Engineering (p. 1158)\*
- Health Care Management (p. 1158)
- Marketing (p. 1158)
- Organization and Strategic Management (p. 1158)
- Supply Chain, Operations, and Technology (p. 1158) (formerly Operations and Supply Chain Management)

\* The financial engineering major is offered to any undergraduate day division student as a second major option only.

### Majors Offered by the Olin Business School for Non-BSBA Students

- Accounting (p. 1163)
- Economics and Strategy (p. 1163)
- Entrepreneurship (p. 1163)
- Finance (p. 1163)
- Health Care Management (p. 1163)
- Marketing (p. 1163)
- Organization and Strategic Management (p. 1163)
- Supply Chain, Operations, and Technology (p. 1163) (formerly Operations and Supply Chain Management)

## Minors (directory)

### Minors Offered by the Olin Business School for BSBA Degree Candidates

- Business Analytics (p. 1161)
- Business of Arts (p. 1161)
- Business of Entertainment (p. 1161)
- Business of Social Impact (p. 1161)
- Business of Sports (p. 1161)

## Minors Offered by the Olin Business School for Non-BSBA Students

- Accounting (p. 1163)
- Business Analytics (p. 1163)
- Business of the Arts (p. 1163)
- Business of Entertainment (p. 1163)
- Business of Social Impact (p. 1163)
- Business of Sports (p. 1163)
- Entrepreneurship (p. 1163)
- Finance (p. 1163)
- Health Care Management (p. 1163)
- Managerial Economics (p. 1163)
- Marketing (p. 1163)
- Organization and Strategic Management (p. 1163)
- Strategy (p. 1163)
- Supply Chain, Operations, and Technology (p. 1163)

# Engineering

## Mission Statement

The mission of the McKelvey School of Engineering at Washington University in St. Louis is to promote independent inquiry in engineering research and education with an emphasis on scientific excellence, innovation and collaboration without boundaries.

WashU Engineers produce new knowledge that changes the world, and our faculty are educating students to explore and create in a world we cannot yet imagine. Through research and education, we are making a positive impact on the local community, the country and the world.

## Undergraduate Degree Programs

The McKelvey School of Engineering offers four-year, full-time programs of instruction leading to bachelor of science degrees in the following fields: biomedical engineering, chemical engineering, electrical engineering, environmental engineering, mechanical engineering, and systems science and engineering.

In addition, the Department of Computer Science and Engineering offers bachelor of science degrees in computer engineering, computer science, computer science + math, computer science + economics, data science, and business and computer science. The Bachelor of Science in Business and Computer Science (p. 1240) is an integrated joint-degree program offered through the Olin Business School and the McKelvey School of Engineering. Students in this program will be equipped with the fundamental knowledge and perspectives of computer science and business and will have unique opportunities to converge these two disciplines.

If a student is interested in an academic program broadly based on the engineering sciences, the McKelvey School of Engineering offers the Bachelor of Science (BS) Major in Applied Science degree with several options, including chemical engineering, electrical engineering, mechanical engineering, and systems science & engineering. These degree options provide more flexibility for students who do not intend to become licensed engineers and want to select their course work according to their personal educational objectives. For example, some students use this flexibility to gain technical background and training while pursuing or preparing for professional training in medicine, business or law. Although the flexibility exists to do so, it is not necessary to combine an applied science degree program with another major or degree. Students may also use this added flexibility to achieve a well-rounded undergraduate education by selecting courses from across the university while pursuing a degree in the McKelvey School of Engineering.

## BS in Engineering (Individually Designed Major)

The requirements to be admitted to an individually designed major (IDM) are more stringent than those for our other engineering degree programs. The IDM will not be available to students when they first enter Washington University, so it will not be listed on the admissions application as an option.

Students applying for an IDM should meet the following requirements:

- Have already completed at least one semester at Washington University
- Apply before the beginning of the junior year
- Have at least a 3.5 cumulative grade-point average at Washington University and be maintaining good standing in the McKelvey School of Engineering
- Find an Engineering faculty member who will agree to serve as their IDM advisor (The student and advisor will design a plan of study that lists the courses that must be successfully completed to earn the IDM. That plan must include at least 42 engineering units of credit.)
- Satisfy all other general engineering degree requirements
- Present (with the help of their advisor) the plan to a standing engineering committee (normally the Engineering Undergraduate Studies Committee), which will then assess the proposed plan and approve or deny the request

## Combined Majors and/or Multiple Degrees

### Multiple Majors in Engineering

All undergraduate divisions at Washington University allow students to pursue majors and degrees in more than one division. The following options are available:

### Second Degrees

A student in any undergraduate division of the university may be allowed by another division to pursue a second bachelor's degree. For this, the student must satisfactorily complete all of the degree requirements for *both* degrees in order to earn two diplomas. These requirements may include a residency requirement. For engineering majors, this residency requirement is described elsewhere on this page. In addition, the College of Arts & Sciences requires any student earning an AB degree and a bachelor's degree from another division to earn a minimum of 150 total units. If the additional residency and units requirement for a second degree are incompatible with a student's plan, then the student should consider a second major as a more convenient and equally viable alternative.

## Second Majors

A student pursuing a bachelor's degree in engineering may also pursue second majors offered by other undergraduate divisions. There are six second majors offered by the McKelvey School of Engineering: computer science, computer science + mathematics, data science, electrical engineering science, financial engineering and systems science. In addition, there are second majors offered by the College of Arts & Sciences and Olin Business School. Students may declare a second major online via WebSTAC up until the time they have filed an Intent to Graduate. Upon completion of the requirements, the student's transcript will show an engineering degree and all earned second majors. Only one diploma is granted; no reference to the second major is noted on the diploma.

## Minors

Undergraduate students are allowed to pursue minors offered by any undergraduate division of the university. A minor usually requires five to six courses. The minor program's home division sets the requirements for admission to and completion of the minor program. Students may declare a minor online via WebSTAC up until the time they have filed an Intent to Graduate. An engineering student who completes all of the requirements will have the award of the minor noted on the official transcript; no reference to the minor is noted on the diploma.

**Residency Rule for Engineering Minors:** No more than 6 units of credit transferred from another institution (outside of Washington University) can be used to meet the requirements of any minor offered by the McKelvey School of Engineering. The remaining units (up to the amount required for the minor) must be applicable units from Washington University. The review committee that oversees a minor has the authority to establish a more stringent residency rule.

## Interdivision Transfers

Washington University embraces a student's opportunity to change academic majors, even across different undergraduate divisions on campus. Exploration and flexibility are attributes of an excellent undergraduate experience.

In order to ensure a proper background for success in the James McKelvey School of Engineering, prior to an interdivision transfer request being accepted, students must do the following:

1. Complete at least one non-summer semester in residence at the Washington University Danforth Campus immediately prior to the requested semester of transfer.
2. Successfully complete an L59 CWP College Writing course or an equivalent approved transfer course.
3. Complete at minimum Math 132 Calculus II with a grade of B or better.
4. Complete at least one 3-credit course within the intended major being pursued with a grade of B or better. (Additional requirements for majors in the Department of Computer Science & Engineering are given below.)

5. Achieve a cumulative grade-point average of 3.0 or higher and grades of B or better in math and science courses and courses taken in the McKelvey School of Engineering (some departments may require a higher GPA), with no outstanding incomplete (I) grades.
6. Demonstrate a high regard for academic integrity. (Students found to be in violation of the Academic Integrity Policy may be required to delay their entry for a specified time as determined by the transfer dean.)
7. Meet with the transfer dean or a four-year advisor in Engineering Undergraduate Student Services (303 Lopata Hall) to ensure that the curriculum plan is on track for progress toward graduation.
8. Understand that undergraduate McKelvey Engineering students may only enroll in a limited number of School of Continuing & Professional Studies courses that have been preapproved by the Engineering Undergraduate Studies Committee. (Refer to our policy on School of Continuing & Professional Studies courses (p. 1311) for more information.)
9. Be aware that changing majors may result in the need to complete one or more additional semesters to graduate.

These are the minimum requirements. Each student is evaluated on a case-by-case basis.

There are additional minimum requirements to complete for the following degree programs:

- **BS in Data Science, CS+Math, CS+Econ, and Computer Engineering**
  - Complete CSE 247 Data Structures and Algorithms with a grade of B or better.
- **BS in Computer Science**
  - Complete CSE 132 Introduction to Computer Engineering, CSE 240 Logic and Discrete Mathematics, and CSE 247 Data Structures and Algorithms with grades of B or better.
- **BS in Business and Computer Science**
  - Maintain a minimum GPA of 3.5 overall and in all business and computer science courses.
  - Complete a minimum of two business and two computer science core courses that are required as part of the BS in Business and Computer Science curriculum.
  - Demonstrate the ability to complete the degree in a timely manner.

## Bachelor's/Master's Program in Engineering

This program provides students the opportunity to earn McKelvey master's degrees, including Sever master's degrees. Interested students are encouraged to discuss the program with faculty advisors by the end of their junior year in order to best develop a plan for their master's study.

Students must meet the admission requirements and application deadlines stipulated by McKelvey and the department of interest. A minimum 3.0 GPA is required for admission, but some programs may have higher GPA requirements. Each McKelvey department has the option to participate as well as to select which master's programs to offer students.

Scholarship support may be offered to students during their master's study. Financial policies and their related deadlines are established by the McKelvey Dean. Full-time student status is typically required to be eligible for scholarship support.

## McKelvey Undergraduates

The Bachelor's/Master's Program for current McKelvey undergraduate students normally takes one additional year to complete. When approved by the department, up to 6 units counted toward the undergraduate program requirements can be used to satisfy the graduate program requirements. However, at least 144 units must still be completed, and all stipulated degree requirements for all programs must be satisfied.

Undergraduate programs include all degree programs, second majors, and minors. Graduate programs include all master's degrees and graduate certificates. This means that the full undergraduate experience may only overlap with the full graduate experience by 6 units. All course sharing restrictions among undergraduate programs will still be enforced, and all restrictions among graduate programs will still be enforced.

To satisfy residency, McKelvey BS/MS students must complete a minimum of 84 applicable Washington University units. Students must also meet the minimum residency required by their graduate programs.

The cumulative GPA used to determine undergraduate final Latin honors will include all undergraduate and graduate course work completed up until the time Latin honors are officially determined.

## Non-McKelvey Undergraduates

Non-McKelvey Washington University undergraduate students (i.e., undergraduate students in Arts & Sciences, Olin, and Sam Fox) are also eligible to participate in the Bachelor's/Master's Program. These students earn a bachelor's degree from their non-McKelvey undergraduate school and complete a master's degree with McKelvey.

Admitted students are required to meet all application deadlines and admission requirements. They are limited to the course sharing between undergraduate program requirements and graduate program requirements outlined above and must meet the 144 units of required course work. The minimum residency required by their graduate program must be satisfied.

Admitted students might take longer than one year to complete the requirements for a McKelvey master's degree. A reasonable number of required prerequisite courses as defined by the department may be taken while admitted to the master's program, but these courses will

not be counted toward the McKelvey master's degree if they are courses not normally counted toward its requirements. Prerequisite courses will count in the student's GPA when determining probation/suspension eligibility and Satisfactory Academic Progress (SAP) standards.

## Other Bachelor's/Master's Programs

These programs allow engineering undergraduates to earn master's degrees outside of the McKelvey School of Engineering. Students in these 3/2 programs will pay the standard full-time undergraduate tuition rate for the fourth year, except for those in the MBA program, which charges a premium above the undergraduate tuition rate. Students will receive financial aid for the fourth year based on their eligibility for undergraduate financial aid awards, including Pell grants.

There is no commitment for undergraduate financial aid beyond the fourth year of study; students in 3/2 programs may apply to the professional programs for graduate student financial aid for study in the professional program beyond the fourth year.

This policy applies to the current 3/2 programs involving bachelor's/master's programs in engineering, social work and business and to any future Washington University 3/2 programs.

## BS/MBA Program

The McKelvey School of Engineering and the Olin Business School offer a five-year program leading to the Bachelor of Science engineering degree and the Master of Business Administration degree. The purpose of the program is to provide students with the opportunity to develop an educational background particularly in demand by industry.

Students should apply to this joint program by April 1 of their junior year. They must complete the application for admission to the Olin Business School, which is available through the business school. There is no GPA requirement, but students must take the Graduate Management Admission Test (GMAT). Registration materials for the test may be obtained through the business school. Applicants are judged on undergraduate performance, GMAT scores, summer and/or co-op work experience, recommendations and personal interviews.

The BS/MBA student's fourth-year curriculum is composed largely of business courses. The fifth-year curriculum is divided almost evenly between business and engineering courses. Because the merging of the two curricula results in very tight scheduling, it is possible that course overloads may be necessary to complete both programs in 10 semesters. Students are strongly urged to meet with their advisors to plan the remaining years of the program.

## Dual Degree Program

The McKelvey School of Engineering offers a dual degree program with numerous affiliated liberal arts colleges and universities. Qualified students earn both a non-engineering baccalaureate from the first school and a Washington University bachelor's degree in engineering by attending the affiliated institution for three or four years, then completing the program with two years of concentrated engineering study at Washington University.



If students are enrolled at an affiliated institution, they may apply for admission to dual degree study under this program, provided they are recommended by an official representative of their college or university and will receive or have received the non-engineering baccalaureate. For more information, please visit the Dual Degree Program website.

## Engineering Undergraduate Degree (Undergraduate Two-Year Option)

Students enter as undergraduate students and complete a liberal arts degree from their current school and an engineering undergraduate degree from Washington University. Participants are undergraduate students who commonly follow a 3/2 or a 4/2 schedule, entering Washington University after their junior or senior year. Please note that all students earning an undergraduate engineering degree are required to complete a minimum of 60 course units at Washington University.

## Engineering Undergraduate and Graduate Degrees (Graduate Three-Year Option)

Students enter as graduate students and complete both a liberal arts degree from their current school and then an engineering undergraduate degree and engineering master's degree in three years at Washington University. The engineering master's degree and the undergraduate degree can be in different areas. Participants commonly follow a 3/3 or 4/3 schedule, entering Washington University after their junior or senior year. Please note that all students earning both an undergraduate and graduate degree are required to complete a minimum of 84 course units at Washington University and adhere to the Bachelor's/Master's policies outlined above. The GRE is not required for admission.

## Study Abroad and International Experiences

Students in the McKelvey School of Engineering can study abroad in a number of countries and participate in several global experiences to help broaden their educational experience. These opportunities enable students to become global citizens who are better able to address current issues.

For information about these programs, please visit the McKelvey School of Engineering website.

## Cooperative Education and Internships

The McKelvey School of Engineering offers two options for completing academically relevant work experience while remaining enrolled as a student. The Engineering Co-op and the Engineering Internship each allow McKelvey students to gain in-depth engineering experience while working alongside practicing engineers.

The Engineering Co-op and the Engineering Internship are available to students enrolled in degree-seeking programs housed in McKelvey. Students pursuing degrees outside of McKelvey — even those seeking second majors or minors within McKelvey — are not eligible to participate. Each experience has additional eligibility criteria as outlined on the below linked site. An application and departmental approval are required.

For more information about the Engineering Co-op and the Engineering Internship, please visit the Engineering Co-op and Engineering Internship website.

## Pre-Medical Education

The McKelvey School of Engineering makes available, as options within its undergraduate degree programs, curricula that prepare students for entry into medical, dental or veterinary school while they pursue the undergraduate degree.

These curricula were formulated in recognition of the increasing importance in medicine of the methods and subject matter of the basic engineering sciences. The student who successfully completes one of the curricula will be well prepared for the study of medicine and will have, in addition, a solid background in engineering. Moreover, the student who decides not to go on to medical school will have an exceptionally wide selection of options, including not only those commonly open to the graduate in engineering but also those usually undertaken after graduate study in the life sciences. In accordance with the recommendations of the school's Pre-Medicine Committee, all curricula include — in addition to the normal degree requirements — the following courses:

- **Biology:** Biol 2960, Biol 2970
- **Biochemistry:** Biol 451
- **General Chemistry:** two semesters with lab
- **Organic Chemistry:** two semesters with lab
- **General Physics:** two semesters with lab
- **Psychology:** Psych 100B
- **Social Sciences:** one course related to health care access and disparities

Many medical schools have other assorted prerequisites, which can be found in the AMCAS Instruction Manual. Students may download the manual from the Association of American Medical Colleges (AAMC) website.

If students are interested in attending medical or dental school, they must consult and register with the Engineering Pre-Medicine Advisor before the end of their sophomore year. Engineering students should contact the pre-medical advisor in Engineering Undergraduate Student Services, Lopata Hall, Room 303.

There is extensive detailed information concerning the Medical College Admission Test, the choice of advanced biology or chemistry courses, and the choice of medical school that should be discussed prior to the beginning of the junior year. Students requesting a cover letter from the Pre-Medicine Committee must complete the Pre-Health Application Institutional Review (PIR) by April of the year in which they apply.

## Engineering Summer School

The McKelvey School of Engineering offers a variety of engineering courses each summer. Class times are varied to accommodate both traditional daytime students and those with full- or part-time employment. The engineering summer school calendar comprises one full eight-week evening session as well as several accelerated sessions of shorter duration.

If students are interested in enrolling in an engineering summer course, they can obtain further information in Lopata Hall, Room 303, or by phone at 314-935-6100.

## Student Services

### Engineering Undergraduate Student Services

Engineering Undergraduate Student Services, which is located in Lopata Hall, Room 303, has three main areas: Admissions, Advising Support, and Registrar. Our admissions officers work closely with the university Admissions Office to provide current and useful information to students and parents who are learning about our university, our community, and the opportunities available in the McKelvey School of Engineering. The advising staff has a comprehensive knowledge of all campus resources and can help with such items as tutoring, international studies, assistance with the registration process, and general advising. The registrar handles class scheduling, transfer and AP credit, course registration, graduation eligibility, and other student-records-related processes. Engineering Undergraduate Student Services serves all students, faculty and staff. For an appointment, call 314-935-6100.

### Engineering Communication Center

The Engineering Communication Center offers all engineering students, faculty and postdocs free help with their engineering communication needs. The faculty who staff the center work with individuals to define audiences and purposes, develop and organize ideas, create effective graphics and page design, and sharpen self-editing skills. Help is offered for résumés and employment correspondence, proposals, formal reports, lab reports, graduate program application statements, and presentations. For an appointment, call 314-935-4902 or email the Engineering Communication Center ([ecc@seas.wustl.edu](mailto:ecc@seas.wustl.edu)).

### The Career Center

The Career Center helps engineering students prepare for a lifetime of career management by offering innovative approaches to help prepare them for a successful co-op experience, internship and job search. The Career Center offers a variety of services and resources for engineering undergraduate and graduate students.

Whether students are looking for a summer internship, a co-op experience, or a full-time job, the center is here to help with in-person and virtual advising, email coaching, drop-in hours and live chat. The Career Center offers a breadth of resources, including an online job, co-op and internship database; mentoring programs; special events; professional development workshops; résumé reviews; career fairs and on-campus interviews.

The Career Center offers one-on-one career guidance to students at any stage of their career-planning process. Students are encouraged to meet with a career advisor early in their academic career and at least once each year to build a relationship. To schedule an advising appointment, please visit the Career Center website.

Contact: Engineering Undergraduate Student Services  
Phone: 314-935-6100  
Website: <http://engineering.wustl.edu>

## Fields of Study

- Biomedical Engineering (p. 1201)
- Computer Science & Engineering (p. 1214)
- Electrical & Systems Engineering (p. 1248)
- Energy, Environmental & Chemical Engineering (p. 1273)
- Mechanical Engineering & Materials Science (p. 1287)
- University of Missouri-St. Louis/Washington University Joint Undergraduate Engineering Program (p. 1304)

## Biomedical Engineering About Biomedical Engineering

Biomedical engineering is an interdisciplinary field in which the concepts, methods and techniques of engineering are applied to solving problems in biology and medicine. It applies quantitative, analytical and integrative methods from the molecular level to that of the whole organism to further our understanding of basic biological processes and to develop innovative approaches for the prevention, diagnosis and treatment of disease.

A student majoring in biomedical engineering will have the opportunity to participate in the world-class research activities of engineering and medical faculty in biomaterials, imaging, cardiovascular engineering, cell and tissue engineering, molecular cellular and systems engineering, neural engineering, regenerative engineering, and women's health technologies. All students in biomedical engineering are encouraged to join and be active in the Biomedical Engineering Society.

## Mission Statement

Our departmental mission is to serve society as a center for learning and knowledge creation in engineering and science for the purpose of advancing biology and medicine.

Our overall educational objective is to prepare those receiving a bachelor's degree in biomedical engineering for a variety of career paths. To that end, our undergraduate curriculum is designed to provide technical proficiency as well as communication and other professional skills so that our graduates will be able to do the following:

- Pursue careers in the biomedical engineering industry or related fields
- Undertake advanced study (e.g., MS, PhD) in biomedical engineering or a related field in preparation for careers utilizing this further training
- Complete professional degrees (e.g., in medicine, dentistry, law or business) in preparation for careers utilizing those degrees

## Academic Programs

The Bachelor of Science in Biomedical Engineering (BS-BME) is designed to prepare graduates for the practice of engineering at a professional level. It is accredited by the Engineering Accreditation Commission of ABET.

The curriculum is structured around a basic core of 80 credits. In addition, a complementary set of courses totaling at least 40 credits completes the degree requirements.

To satisfy ABET requirements, all professional engineering curricula at the baccalaureate level must include the equivalent of one and one-half years of engineering topics, including engineering sciences and engineering design appropriate to biomedical engineering. The BS-BME degree at Washington University requires 47 credits of engineering topics. The basic core curriculum includes 32 engineering topics credits. Therefore, students pursuing a BS-BME degree will need 15 additional engineering topics credits beyond the basic core curriculum. They also may receive up to 6 credits of academic credit for a research or design project by registering for BME 400, BME 400A, BME 400B or BME 400C Independent Study. In addition, their course program must include sufficient laboratory experience to ensure competence in experimental design, data collection and data analysis. For more information regarding engineering topics credit requirements, please refer to the Undergraduate Curriculum webpage.

## Bachelor's/Master's (BS/MS) Program in Engineering

This program provides undergraduate students the opportunity to earn a McKelvey master's degree by combining undergraduate and graduate studies in an integrated curriculum. Interested engineering students should discuss the program with their BME academic and Engineering Undergraduate Students Services advisors by the end of their junior year in order to best develop a plan for their senior year leading into their master's year. For McKelvey undergraduates, this program normally takes one additional year to complete. More information is available on the McKelvey undergraduate Bulletin page. (p. 1197)

## Double Majors

An option available to students majoring in biomedical engineering is the double major, which leads to a second professional BS degree in one of the other engineering disciplines in four years. A BME degree in combination with a professional degree in one of the traditional engineering disciplines can be expected to enhance employment options in industry. Depending upon the second major chosen, total unit requirements may range from 140 to 148 (or less if the student enters with advanced placement credits). Hence, some summer work may be necessary in order to complete a double major within four academic years. To determine the specific requirements to be satisfied for both degrees, students are urged to consult with an advisor in the second department as early as possible.

## Premedical Preparation

Training in BME is also excellent preparation for various professional schools, particularly medical schools. Many students complete their premedical requirements while obtaining their BME degrees. Premedical preparation is not a major; rather, it allows students to fulfill the requirements needed for entry to medical school. Further information can be obtained by visiting the Premedicine webpage and by contacting the McKelvey School of Engineering's Health Professions Advisor, Jessica Allen, at [jessicaa@wustl.edu](mailto:jessicaa@wustl.edu).

## Cooperative Experience

Cooperative experience is available to upper-level students at numerous life science/technology companies both in the St. Louis area and nationwide. This experience is particularly valuable for students who wish to enter industry. However, since most companies ask that students spend the equivalent of one semester and a summer participating in these experiences, it may be difficult to complete the degree requirements in eight semesters, unless students enter with sufficient advanced placement credits and/or take summer courses.

*Please visit our website for the most current and up-to-date information.*

Phone: 314-935-7208

Website: <https://bme.wustl.edu/academics/undergraduate-programs/index.html>

## Faculty

### Chair

#### Lori A. Setton

Lucy and Stanley Lopata Distinguished Professor of Biomedical Engineering

PhD, Columbia University

Biomaterials for local drug delivery; tissue regenerations specific to the knee joints and spine

## Endowed Professor

### Rohit V. Pappu

Gene K. Beare Distinguished Professor of Biomedical Engineering  
PhD, Tufts University  
Macromolecular self assembly and function; computational biophysics

## Professors

### Dennis L. Barbour

MD, PhD, Johns Hopkins University  
Application of novel machine learning tools to diagnose and treat disorders of perception and cognition

### Cory Berkland

PhD, University of Illinois  
Developing new therapeutics and biomaterials for improving human health

### Jianmin Cui

PhD, State University of New York–Stony Brook  
Ion channels; channel structure-function relationship; biophysics

### Daniel Moran

PhD, Arizona State University  
Motor control; neural engineering; neuroprosthetics; movement biomechanics

### Baranidharan Raman

PhD, Texas A&M University  
Computational and systems neuroscience; neuromorphic engineering; pattern recognition; sensor-based machine olfaction

### Jin-Yu Shao

PhD, Duke University  
Cell mechanics; receptor and ligand interactions; molecular biomechanics

### Jon Silva

PhD, Washington University  
Ion channel biophysics

### Chao Zhou

PhD, University of Pennsylvania  
Optical coherence tomography

### Quing Zhu

Edwin H. Murty Professor of Engineering  
PhD, University of Pennsylvania  
Biophotonics and multimodality ultrasound and optical imaging

## Associate Professors

### Hong Chen

PhD, University of Washington  
Physical acoustics; therapeutic ultrasound and ultrasound imaging

### Song Hu

PhD, Washington University in St. Louis  
Optical and photoacoustic technologies for high-resolution structural, functional, metabolic and molecular imaging in vivo

### Michelle Oyen

PhD, University of Minnesota  
Bioengineering approaches to the study of pregnancy and childbirth; mechanical properties of hydrogel and hydrogel composite materials; biomimetic materials referencing both hard and soft natural tissues

### Jai S. Rudra

PhD, Louisiana Tech University  
Peptide-based biomaterials; immunoengineering; immunology of nanoscale aggregates; development of vaccines and immunotherapies

### Kurt A. Thoroughman

PhD, Johns Hopkins University  
Human motor control and motor learning; neural computation

## Assistant Professors

### Yifan Dai

PhD, Case Western Reserve University  
Decodes and encodes the physical chemistry of biological soft matter to understand biology and engineering precision medicine

### Nate Huebsch

PhD, Harvard University  
Cell-material Interactions, iPSC-based tissue modeling to study cardiac development and disease

### Abhinav Kumar Jha

PhD, University of Arizona  
Development of computational-imaging solutions for diagnosing and treating diseases

### Christine M. O'Brien

PhD, Vanderbilt University  
Developing optical spectroscopy and imaging tools to solve global problems in maternal-fetal health and reproductive diseases

### Alexandra Rutz

PhD, Northwestern University  
Engineering of electronic tissues using materials design and fabrication-based approaches

### Ismael Seáñez

PhD, California Institute of Technology  
Neuro-rehabilitation tools and programs that promote active use of residual mobility and maximize recovery through the use of body-machine interfaces

### Michael D. Vahey

PhD, Massachusetts Institute of Technology  
Biophysical mechanisms of infectious disease; fluorescence microscopy; microfluidics

## Principal Lecturer

### Patricia Widder

MS, Washington University

## Lecturer

### Katherine Schreiber

PhD, Saint Louis University

## Professor of Practice

### Joseph Klaesner

PhD, Vanderbilt University

## Senior Professor

### Larry Taber

PhD, Stanford University

Mechanics of growth and development; cardiac mechanics

## Senior Emeritus Professors

### Yoram Rudy

Fred Saigh Distinguished Professor of Engineering

PhD, Case Western Reserve University

Cardiac electrophysiology; modeling of the cardiac system

### Frank Yin

MD, PhD, University of California, San Diego

## Majors

### The Major in Biomedical Engineering

The BS in Biomedical Engineering requires completion of the courses in the Core Curriculum as well as five upper-level Tier courses beyond the Core, as described below. Students must meet all McKelvey School of Engineering and Washington University requirements, including the English proficiency requirement (please refer to the Engineering Degree Requirements (p. 1304) page). They must also satisfy ABET requirements for a professional degree, which require the accrual of 47 engineering topics units over their course work. A list of Topics Units - Engineering Courses is available on the Engineering Student Services website.

## The Basic Core

The Biomedical Engineering Core Curriculum consists of 80 credits, outlined below.

Courses	Units
<b>Physical Sciences</b>	
General Chemistry (Chem 111A or Chem 105, Chem 112A or Chem 106)(111A and 112A recommended)	6
General Chemistry Laboratory I, II (Chem 151, Chem 152)	4
General Physics (Physics 191, Physics 191L, Physics 192, Physics 192L)	8
	<b>18</b>
<b>Biological Science</b>	

Principles of Biology I (Biol 2960)	4
Physiological Control Systems (Biol 3058)	2
	<b>6</b>
<b>Mathematics</b>	
Calculus II & III (Math 132, Math 233)	6
Differential Equations (Math 217)	3
Engineering Mathematics A & B (ESE 318, ESE 319)	6
Probability and Statistics for Engineering (ESE 326)*	3
	<b>18</b>
<b>Engineering Science</b>	
Computer Science (CSE 131)	3
	<b>3</b>
<b>Biomedical Engineering</b>	
Introduction to Biomedical Engineering (BME 140)	3
Introduction to Biomedical Circuits (BME 220)**	4
Biomechanics (BME 240) and Biomechanics Lab (BME 240L)	4
Quantitative Physiology I, II (BME 301A, BME 301B)	8
Bioengineering Thermodynamics (BME 320B)	3
Transport Phenomena in BME (BME 366)	3
Senior Design A, B (BME 401A, BME 401B)	4
	<b>29</b>
<b>Other</b>	
Engineering Practice and Professional Values (Engr 4501, 3 Engr 4502 and Engr 4503)	3
Technical Writing (Engr 310)	3
	<b>6</b>
<b>Total Basic Core</b>	<b>80</b>

\* Engr 328 Engineering Statistics with Probability can be substituted for ESE 326 Probability and Statistics for Engineering.

\*\* ESE 230 Introduction to Electrical and Electronic Circuits can be substituted for BME 220 Introduction to Biomedical Circuits.

Students must complete **five upper-level Tier engineering courses (15 units), five humanities and social sciences courses (15 units), and three general electives courses (minimum 10 units)** beyond the Core Curriculum to complete the major and to prepare for particular fields of employment or education beyond the baccalaureate degree. At least two of the five Tier electives need to be drawn from the Tier I course list below; the remaining three can be chosen from Tier I or Tier II. Students must complete a minimum of **120 units** to meet the degree requirements.

## Tier I

For the most up-to-date Tier list, please refer to the BME website.

## Tier II

All upper-level (300-500) engineering and physics courses that carry 3 engineering topics units (with the exception of required courses such as BME 301A, BME 301B, BME 320B, and so on) count as Tier II electives.

## Minors

Please visit the following page for information about the biomedical engineering minor:

- Minor in Biomedical Data Science (p. 1213)

## Courses

Visit online course listings to view semester offerings for E62 BME.

---

### E62 BME 140 Introduction to Biomedical Engineering

An introduction to the vast and diverse field of biomedical engineering (BME), this very challenging course has two main purposes. One is to teach students -- via lectures, reading assignments, homework and exams, to think on their own, to solve problems and know how engineering principles are applied to the areas of bioelectricity, biomechanics, biomolecules, biotechnology and bioimaging. The second is to introduce students -- via guest lectures by school of medicine and engineering faculty, to some of the fascinating and challenging ongoing research in these areas. The course is challenging because students at this early stage, by and large, lack the knowledge base to understand either the engineering / biological aspects of the topical areas or the research being presented. Nevertheless, because future success depends on such, emphasis throughout is placed on developing self-learning as well as quantitative and analytical problem-solving skills, but at an appropriate level. By the end of the course it is hoped that students will have begun to acquire the skills and approaches necessary to succeed in the engineering curriculum as well as a much more in-depth and informed perspective of BME. Corequisites: Phys 197, Chem 111A, and college level calculus. Credit 3 units. EN: TU

---

### E62 BME 220 Introduction to Biomedical Circuits

Electricity is central to normal and abnormal biological function, spanning scales from the subcellular to whole systems. Scientists and engineers also use electrical engineering to design and implement interaction with biological tissue, from classical physiological experiments to cutting-edge brain-computer interfaces. This course will begin the study of bioelectrical engineering by introducing simple electrical elements, circuits, amplifiers, and instrumentation. Relevant biological examples and computer modeling will be used throughout. The lab component will provide hands-on laboratory practice with simple electrical elements, circuits, amplifiers, instrumentation, and computer modeling, with a focus on biomedical applications. BME 220 fulfills the circuits requirement for BME students in place of ESE 230. Prerequisite: L31 Phys 192/192L; Corequisite: Math 217. Credit 4 units. EN: TU

---

### E62 BME 220L Biomedical Circuits Laboratory

This course covers the lab portion only of E62 BME220. It is open only to those students who have completed an approved lecture-only circuits course and who need to fulfill the circuits lab requirement for the BS-BME degree. Students wishing to enroll will be placed on a waitlist and reviewed by the BME department. Credit 1 unit. EN: TU

---

### E62 BME 231 Foundations of Biomedical Computing

This elective course provides a basis for solving problems in biomedical engineering through coding and computation. Coding structures applied to concepts in linear algebra, statistics, and probability are introduced as a foundation to more advanced biomedical data science applications in machine learning and artificial intelligence. The course is taught using Python; no prior knowledge of Python is expected or required. Students should be comfortable with high school level algebra and geometry. This course is required as prerequisite for BME440, Biomedical Data Science, and is a required course for the Biomedical Data Science minor. Credit 3 units. EN: TU

---

### E62 BME 240 Biomechanics

Principles of static equilibrium and solid mechanics applied to the human anatomy and a variety of biological problems. Statics of rigid bodies with applications to the musculoskeletal system. Mechanics of deformable media (stress, strain; stretching, torsion, and bending) with introduction to nonlinear behavior, viscoelasticity, and growth in living tissue. Applications to cells, bone, muscle, arteries, the heart, and the cochlea. Prerequisites: L31 Phys 191 or 193. Credit 3 units. EN: TU

---

### E62 BME 240L Biomechanics Laboratory

This course will consist of hands-on laboratory experiments in topics relevant to bioengineering mechanics such as statics of rigid bodies, viscoelasticity, and stress/strain analysis of biological materials. A focus of the course will be extending fundamental mechanical principles to biological applications through experimentation. The course is designed to follow and enhance the material covered in BME 240. Additionally, students will have the opportunity to design their own experiments, explore topics of special interest, and present their findings. Prerequisite: concurrent or completed E62 BME 140. Credit 1 unit. EN: TU

---

### E62 BME 301A Quantitative Physiology I

A course (lectures, recitation and supervised laboratory sections) designed to elaborate the physiological background necessary for advanced work in biomedical engineering. A quantitative model-oriented approach to physiological systems is stressed. Topics include bioinstrumentation, eye movement, muscle mechanics, action potentials, sensory systems, neuroprosthetics. Prerequisites: BME 140, CSE 131, ESE 230, Biol 3058 (Previously Biol 3050 or 3059), ESE 319, or permission of instructor. Credit 4 units. EN: TU

---

### E62 BME 301B Quantitative Physiology II

A course (lecture and supervised laboratory sessions) designed to elaborate the physiological background necessary for advanced work in biomedical engineering. A quantitative model-oriented approach to physiological systems is stressed. Topics include electrocardiography; heart contractility and molecular bases; cell signaling, pulse wave propagation in arteries; pulmonary function; renal function; imaging, and systems biology. immune system; drug delivery. Prerequisites: BME 140, CSE 131, ESE 230, ESE 319, Biol 3058, or permission of instructor. Credit 4 units. EN: TU

---

### E62 BME 320B Bioengineering Thermodynamics

This course covers the foundations of thermodynamics with strong emphasis on concepts and the translation of concepts. Topics to be covered include the first and second laws of thermodynamics, probabilistic descriptions of entropy, consequences of the first and second laws in ideal and non-ideal single- and multicomponent systems, free energies as descriptors of equilibria in laboratory and biological systems, chemical equilibria, phase equilibria,

treatment of aqueous solvents and mixtures, colligative properties, thermodynamics of protein folding, and protein binding equilibria. The material, the lectures, and the homeworks emphasize learning that enables the translation of concepts into mathematical analysis. A strong background in differential calculus of multiple variables and differential equations (Math 217) is required. Emphasis is placed on regular homeworks and working in collaborative groups. The main textbook for the course will be "Molecular Driving Forces: Statistical Thermodynamics in Chemistry and Biology", 2nd edition by Ken A. Dill and Sarina Bromberg published by Garland Science. The lectures and course notes will also draw on other sources including the classical book by Herbert Callen. A weekly recitation section, BME 320A, is offered on Tuesdays between 4:00 PM and 5:30 PM. Students are strongly urged to attend lectures and the recitation section. Credit 3 units. EN: TU

---

#### **E62 BME 329 Biothermodynamics in Practice**

This course will include hands-on, laboratory experiments in topics relevant to bioengineering thermodynamics, such as heat transfer, relationships involving temperature and pressure, equilibria, mixing, and solution chemistry. A focus of the course will be extending fundamental scientific principles to biological applications. Students will have the opportunity to design their own experiments, explore topics of special interest, and present their findings. Prerequisites: L07 Chem 111A, L07 Chem 151, L31 Phys 191/191L, L31 Phys 192/192L Credit 3 units. EN: TU

---

#### **E62 BME 366 Transport Phenomena in Biomedical Engineering**

Many processes of importance in biology and medicine involve the transfer of mass, heat or momentum. Through the use of the differential control volume approach, the fundamental transport equations will be derived. Systematic derivation of differential equations appropriate for different types of transport problems will be explored. Solutions of the resulting differential equations for simple chemical/biological systems will then be sought. Macroscopic descriptions of fluid flow will be applied to the design of blood pumps for the heart. Unsteady mass transfer with diffusion, advection and chemical reactions will also be applied to the transport of proteins, metabolites and therapeutics throughout the body. Prerequisites: E62 BME 240, L24 Math 217, E35 ESE 318, E35 ESE 319 Credit 3 units. EN: TU

---

#### **E62 BME 400 Independent Study**

Independent investigation on topic of special interest. This course has no engineering topics units. Prerequisites: junior or senior standing and approval of the BME Undergraduate Studies Committee Credit variable, maximum 6 units.

---

#### **E62 BME 400A Independent Study**

Independent investigation on a topic of special interest. This course has 1 unit of engineering topics. The student and mentor must justify the number of engineering topic units being requested and the BME Undergraduate Studies Committee must approve the requested number of engineering topics. Prerequisites: junior or senior standing and approval of the BME Undergraduate Studies Committee Credit 1 unit. EN: TU

---

#### **E62 BME 400B Independent Study**

Independent investigation on a topic of special interest. This course has 2 units of engineering topics. The student and mentor must justify the number of engineering topic units being requested and the BME Undergraduate Studies Committee must approve the requested number of engineering topics. Prerequisites: junior or senior standing and approval of the BME Undergraduate Studies Committee Credit 2 units. EN: TU

---

#### **E62 BME 400C Independent Study**

Independent investigation on a topic of special interest. This course has 3 units of engineering topics. The student and mentor must justify the number of engineering topic units being requested and the BME Undergraduate Studies Committee must approve the requested number of engineering topics. Prerequisites: junior or senior standing and approval of the BME Undergraduate Studies Committee Credit 3 units. EN: BME T, TU

---

#### **E62 BME 4015 Biomedical Data Science Capstone Design**

Previously described as BME 401DS. This course provides a client-centered design experience in biomedical data science. Students will work as individuals or in small teams with possible clients to define and scope an unmet need in biomedical data science. The students will work on an original solution or a redesign of an existing solution to address the unmet need. The design experience will involve application of knowledge and skills acquired in earlier coursework. It will also incorporate best practices in biomedical data science, including ethical considerations such as respect for persons, social license, and vulnerabilities; patient safety and privacy; and HIPAA compliance. Students will be guided through the design process and will produce and present appropriate deliverables for their project. This course is required for the Biomedical Data Science minor. Prerequisites: BME 440 or consent of instructor. Credit 3 units. EN: BME T

---

#### **E62 BME 401A Senior Capstone Design A**

A hands-on design experience to provide students practical application of engineering. Working in small teams, students will either meet with possible clients to discern a biomedical problem, or bring an original idea of their own to the class. The students will work on an original design or redesign of a component or system of biomedical engineering significance. The students will be taught how to craft a project scope with the required design specifications. The design experience will require application of knowledge and skills acquired in earlier coursework; it will incorporate engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, FDA, social, and political. Students will prepare written reports and present their designs orally to a panel of faculty members and industrial representatives. The final product of BME 401A will be a descriptive paper design of their solution. Prerequisite: BME Senior Standing Credit 2 units. EN: TU

---

#### **E62 BME 401B Senior Capstone Design B**

A hands-on design experience to provide students practical application of engineering. Working in small teams, students will work towards building a prototype of the student design which was a product of 401A. The students will be expected to design a verification and validation plan to test the prototype built. The design experience will require application of knowledge and skills acquired in earlier coursework and lab experiences; it will incorporate engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, FDA, social, and political. Students will prepare written reports and present their designs orally to a panel of faculty members and industrial representatives. The final product of BME 401B will be a prototype, and a descriptive paper describing their solution documenting how the prototype satisfies the design specifications, with the validation and verification results. Prerequisites: BME 401A Credit 2 units. EN: TU

---

---

### E62 BME 402 Senior Design II

BME 402 is a continuation of BME 401. Working in small groups, students will take a paper design completed in BME 401 and build a prototype. They will evaluate, optimize, and undertake the building of the design. The design experience will require the application of knowledge and skills acquired in earlier course work; it will incorporate engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, social and political. Students will prepare written reports and participate in oral design reviews involving a panel of faculty members and industrial representatives. Prototype construction is the final goal of the class. Prerequisites: BME 401, senior standing, and approval of the instructor. Credit 1 unit. EN: TU

---

### E62 BME 410 Service Learning Experience in Guangdong and Hong Kong

This pass/fail course is a 2-week international service-learning experience in conjunction with the faculty and students of our partner, Department of Biomedical Engineering at the Hong Kong Polytechnic University (PolyU). During the summer, students first attend an orientation at PolyU to learn about functional electrical stimulation (FES) and treating cerebral palsy with orthotic devices. The entire group then goes to a clinic in mainland China where they put into practice what they have learned, the former in patients who have suffered strokes and the latter in children with cerebral palsy - working in teams to diagnose, fit and fabricate orthotic devices. A written summary of the experience is the final product. Academic credits are awarded at the end of the fall semester following the summer experience. Credit 2 units.

---

### E62 BME 432 Physics of Biopolymers

This course will cover physics concepts from the statistical physics of polymers and polymer solutions to describe proteins, nucleic acids, and bioinspired polymers. Topics include statistical physics concepts, theoretical and numerical descriptions of polymers, applying these descriptions to biopolymers, the thermodynamics of polymer solutions, concepts of polymer dynamics, descriptions of polymeric materials and advanced topics in phase transitions and molecular design. The material will be fast-paced and involve rigorous mathematical descriptions, experimental design, interpretations of experimental data, and some numerical simulations. The course will be heavy on individual homework and team-based project work. Direct connections between concepts and modern topics in biology and biomaterials will be emphasized. Prerequisites: BME 320B or equivalent and a first course in transport phenomena. Credit 3 units. EN: TU

---

### E62 BME 440 Biomedical Data Science

This course will cover data analysis, statistical methods, AI, machine learning, predictive modeling, and data visualization, with applications to medicine and health. As part of the course, BME faculty will present biomedical data science topics from their research areas. Students will learn to prepare, transform, visualize, validate, model, and communicate information about datasets, and they will design and implement an independent project to address a biomedical data science problem. Prior Python experience required. Prerequisites: E35 ESE 318, E35 ESE 326, (E62 BME 231 or E81 CSE 217A), or equivalent courses. Credit 3 units. EN: TU

---

### E62 BME 442 Biomacromolecules Design and Engineering

Biological macromolecules (i.e., carbohydrates, lipids, proteins, and nucleic acids) are important components of the cell and its supporting matrix that perform a wide array of functions. This course will introduce the principles and recent advances in nucleic acid/gene engineering,

protein/peptide engineering, and chemical/enzymatic conjugation technologies; it will also discuss the application of engineered biomacromolecules in clinical therapeutics/diagnostics, biosensing, bioimaging, and biocatalysis. Students will learn material through lectures, reading, homework, scientific publications, and molecular visualization tools. Students will work individually or in pairs/groups to develop and lead discussions on engineering biomacromolecules and molecular characterization techniques. Prerequisite: Basic knowledge of genes and cloning. Credit 3 units. EN: TU

---

### E62 BME 443 Molecular and Cellular Engineering

The ability to engineer biological function at the cellular level holds tremendous potential for both basic and applied science. This course aims to provide knowledge and practical proficiency in the methods available for measuring and controlling the molecular organization of eukaryotic cells. Topics to be covered include genome engineering using viral- and CRISPR-Cas systems; spatial and temporal control of proteins and their interactions; methods for characterizing and engineering post-translational modifications; and the relationship between cellular organization and function in migration, immune cell target recognition, and differentiation. Examples from recent scientific literature will provide the foundation for these topics. Credit 3 units. EN: TU

---

### E62 BME 444 Biomedical Instrumentation

This course will include operational and instrumentation amplifiers for bioelectric event signal conditioning, interfacing and processing; instrumentation noise analysis and filter design; A/D converters and hardware and software principles as related to sampling, storing, processing, and display of biosignals; modeling, analysis, and operation of transducers, sensors, and electrodes, for physiological and imaging systems; and an introduction to ultrasound, X-ray, and optical imaging systems. In addition, students will be involved in three projects of designing and building instrumentation amplifier and filter systems, ultrasound systems, and optical systems. Prerequisites: BME 301A and BME 301B. Credit 3 units. EN: TU

---

### E62 BME 459 Intermediate Biomechanics

This course covers several of the fundamental theories of solid mechanics that are needed to solve problems in biomechanics. The theories of nonlinear elasticity, viscoelasticity, and poroelasticity are applied to a large range of biological tissues including bone, articular cartilage, blood vessels, the heart, skeletal muscle, and red blood cells. Other topics include muscle activation, the biomechanics of development and functional adaptation, and the mechanics of hearing. Prerequisites: BME 240 and ESE 318 and ESE 319 or equivalent, or permission of instructor. Same as E62 BME 559. Credit 3 units. EN: TU

---

### E62 BME 464 Orthopaedic Biomechanics-Cartilage/Tendon

Basic and advanced viscoelasticity and finite strain analysis applied to the musculoskeletal system, with a primary focus on soft orthopaedic tissues (cartilage, tendon, and ligament). Topics include: mechanical properties of cartilage, tendon, and ligament; applied viscoelasticity theory for cartilage, tendon, and ligament; cartilage, tendon, and ligament biology; tendon and ligament wound healing; osteoarthritis. This class is geared to graduate students and upper level undergraduates familiar with statics and mechanics of deformable bodies. Prerequisites: BME 240 or equivalent. Note: BME 590Z (463/563) Orthopaedic Biomechanics--Bones and Joints is NOT a prerequisite. Same as E37 MEMS 5564. Credit 3 units. EN: TU



---

**E62 BME 4642 Human-Machine Interfaces**

This course will provide an overview of neurorehabilitation technologies for individuals with neuromotor disorders. Topics will include the neurophysiology of human motor and sensory systems, motor control and adaptation, and neuroplasticity in the damaged brain and spinal cord. Human-machine interface systems including prostheses, orthoses and exoskeletons, wheelchairs, neuroprosthetics, brain-machine interfaces, and wearable robots will be discussed with an emphasis on their clinical applications for restoration of motor and sensory functions. Lecture material and assignments will draw from current scientific literature and research. All students will be placed on a waitlist. Registration will be split between undergraduate and graduate students. Prerequisite: BME 301 Quantitative Physiology I or equivalent introductory physiology course preferred.

Credit 3 units. EN: BME T, TU

---

**E62 BME 465 Biosolid Mechanics**

Introduction to the mechanical behaviors of biological tissues of musculoskeletal, cardiac and vascular systems. Topics to be covered include static force analysis and nonlinear optimization theory; linearly elastic models for stress-strain analysis and solutions to relevant problems in bioelasticity; models of active structures (e.g., muscles); strain energy methods and nonlinear tissue behaviors; and introductory theory for finite element analysis. Emphasis will be placed on modeling stress-strain relations with relevance to biological tissues. Prerequisites: BME 240 or equivalent and ESE 318 and ESE 319.

Credit 3 units. EN: TU

---

**E62 BME 469 Cardiac Electrophysiology**

This course is an introduction to cardiac electrophysiology with an emphasis on arrhythmia mechanisms, experimental methods, and clinical applications. Topics will include modeling of cardiac arrhythmias, mapping of cardiac electric activity, pacemakers and defibrillators, and ablation of cardiac tissue.

Credit 3 units. EN: TU

---

**E62 BME 470 Mathematics of Imaging Science**

This course will expose students to a unified treatment of the mathematical properties of images and imaging. This will include an introduction to linear vector space theory, operator theory on Hilbert spaces, and concepts from applied functional analysis. Further, concepts from generalized functions, Fourier analysis, and radon transform will be discussed. These tools will be applied to conduct deterministic analyses of imaging systems that are described as continuous-to-continuous, continuous-to-discrete, and discrete-to-discrete mappings from object properties to image data. In addition, imaging systems will be analyzed in a statistical framework where stochastic models for objects and images will be introduced. Familiarity with Engineering-level mathematics, Calculus, Linear algebra, introduction to Fourier analysis is expected. Prerequisite: Senior standing or permission of instructor.

Same as E62 BME 570

Credit 3 units.

---

**E62 BME 471 Bioelectric Phenomena**

This course is a quantitative introduction to the origins of bioelectricity, with an emphasis on neural and cardiac electrophysiology. Topics will include electric fields and current flow in volume conductors; cell membrane channels and their role in generating membrane potentials; and action potentials and their propagation in myelinated and unmyelinated axons as well as cardiac tissue. Minor topics of discussion will include both skeletal muscle and non-human (e.g., electric fish) sources of bioelectricity.

Credit 3 units. EN: TU

---

**E62 BME 472 Biological Neural Computation**

This course will consider the computations performed by the biological nervous system with a particular focus on neural circuits and population-level encoding/decoding. Topics include, Hodgkin-Huxley equations, phase-plane analysis, reduction of Hodgkin-Huxley equations, models of neural circuits, plasticity and learning, and pattern recognition & machine learning algorithms for analyzing neural data. Note: Graduate students in psychology or neuroscience who are in the Cognitive, Computational, and Systems Neuroscience curriculum pathway may register in L41 5657 for three credits. For non-BME majors, conceptual understanding, and selection/application of right neural data analysis technique will be stressed. Hence homework assignments/examinations for the two sections will be different, however all students are required to participate in a semester long independent project as part of the course. Calculus, Differential Equations, Basic Probability and Linear Algebra Undergraduates need permission of the instructor. L41 5657 prerequisites: Permission from the instructor

Same as E62 BME 572

Credit 3 units. EN: TU

---

**E62 BME 4735 Biomedical Engineering Entrepreneurship**

Students will learn about entrepreneurship, including IP, business development, and fundraising, through case studies.

Credit 3 units.

---

**E62 BME 4780 Engineering for Women's Health**

Engineering approaches have many uses in improving women's health, from basic science understanding through to clinical implementation. This course will start with an overview of female reproductive anatomy and physiology and continue with case studies from different engineering sub-fields as applied to women's health. Students will complete case studies and one in-depth project on women's health engineering topics.

Credit 3 units. EN: TU

---

**E62 BME 479 Biofabrication & Medical Devices**

This course will cover materials design and modern manufacturing methods for biofabricated tissues and medical devices (with a particular emphasis on bioelectronic devices). Topics will include additive manufacturing and their materials requirements along with how these methods have evolved to use biomaterials and cells, such as bioprinting. State-of-the-art in vitro and implantable devices for diagnostic and therapeutic purposes will be discussed with emphasis on how their properties have advanced from developments in materials and manufacturing. Lecture material and assignments will draw from both current market devices and the clinical standard-of-care as well as ongoing research and recent scientific literature. All students will be placed on a waitlist. Registration will be split between undergraduate and graduate students. Prerequisite: E62 BME 523 or equivalent biomaterials introductory course

Credit 3 units. EN: TU

---

**E62 BME 4902 Cellular Neurophysiology**

This course will examine the biophysical concepts of synaptic function with the focus on the mechanisms of neural signal processing at synapses and elementary circuits. The course combines lectures and discussion sessions of primary research papers. Topics include synaptic and dendritic structure, electrical properties of axons and dendrites, synaptic transmission, rapid and long-term forms of synaptic plasticity, information analysis by synapses and basic neuronal circuits, principles of information coding, mechanisms of learning and memory, function of synapses in sensory systems, models of synaptic disease states

such as Parkinson and Alzheimer's diseases. Additionally, a set of lectures will be devoted to modern electrophysiological and imaging techniques, and modeling approaches to study synapses and neural circuits. Prerequisite: Senior or graduate standing. Same as E62 BME 5902  
Credit 3 units. EN: TU

---

#### **E62 BME 494 Ultrasound Imaging**

Ultrasound imaging is the most widely used medical imaging modality in the world. This course offers an introduction to the medical ultrasound field. It exposes students to fundamental physical principles of ultrasound, ultrasound imaging, and ultrasound therapy. It will also introduce emerging ultrasound technologies in industry and clinics. Students will learn via lectures, homework, lab exercises, and a final project to gain knowledge, learn the ability to think critically, and develop problem-solving skills.  
Credit 3 units. EN: TU

---

#### **E62 BME 496 Design and Development of Optical Imaging Systems**

In this course, students will learn the design principles of optical imaging systems and learn to use optical simulation software, such as ZEMAX/OpticsStudio. There is also hands-on imaging system development components that will allow students to practice skills developed to make prototype imaging systems. Prerequisites: ESE 330, ESE438 or equivalent  
Credit 3 units. EN: TU

---

#### **E62 BME 501C BME Doctoral Seminar Series**

This is a credit option for BME students who attend regularly scheduled BME seminars (or approved substitute seminars). A satisfactory grade is obtained by submission of a two-page peer-reviewed paper written by one of the regularly scheduled BME seminar speakers whose seminar the student attended. Papers are to be submitted to the Graduate Student Administrator for review by the Director of Doctoral Studies. Prerequisite: Current BME student in the second year or beyond.  
Credit 1 unit.

---

#### **E62 BME 505 Professional and Personal Pathways to the PhD Program**

This course is designed to guide PhD students as they embark on their first year in the Biomedical Engineering program. Topics include choosing a thesis lab and mentor, creating individual development plans, career exploration, and building mentor relationships through networking.  
Credit 1 unit.

---

#### **E62 BME 506 Seminar in Imaging Science and Engineering**

This seminar course consists of a series of tutorial lectures on Imaging Science and Engineering with emphasis on applications of imaging technology. Students are exposed to a variety of imaging applications that vary depending on the semester, but may include multispectral remote sensing, astronomical imaging, microscopic imaging, ultrasound imaging, and tomographic imaging. Guest lecturers come from several parts of the university. This course is required of all students in the Imaging Science and Engineering program; the only requirement is attendance. This course is graded Pass/Fail. Prerequisite: Admission to Imaging Science and Engineering Program. Same as E81 CSE 596 (when offered) and E62 BME 506.  
Same as E35 ESE 596  
Credit 1 unit.

---

#### **E62 BME 5071 Radiobiology**

Effects of ionizing radiations on living cells and organisms, including physical, chemical, and physiological bases of radiation cytotoxicity, mutagenicity, and carcinogenesis. Textbook: Radiobiology for the radiologist. Eric Hall and Amato Giaccia. Two lectures per week. Prerequisites: Graduate student standing and one year each of biology, physics and organic chemistry, or approval of instructor  
Credit 2 units.

---

#### **E62 BME 5072 Radiation Therapy Physics**

Ionizing radiation use in radiation therapy to cause controlled biological effects in cancer patients. Physics of the interaction of the various radiation modalities with body-equivalent materials, and physical aspects of clinical applications. Lecture and Lab. Prerequisites: Graduate student standing or permission of instructor.  
Credit 3 units.

---

#### **E62 BME 519 Advanced Cognitive, Computational, and Systems Neuroscience**

This course will develop critical thinking and analysis skills with regard to topics in Cognitive, Computational and Systems Neuroscience. A focus of the course will be aimed toward quantitative literacy, statistical methodology, and experience with the tools and best practices needed to conduct state-of-the-art research in modern studies of brain and behavior. Particular topics include machine learning, Big Data, reproducibility, equitable research and scientific visualization. Students will be provided with foundational and theoretical tools to ensure maximal scientific rigor in their own research by enabling them to think carefully about core issues in experimental design, and about key challenges and controversies that arise in relation to hypothesis testing, statistical inference and data management. Prerequisites: graduate standing or permission of the instructor.  
Credit 3 units.

---

#### **E62 BME 523 Biomaterials Science**

An understanding of the interactions between biological systems and artificial materials is of vital importance in the design of medical devices. This course will introduce the principles of biomaterials science, unifying knowledge from the fields of biology, materials science, surface science, and colloid science. The course will be taught from the primary scientific literature, focusing on the study of protein/surface interactions and hydrogel materials. E37 MEMS 3610 OR MEMS 3601 OR permission of instructor  
Credit 3 units. EN: TU

---

#### **E62 BME 528 Translational Regenerative Medicine**

This course provides students with an opportunity to connect basic research with applications in translation for several tissues/disease models. Course sessions will alternate between literature on basic mechanisms of development/stem cell biology and applications led by researchers or clinicians working in each area. Areas of focus will include cardiovascular development/congenital heart disease and arrhythmia, lung, endocrinology/diabetes, gut/intestinal disorders, musculoskeletal, neural (peripheral and brain), liver, hematology, and eye. Emphasis on how discovery can be translated will be a major focus of the course. Students will be expected to review and present on primary literature in the field. Graduate Standing is required. Prerequisites: Graduate Standing Engineering or DBBS  
Credit 3 units.

---

#### **E62 BME 530A Molecular Cell Biology for Engineers**

This course is designed for upper-level undergraduates and first-year graduate students with a background in engineering. It covers the biology of cells of higher organisms: protein structure and function; cellular membranes and organelles; cell growth and oncogenic

transformation; cellular transport, receptors, and cell signaling; and the cytoskeleton, the extracellular matrix, and cell movement. Emphasis will be placed on examples relevant to biomedical engineering. In addition to lecture material, a focus will be placed on understanding the experimental techniques used in cell biology and the critical analysis of primary literature. Note that this course does not count for engineering topics credits and that it is meant to fulfill a life science requirement for engineering or physical sciences graduate students. Prerequisites: Biol 2960 and Biol 2970 or graduate standing. Credit 3 units.

---

**E62 BME 532 Physics of Biopolymers and Bioinspired Polymers**

This course will cover physics concepts from the statistical physics of polymers and polymer solutions to describe proteins, nucleic acids, and bioinspired polymers. Topics include statistical physics concepts, theoretical and numerical descriptions of polymers, applying these descriptions to biopolymers, the thermodynamics of polymer solutions, concepts of polymer dynamics, descriptions of polymeric materials and advanced topics in phase transitions and molecular design. The material will be fast-paced and involve rigorous mathematical descriptions, experimental design, interpretations of experimental data, and some numerical simulations. The course will be heavy on individual homework and team-based project work. Direct connections between concepts and modern topics in biology and biomaterials will be emphasized. Prerequisites: BME 320B or equivalent and a first course in transport phenomena. Same as E62 BME 432. Credit 3 units. EN: TU

---

**E62 BME 533 Biomedical Signal Processing**

This course is designed for graduate students with little or no background in biomedical signal processing, with an emphasis on time- and frequency-domain analyses of biomedical signals and their applications to a variety of real-world biomedical problems. Technical topics of this course include a review of linear signals and systems theory, biomedical system modeling, time-domain analysis, frequency transforms, frequency-domain analysis, linear filter design, signal truncation and sampling, discrete Fourier transform, and fast Fourier transform. Application topics include noise analysis of biomedical signals and frequency analysis and machine learning in biomedical image processing. Concepts learned in class will be applied using software tools to biomedical signals such as biological rhythms, EMG, ECG, EEG, and biomedical images. Prerequisites: graduate standing or consent of instructor. Credit 3 units. EN: TU

---

**E62 BME 537 Computational Molecular Biology**

This course is a survey of algorithms and mathematical methods in biological sequence analysis (with a strong emphasis on probabilistic methods) and systems biology. Sequence analysis topics include introduction to probability, probabilistic inference in missing data problems, hidden Markov models (HMMs), sequence alignment, and identification of transcription-factor binding sites. Systems biology topics include the mapping of gene regulatory networks, quantitative modeling of gene regulatory networks, synthetic biology, and applications of deep learning in computational biology. Prerequisite: CSE 131 or CSE 501N. Same as E81 CSE 587A. Credit 3 units. EN: BME T, TU

---

**E62 BME 538 Cell Signal Transduction**

This course will cover the elements of cell signal transduction important to human development, homeostasis and disease. Lectures will be combined with primary literature review to cover canonical signaling and current topics within the field. Spatial, time and dose-dependent aspects of signaling will be of particular focus. Topics

include G protein-coupled receptors, receptor tyrosine kinases, adhesion signaling, the MAPK cascade, lipid signaling, the DNA damage response, and autocrine, paracrine and juxtacrine signaling. Prerequisite: BME 530A or BME 5068. Credit 3 units.

---

**E62 BME 5401 Biomedical Data Science**

This course will cover data analysis, statistical methods, AI, machine learning, predictive modeling, and data visualization, with applications to medicine and health. As part of the course, BME faculty will present biomedical data science topics from their research areas. Students will learn to prepare, transform, visualize, validate, model, and communicate information about datasets, and they will design and implement an independent project to address a biomedical data science problem. Prior Python experience required. Prerequisites: E35 ESE 318, E35 ESE 326, (E62 BME 231 or E81 CSE 217A), or equivalent courses. Same as E62 BME 440. Credit 3 units. EN: TU

---

**E62 BME 542 Biomacromolecules Design and Engineering**

Biological macromolecules (i.e., carbohydrates, lipids, proteins, and nucleic acids) are important components of the cell and its supporting matrix that perform a wide array of functions. This course will introduce the principles and recent advances in nucleic acid/gene engineering, protein/peptide engineering, and chemical/enzymatic conjugation technologies; it will also discuss the application of engineered biomacromolecules in clinical therapeutics/diagnostics, biosensing, bioimaging, and biocatalysis. Students will learn material through lectures, reading, homework, scientific publications, and molecular visualization tools. Students will work individually or in pairs/groups to develop and lead discussions on engineering biomacromolecules and molecular characterization techniques. Prerequisite: Basic knowledge of genes and cloning. Same as E62 BME 442. Credit 3 units. EN: TU

---

**E62 BME 543 Molecular and Cellular Engineering**

The ability to engineer biological function at the cellular level holds tremendous potential for both basic and applied science. This course aims to provide knowledge and practical proficiency in the methods available for measuring and controlling the molecular organization of eukaryotic cells. Topics to be covered include genome engineering using viral- and CRISPR-Cas systems; spatial and temporal control of proteins and their interactions; methods for characterizing and engineering post-translational modifications; and the relationship between cellular organization and function in migration, immune cell target recognition, and differentiation. Examples from recent scientific literature will provide the foundation for these topics. Same as E62 BME 443. Credit 3 units. EN: TU

---

**E62 BME 5430 Systems Analysis of Biological Signaling**

This course covers biochemical and computational methods of cellular signaling pathway analysis. Topics include kinetics, differential equations, and sensitivity analysis, with emphasis on cellular and molecular vascular signaling in health and disease. Prerequisites: Biol 2960 and Math 217. Credit 3 units. EN: TU

---

**E62 BME 544 Biomedical Instrumentation**

This course will include operational and instrumentation amplifiers for bioelectric event signal conditioning, interfacing and processing; instrumentation noise analysis and filter design; A/D converters and hardware and software principles as related to sampling, storing,

processing, and display of biosignals; modeling, analysis, and operation of transducers, sensors, and electrodes, for physiological and imaging systems; and an introduction to ultrasound, X-ray, and optical imaging systems. In addition, students will be involved in three projects of designing and building instrumentation amplifier and filter systems, ultrasound systems, and optical systems. Prerequisites: BME 301A and BME 301B.

Same as E62 BME 444

Credit 3 units. EN: TU

---

### **E62 BME 5501 Translational Neuroengineering**

This course focuses on the design of bioelectric devices for use in clinical patients. Neural stimulators (e.g., deep brain, vagal) will be the basis for a case-study approach to designing and developing new bioelectrical medical devices. This project-based course will introduce the student to the use of finite element solvers to design novel stimulators. In addition to the engineering design aspects, issues such as product liability, FDA approval, and so on will be discussed.

Prerequisite: BME 471

Credit 3 units. EN: TU

---

### **E62 BME 5565 Mechanobiology of Cells and Matrices**

At the interface of the cell and the extracellular matrix, mechanical forces regulate key cellular and molecular events that profoundly affect aspects of human health and disease. This course offers a detailed review of biomechanical inputs that drive cell behavior in physically diverse matrices. In particular, cytoskeletal force-generation machineries, mechanical roles of cell-cell and cell-matrix adhesions, and regulation of matrix deformations are discussed. Also covered are key methods for mechanical measurements and mathematical modeling of cellular response. Implications of matrix-dependent cell motility in cancer metastasis and embryonic development are discussed. Prerequisite: graduate standing or permission of the instructor

Same as E37 MEMS 5565

Credit 3 units. EN: TU

---

### **E62 BME 559 Intermediate Biomechanics**

This course covers several of the fundamental theories of solid mechanics that are needed to solve problems in biomechanics. The theories of nonlinear elasticity, viscoelasticity, and poroelasticity are applied to a large range of biological tissues including bone, articular cartilage, blood vessels, the heart, skeletal muscle, and red blood cells. Other topics include muscle activation, the biomechanics of development and functional adaptation, and the mechanics of hearing. Prerequisites: BME 240 and ESE 318 and ESE 319 or equivalent, or permission of instructor.

Credit 3 units. EN: TU

---

### **E62 BME 564 Orthopaedic Biomechanics-Cartilage/Tendon**

Basic and advanced viscoelasticity and finite strain analysis applied to the musculoskeletal system, with a primary focus on soft orthopaedic tissues (cartilage, tendon, and ligament). Topics include: mechanical properties of cartilage, tendon, and ligament; applied viscoelasticity theory for cartilage, tendon, and ligament; cartilage, tendon, and ligament biology; tendon and ligament wound healing; osteoarthritis. This class is geared to graduate students and upper level undergraduates familiar with statics and mechanics of deformable bodies. Prerequisites: BME 240 or equivalent. Note: BME 590Z (463/563) Orthopaedic Biomechanics--Bones and Joints is NOT a prerequisite.

Same as E37 MEMS 5564

Credit 3 units. EN: TU

---

### **E62 BME 5642 Human-Machine Interfaces**

This course will provide an overview of neurorehabilitation technologies for individuals with neuromotor disorders. Topics will include the neurophysiology of human motor and sensory systems, motor control and adaptation, and neuroplasticity in the damaged brain and spinal cord. Human-machine interface systems including prostheses, orthoses and exoskeletons, wheelchairs, neuroprosthetics, brain-machine interfaces, and wearable robots will be discussed with an emphasis on their clinical applications for restoration of motor and sensory functions. Lecture material and assignments will draw from current scientific literature and research. All students will be placed on a waitlist. Registration will be split between undergraduate and graduate students. Prerequisite: BME 301 Quantitative Physiology I or equivalent introductory physiology course preferred.

Same as E62 BME 4642

Credit 3 units. EN: BME T, TU

---

### **E62 BME 565 Biosolid Mechanics**

Introduction to the mechanical behaviors of biological tissues of musculoskeletal, cardiac and vascular systems. Topics to be covered include static force analysis and nonlinear optimization theory; linearly elastic models for stress-strain analysis and solutions to relevant problems in bioelasticity; models of active structures (e.g., muscles); strain energy methods and nonlinear tissue behaviors; and introductory theory for finite element analysis. Emphasis will be placed on modeling stress-strain relations with relevance to biological tissues. Prerequisites: BME 240 or equivalent and ESE 318 and ESE 319.

Same as E62 BME 465

Credit 3 units. EN: TU

---

### **E62 BME 569 Cardiac Electrophysiology**

This course is an introduction to cardiac electrophysiology with an emphasis on arrhythmia mechanisms, experimental methods, and clinical applications. Topics will include modeling of cardiac arrhythmias, mapping of cardiac electric activity, pacemakers and defibrillators, and ablation of cardiac tissue.

Same as E62 BME 469

Credit 3 units. EN: TU

---

### **E62 BME 570 Mathematics of Imaging Science**

This course will expose students to a unified treatment of the mathematical properties of images and imaging. This will include an introduction to linear vector space theory, operator theory on Hilbert spaces, and concepts from applied functional analysis. Further, concepts from generalized functions, Fourier analysis, and radon transform will be discussed. These tools will be applied to conduct deterministic analyses of imaging systems that are described as continuous-to-continuous, continuous-to-discrete, and discrete-to-discrete mappings from object properties to image data. In addition, imaging systems will be analyzed in a statistical framework where stochastic models for objects and images will be introduced. Familiarity with Engineering-level mathematics, Calculus, Linear algebra, introduction to Fourier analysis is expected. Prerequisite: Senior standing or permission of instructor.

Credit 3 units.

---

### **E62 BME 572 Biological Neural Computation**

This course will consider the computations performed by the biological nervous system with a particular focus on neural circuits and population-level encoding/decoding. Topics include, Hodgkin-Huxley equations, phase-plane analysis, reduction of Hodgkin-Huxley equations, models of neural circuits, plasticity and learning, and pattern recognition & machine learning algorithms for analyzing neural data. Note: Graduate students in psychology or neuroscience who are in the Cognitive, Computational, and Systems Neuroscience curriculum pathway may register in L41 5657 for three credits. For non-BME

majors, conceptual understanding, and selection/application of right neural data analysis technique will be stressed. Hence homework assignments/examinations for the two sections will be different, however all students are required to participate in a semester long independent project as part of the course. Calculus, Differential Equations, Basic Probability and Linear Algebra Undergraduates need permission of the instructor. L41 5657 prerequisites: Permission from the instructor

Credit 3 units. EN: TU

---

#### **E62 BME 5735 Biomedical Engineering Entrepreneurship**

Students will learn about entrepreneurship, including IP, business development, and fundraising, through case studies.

Same as E62 BME 4735

Credit 3 units.

---

#### **E62 BME 575 Molecular Basis of Bioelectrical Excitation**

Ion channels are the molecular basis of membrane excitability in all cell types, including neuronal, heart, and muscle cells. This course presents the structure and the mechanism of function of ion channels at the molecular level. It introduces the basic principles and methods in the ion channel study as well as the structure-function relation of various types of channels. Exemplary channels that have been best studied will be discussed to illustrate the current understanding. Prerequisites: Knowledge of differential equations, electrical circuits, and chemical kinetics.

Credit 3 units. EN: TU

---

#### **E62 BME 5771 Biomedical Product Development**

Advances in science and technology have opened the healthcare field to innovation now more than any other time in history. Engineers and inventors can make real and rapid improvements to patient treatments, length of hospital stay, procedure time, cost containment, and accessibility to treatment. However, a successful transition from idea to implementation requires careful market analysis and strategy planning. This course will address the steps in this process, including personal and team strength assessment, medical need validation, brainstorming initial solutions, market analysis, solution evaluation, regulatory, patent, and intellectual property concerns, manufacturability, risk assessment and mitigation, and global considerations. Students will be expected to review resource material prior to coming to class in order to facilitate active class discussion and team-based application of the material during class; regular attendance will be key to course success. The course will focus on applying product development techniques to several real unmet medical needs; students will thus perform analysis and create reports and presentations for several different product solutions. Peer and faculty evaluations will provide feedback to improve individual technique. In addition, throughout the semester, local biomedical entrepreneurs will visit to share their expertise and experiences. Prerequisites: Graduate or professional student standing or permission of the instructor.

Credit 3 units.

---

#### **E62 BME 5772 Biomedical Business Development**

For medical innovators, a successful translation from product to market will require careful strategy and an understanding of the steps needed to form and fund a biotech business, either as a new startup or as an extension of the product line of an existing company. This course will address the steps in this process, including intellectual property concerns, R&D, clinical strategy, regulatory issues, quality management, reimbursement, marketing strategy, sales and distribution, operating plans, and approaches to funding. Prerequisites: Graduate or professional student standing or permission of the instructor.

Credit 3 units.

---

#### **E62 BME 5780 Engineering for Women's Health**

Engineering approaches have many uses in improving women's health, from basic science understanding through to clinical implementation. This course will start with an overview of female reproductive anatomy and physiology and continue with case studies from different engineering sub-fields as applied to women's health. Students will complete case studies and one in-depth project on women's health engineering topics.

Same as E62 BME 4780

Credit 3 units. EN: TU

---

#### **E62 BME 579 Biofabrication & Medical Devices**

This course will cover materials design and modern manufacturing methods for biofabricated tissues and medical devices (with a particular emphasis on bioelectronic devices). Topics will include additive manufacturing and their materials requirements along with how these methods have evolved to use biomaterials and cells, such as bioprinting. State-of-the-art in vitro and implantable devices for diagnostic and therapeutic purposes will be discussed with emphasis on how their properties have advanced from developments in materials and manufacturing. Lecture material and assignments will draw from both current market devices and the clinical standard-of-care as well as ongoing research and recent scientific literature. All students will be placed on a waitlist. Registration will be split between undergraduate and graduate students. Prerequisite: E62 BME 523 or equivalent biomaterials introductory course

Same as E62 BME 479

Credit 3 units. EN: TU

---

#### **E62 BME 5799 Independent Study for Candidates in the Master of Engineering Program**

Independent investigation on a topic of special interest. The student and mentor must justify the requested number of units. The MEng Program Director must approve the requested number of units.

Credit variable, maximum 6 units.

---

#### **E62 BME 5820 Fundamentals and Applications of Modern Optical Imaging**

Analysis, design, and application of modern optical imaging systems with emphasis on biological imaging. First part of course will focus on the physical principles underlying the operation of imaging systems and their mathematical models. Topics include ray optics (speed of light, refractive index, laws of reflection and refraction, plane surfaces, mirrors, lenses, aberrations), wave optics (amplitude and intensity, frequency and wavelength, superposition and interference, interferometry), Fourier optics (space-invariant linear systems, Huygens-Fresnel principle, angular spectrum, Fresnel diffraction, Fraunhofer diffraction, frequency analysis of imaging systems), and light-matter interaction (absorption, scattering, dispersion, fluorescence). Second part of course will compare modern quantitative imaging technologies including, but not limited to, digital holography, computational imaging, and super-resolution microscopy. Students will evaluate and critique recent optical imaging literature. Prerequisites: ESE 318 and ESE 319 or their equivalents; ESE 330 or PHY 421 or equivalent.

Same as E35 ESE 582

Credit 3 units. EN: TU

---

#### **E62 BME 589 Biological Imaging Technology**

This class will develop a fundamental understanding of the physics and mathematical methods that underlie biological imaging and critically examine case studies of seminal biological imaging technology literature. The physics section will examine how electromagnetic and acoustic waves interact with tissues and cells, how waves can be used to image the biological structure and function, image formation

methods and diffraction limited imaging. The math section will examine image decomposition using basis functions (e.g. Fourier transforms), synthesis of measurement data, image analysis for feature extraction, reduction of multi-dimensional imaging datasets, multivariate regression, and statistical image analysis. Original literature on electron, confocal and two photon microscopy, ultrasound, computed tomography, functional and structural magnetic resonance imaging and other emerging imaging technology will be critiqued. Same as E35 ESE 589  
Credit 3 units. EN: TU

---

#### **E62 BME 5901 Integrative Cardiac Electrophysiology**

Quantitative electrophysiology of the heart, integrating from the molecular level (ion channels, regulatory pathways, cell signaling) to the cardiac cell (action potential and calcium transient), multicellular tissue (cell-cell communication) and the whole heart. Prerequisite: Permission of Instructor  
Credit 3 units. EN: BME T, TU

---

#### **E62 BME 5902 Cellular Neurophysiology**

This course will examine the biophysical concepts of synaptic function with the focus on the mechanisms of neural signal processing at synapses and elementary circuits. The course combines lectures and discussion sessions of primary research papers. Topics include synaptic and dendritic structure, electrical properties of axons and dendrites, synaptic transmission, rapid and long-term forms of synaptic plasticity, information analysis by synapses and basic neuronal circuits, principles of information coding, mechanisms of learning and memory, function of synapses in sensory systems, models of synaptic disease states such as Parkinson and Alzheimer's diseases. Additionally, a set of lectures will be devoted to modern electrophysiological and imaging techniques, and modeling approaches to study synapses and neural circuits. Prerequisite: Senior or graduate standing.  
Credit 3 units. EN: TU

---

#### **E62 BME 591 Biomedical Optics I: Principles**

This course covers the principles of optical photon transport in biological tissue. This course covers the principles and applications of optical photon transport in biological tissue. Topics include a brief introduction to biomedical optics, single-scatterer theories, Monte Carlo modeling of photon transport, convolution for broad-beam responses, radiative transfer equation, diffusion theory and applications, sensing of optical properties and spectroscopy, and photoacoustic imaging principles and applications. Prerequisite: Familiarity with Differential equations and partial differential equations  
Credit 3 units. EN: TU

---

#### **E62 BME 5911 Cardiovascular Biophysics Journal Club**

This journal club is intended for beginning graduate students, advanced undergraduates, and MSTP students with a background in the quantitative sciences (engineering, physics, math, chemistry, etc). The subjects covered are inherently multidisciplinary. We will review landmark and recent publications in quantitative cardiovascular physiology, mathematical modeling of physiologic systems and related topics such as chaos theory and nonlinear dynamics of biological systems. Familiarity with calculus, differential equations, and basic engineering/thermodynamic principles is assumed. Knowledge of anatomy/physiology is optional.  
Credit 1 unit.

---

#### **E62 BME 5915 Journal Club in Neuroengineering**

Classic papers on neuroscience topics including membrane excitability, synaptic transmission and signaling will be discussed by students and the instructor. The course is designed to bring graduate students with engineering, computational, and biological background to the bases of translational neuroscience and neurotechnology.  
Credit 1 unit.

---

#### **E62 BME 592 Biomedical Optics II: Imaging**

This course covers optical imaging technologies. Topics include ballistic imaging, optical coherence tomography, Mueller optical coherence tomography, diffuse optical tomography, photoacoustic tomography, and ultrasound-modulated optical tomography. Prerequisites: L24 Math 217; E62 BME 591  
Credit 3 units. EN: BME T, TU

---

#### **E62 BME 594 Ultrasound Imaging**

Ultrasound imaging is the most widely used medical imaging modality in the world. This course offers an introduction to the medical ultrasound field. It exposes students to fundamental physical principles of ultrasound, ultrasound imaging, and ultrasound therapy. It will also introduce emerging ultrasound technologies in industry and clinics. Students will learn via lectures, homework, lab exercises, and a final project to gain knowledge, learn the ability to think critically, and develop problem-solving skills.  
Same as E62 BME 494  
Credit 3 units. EN: TU

---

#### **E62 BME 595 Drug Delivery Systems: Principles and Applications**

Drug delivery is a promising approach for transporting pharmaceutical treatments in the body to safely achieve the desired therapeutic effect, while reducing the undesired side effects. This course will introduce students to the fundamental concepts of drug pharmacokinetics and dynamics, the biological and physiochemical principles drug delivery systems are based on, and the advantages of such delivery systems. Additionally, we will introduce the design and development of advanced drug delivery platforms such as nano-carriers, cell/gene delivery systems, drug-polymer conjugates and their relevant clinical applications. Finally, we will be having guest speakers from the industry, the university, as well as the office of technology management for Interdisciplinary Innovation & Entrepreneurship.  
Credit 3 units.

---

## **The Minor in Biomedical Data Science**

The minor in Biomedical Data Science is designed to integrate data science principles — preparing, transforming, modeling, visualizing, validating, and communicating data — with the unique challenges and considerations of medicine and health care. The curriculum encompasses the following: (1) fundamental mathematics concepts such as linear algebra, probability, statistics, and computer modeling; (2) the specialized data science education necessary to practically approach the particular challenges of genomic data, sensor data, and health care data; and (3) the ethical considerations of privacy, equity, and access unique to medical data sharing and analysis.

A minor in Biomedical Data Science requires the completion of 18 units selected from the following courses. McKelvey Engineering students of all disciplines as well as students majoring in biology, physics, neuroscience, or other sciences are ideal candidates for this minor. All courses must be taken with a credit option to qualify for the minor.

## Curriculum

**Core Biomedical Engineering Courses** (required; all must be completed):

Code	Title	Units
BME 231	Foundations of Biomedical Computing (Spring/Summer; No prerequisite; First offering SP22)	3
BME 4015	Biomedical Data Science Capstone Design	3
BME 440	Biomedical Data Science (Fall; Prerequisite: BME 231; First offering FL22)	3

**Mathematics Course** (students must complete one from the following list):

Code	Title	Units
ESE 318	Engineering Mathematics A (Fall/Spring; Prerequisites: Math 233 and Math 217 or equivalent)	3
Math 309	Matrix Algebra (Fall/Spring; Prerequisite: Math 131)	3
MEMS 201	Numerical Methods and Matrix Algebra (Spring; Prerequisite: Math 217)	3

**Probability and Statistics Course** (students must complete one from the following list):

Code	Title	Units
ESE 326	Probability and Statistics for Engineering (Fall/Spring; Prerequisite: Math 233 or equivalent)	3
Engr 328	Engineering Statistics with Probability	3
SDS 2200	Elementary Probability and Statistics	3
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3

**Biomedical Engineering Upper Level Elective** (students must complete one from the following list):

Code	Title	Units
BME 470	Mathematics of Imaging Science (Fall; Prerequisite: Consent of instructor)	3
BME 472	Biological Neural Computation (Spring; Prerequisite: Consent of instructor)	3
BME 519	Advanced Cognitive, Computational, and Systems Neuroscience (Spring; Prerequisite: Consent of instructor)	3
BME 533	Biomedical Signal Processing (Spring; Prerequisite: Consent of instructor)	3

Additional courses may be added to these lists as new courses are developed. Questions about the Biomedical Data Science minor can be addressed to Professor Patricia Widder (pwidder9876@wustl.edu).

## Computer Science & Engineering

### About Computer Science & Engineering

The field of computer science and engineering studies the design, analysis, implementation and application of computation and computer technology. Computing plays an important role in virtually all fields, including science, medicine, music, art, business, law and human communication; hence, the study of computer science and engineering can be interdisciplinary in nature. Whether a student's goal is to become a practitioner or to take a few courses to develop a basic understanding of computing for application to another field, the Department of Computer Science & Engineering at Washington University is committed to helping students gain the background they need.

People are attracted to the study of computing for a variety of reasons. Consequently, the department offers a wide variety of academic programs, including a five-course minor, a second major, five undergraduate degrees, combined undergraduate and graduate programs, and several undergraduate research opportunities. Each academic program can be tailored to a student's individual needs.

The breadth of computer science and engineering may be best understood in terms of the general areas of *applications, software systems, hardware* and *theory*.

**Applications** are the ways in which computer technology is applied to solve problems, often in other disciplines. Most applications courses provide background not only in the applications themselves but also in how the applications are designed and implemented. Examples of application areas include artificial intelligence, computer graphics, game design and computational biology.

**Software systems** are collections of interacting software components that work together to support the needs of computer applications. Courses in this area help students gain a solid understanding of how software systems are designed and implemented. During the process, students develop their own software systems. Examples include operating systems, which manage computational resources; network protocols, which are responsible for the delivery of information; programming languages, which support the construction of software systems and applications; and compilers, which translate computer programs into executable form.

**Hardware** is the term used to describe the physical and mechanical components of a computer system. Courses in this area provide background in logic circuits, which carry out basic computations; computer architecture, which defines the organization of functional

components in a computer system; and peripheral devices such as disks, robot arms that are controlled by the computer system, and sensor systems that gather the information that computer systems use to interact with the physical world.

**Theory** is the study of the fundamental capabilities and limitations of computer systems. A knowledge of theory helps students choose among competing design alternatives on the basis of their relative efficiency and helps them to verify that their implementations are correct. Theory courses provide background in algorithms, which describe how a computation is to be carried out; data structures, which specify how information is to be organized within the computer; analytical techniques to characterize the time or space requirements of an algorithm or data structure; and verification techniques to prove that solutions are correct.

A well-rounded study of computing includes training in each of these areas. However, depending on a student's educational goals, the student may prefer to concentrate on certain areas for greater depth of knowledge. To help students balance their elective courses, most upper-level departmental courses are classified into one of the following categories: S for software systems, M for machines (hardware), T for theory, or A for applications. If a student's interests are concentrated in the first two areas, a computer engineering degree might be best. Students are encouraged to meet with a faculty advisor in the Department of Computer Science & Engineering to discuss their options and develop a plan consistent with their goals.

## Undergraduate Programs

The Department of Computer Science & Engineering (CSE) offers an array of courses that can be taken as requirements or electives for any of the undergraduate degree programs. We offer a Bachelor of Science in Computer Science (BSCS), a Bachelor of Science in Computer Engineering (BSCoE), a Bachelor of Science in Business and Computer Science (CS+Business), a Bachelor of Science in Computer Science + Mathematics (CS+Math), a Bachelor of Science in Computer Science + Economics (CS+Econ), and a Second Major in Computer Science. In addition to these six programs, CSE offers a pre-medical option and combined undergraduate/graduate programs. As a part of our program, each student is assigned an advisor who can help to design an individualized program, monitor a student's progress, and consult about curriculum and career options. Additional information can be found on our CSE website, or any of the CSE faculty can offer further guidance and information about our programs.

**BSCS:** The computer science major is designed for students planning a career in computing.

**BSCoE:** The computer engineering major encompasses studies of hardware, software and systems issues that arise in the design, development and application of computer systems.

**CS+Business:** This joint major provides students with the fundamental knowledge and perspectives of computer science and business and of the unique opportunities created by combining them.

**CS+Econ:** This applied science major (p. 1234) allows students interested in both economics and computer science to combine these two complementary disciplines efficiently.

**CS+Math:** This applied science major efficiently captures the intersection of the complementary studies of computer science and math.

**Second Major in Computer Science:** The second major provides an opportunity to combine computer science with another degree program. A second major in computer science can expand a student's career options and enable interdisciplinary study in areas such as cognitive science, computational biology, chemistry, physics, philosophy and linguistics. The second major is also well suited for students planning careers in medicine, law, business, architecture and fine arts.

**Pre-Medical Option within Computer Science:** Students may pursue a pre-medicine curriculum in conjunction with either the BS degree or the second major in computer science programs. Students interested in the pre-medical option should refer to the McKelvey School of Engineering (p. 1200) *Bulletin* page for details.

## Combined Undergraduate and Graduate Study

The Department of Computer Science & Engineering offers in-depth graduate study in many areas. Students entering the graduate programs require a background in computer science fundamentals. Washington University undergraduates seeking admission to the graduate degree program to obtain a master's degree in computer science or computer engineering do not need to take the Graduate Record Examination (GRE). For more information, contact the department office by email at [admissions@cse.wustl.edu](mailto:admissions@cse.wustl.edu) or by phone at 314-935-6132.

## The Joint Bachelor's/Master's Program

This program provides undergraduate students the opportunity to earn a McKelvey master's degree by combining undergraduate and graduate studies in an integrated curriculum. The combination of the two programs extends the flexibility of the undergraduate curriculum to more advanced studies, thereby enabling students to plan their entire spectrum of computing studies in a more comprehensive educational framework. For McKelvey undergraduates, this program normally takes one additional year to complete. More information is available on the McKelvey School of Engineering undergraduate Bulletin page (p. 1197).

## BS/MBA Program

The growing importance of computer-based information systems in the business environment has produced a sustained high demand for graduates with master's degrees in business administration and undergraduate majors in computer science and engineering.

Students should apply to this joint program by February 1 of their junior year. The application for admission to Olin Business School (p. 1155) is available through the business school. Applicants are judged on undergraduate performance, GMAT scores, summer and/or co-op work experience, recommendations and a personal interview.



## Undergraduate Courses

Course requirements for the minor and majors may be fulfilled by CSE 131 Introduction to Computer Science, CSE 132 Introduction to Computer Engineering, CSE 240 Logic and Discrete Mathematics, CSE 247 Data Structures and Algorithms, CSE 347 Analysis of Algorithms, and CSE courses with a letter suffix in any of the following categories: software systems (S), hardware (M), theory (T) and applications (A). In addition, with approval of the instructor, up to 6 units of CSE 400E Independent Study can be used toward the CSE electives of any CSE degree. Other CSE courses provide credit toward graduation but not toward the CSE elective requirements for the second major or the BSCS, BSCoE, CS+Math or CS+Business degrees. Undergraduates are encouraged to consider 500-level courses. If a student is interested in taking a course but is not sure if they have the needed prerequisites, the student should contact the instructor.

## Broadening Experiences

If a student wants to become involved in computer science or computer engineering research or to gain experience in industry while they are an undergraduate, there are many opportunities to do so. A few of these are listed below.

**Co-op:** McKelvey's Engineering Cooperative Education (Co-op) experience allows a student to get valuable experience working in industry while an undergraduate. A co-op experience can give students another perspective to their education and may lead to full-time employment. More information is available on the Engineering Co-op and Engineering Internship page of the McKelvey School of Engineering website.

**Research:** Participating in undergraduate research is a great way to learn more about a specific area. Research projects are available either for pay or for credit through CSE 400E Independent Study.

**Study Abroad:** Students in the McKelvey School of Engineering can study abroad in a number of countries and participate in several global experiences to help broaden their educational experience. These opportunities will help students become global citizens who are better able to address current issues.

The study of computer science and engineering is especially well suited and popular for study abroad. Students from our department routinely study abroad in Europe, the United Kingdom, Australia, Israel and many other places. Our department works closely with students to identify courses suitable for computer science credit.

For more information about these programs, please visit the McKelvey School of Engineering website.

## Research Opportunities

The Department of Computer Science & Engineering actively promotes a culture of strong undergraduate participation in research. Many undergraduates work in research labs with state-of-the-art equipment that provides them the opportunity to take part in computer science and computer engineering research. Sensor networks, high-speed routers, specialized FPGA hardware, wireless devices, RF tags,

digital cameras, robots, large displays and multiprocessors are just a few of the hardware devices undergraduates often use in their projects. Opportunities for exploring modern software development techniques and specialized software systems further enrich the range of research options and help undergraduates sharpen their design and programming skills.

## Advanced Placement/ Proficiency

Students receiving a 4 or 5 on the AP Computer Science A exam are awarded credit for CSE 131 Introduction to Computer Science. Any student can take the CSE 131 proficiency exam, and a suitable score will waive CSE 131 as a requirement.

Upon request, the computer science department will evaluate a student for proficiency for any of our introductory courses. If a student is determined to be proficient in a given course, that course will be waived (without awarding credit) in the student's degree requirements, and the student will be offered guidance in selecting a more advanced course. Questions should be directed to the associate chair at [associatechair@cse.wustl.edu](mailto:associatechair@cse.wustl.edu).

Phone: 314-935-6160  
Website: <https://cse.wustl.edu/academics/undergraduate/index.html>

## Faculty

### Chair

#### Roch Guérin

Harold B. and Adelaide G. Welge Professor of Computer Science  
PhD, California Institute of Technology  
Computer networks and communication systems

### Professors

#### Sanjoy Baruah

PhD, University of Texas at Austin  
Real-time and safety-critical system design, cyber-physical systems, scheduling theory, resource allocation and sharing in distributed computing environments

#### Aaron Bobick

James M. McKelvey Professor and Dean  
PhD, Massachusetts Institute of Technology  
Computer vision, graphics, human-robot collaboration

#### Michael R. Brent

Henry Edwin Sever Professor of Engineering  
PhD, Massachusetts Institute of Technology  
Systems biology, computational and experimental genomics, mathematical modeling, algorithms for computational biology, bioinformatics

**Jeremy Buhler**

PhD, Washington University  
Computational biology, genomics, algorithms for comparing and annotating large biosequences

**Roger D. Chamberlain**

DSc, Washington University  
Computer engineering, parallel computation, computer architecture, multiprocessor systems

**Yixin Chen**

PhD, University of Illinois at Urbana-Champaign  
Mathematical optimization, artificial intelligence, planning and scheduling, data mining, learning data warehousing, operations research, data security

**Patrick Crowley**

PhD, University of Washington  
Computer and network systems, network security

**Ron K. Cytron**

PhD, University of Illinois at Urbana-Champaign  
Programming languages, middleware, real-time systems

**Christopher D. Gill**

DSc, Washington University  
Parallel and distributed real-time embedded systems, cyber-physical systems, concurrency platforms and middleware, formal models and analysis of concurrency and timing

**Raj Jain**

Barbara J. & Jerome R. Cox Jr. Professor of Computer Science  
PhD, Harvard University  
Network security, blockchains, medical systems security, industrial systems security, wireless networks, unmanned aircraft systems, internet of things, telecommunications networks, traffic management

**Tao Ju**

PhD, Rice University  
Computer graphics, visualization, mesh processing, medical imaging and modeling

**Chenyang Lu**

Fullgraf Professor in the Department of Computer Science & Engineering  
PhD, University of Virginia  
Internet of things, real-time, embedded, and cyber-physical systems, cloud and edge computing, wireless sensor networks

**Neal Patwari**

PhD, University of Michigan  
Application of statistical signal processing to wireless networks, and radio frequency signals

**Weixiong Zhang**

PhD, University of California, Los Angeles  
Computational biology, genomics, machine learning and data mining, and combinatorial optimization

## Associate Professors

**Kunal Agrawal**

PhD, Massachusetts Institute of Technology  
Parallel computing, cyber-physical systems and sensing, theoretical computer science

**Roman Garnett**

PhD, University of Oxford  
Active learning (especially with atypical objectives), Bayesian optimization, and Bayesian nonparametric analysis

**Brendan Juba**

PhD, Massachusetts Institute of Technology  
Theoretical approaches to artificial intelligence founded on computational complexity theory and theoretical computer science more broadly construed

**Caitlin Kelleher**

Hugo F. & Ina Champ Urbauer  
Career Development Associate Professor  
PhD, Carnegie Mellon University  
Human-computer interaction, programming environments, and learning environments

**I-Ting Angelina Lee**

PhD, Massachusetts Institute of Technology  
Designing linguistics for parallel programming, developing runtime system support for multi-threaded software, and building novel mechanisms in operating systems and hardware to efficiently support parallel abstractions

**William D. Richard**

PhD, University of Missouri-Rolla  
Ultrasonic imaging, medical instrumentation, computer engineering

**Yevgeniy Vorobeychik**

PhD, University of Michigan  
Artificial intelligence, machine learning, computational economics, security and privacy, multi-agent systems

**William Yeoh**

PhD, University of Southern California  
Artificial intelligence, multi-agent systems, distributed constraint optimization, planning and scheduling

## Assistant Professors

**Ayan Chakrabarti**

PhD, Harvard University  
Computer vision computational photography, machine learning

**Chien-Ju Ho**

PhD, University of California, Los Angeles  
Design and analysis of human-in-the-loop systems, with techniques from machine learning, algorithmic economics, and online behavioral social science

**Ulugbek Kamilov**

PhD, École Polytechnique Fédérale de Lausanne, Switzerland  
Computational imaging, image and signal processing, machine learning and optimization

**Alvitta Ottley**

PhD, Tufts University  
Designing personalized and adaptive visualization systems, including information visualization, human-computer interaction, visual analytics, individual differences, personality, user modeling and adaptive interfaces

**Netanel Raviv**

PhD, Technion, Haifa, Israel  
Mathematical tools for computation, privacy and machine learning

**Ning Zhang**

PhD, Virginia Polytechnic Institute and State University  
System security, software security

## Teaching Professors

**Bill Siever**

PhD, Missouri University of Science and Technology  
Computer architecture, organization, and embedded systems

**Todd Sproull**

PhD, Washington University  
Computer networking and mobile application development

## Professor of the Practice

**Dennis Cosgrove**

BS, University of Virginia  
Programming environments and parallel programming

## Senior Lecturers

**Steve Cole**

PhD, Washington University in St. Louis  
Parallel computing, accelerating streaming applications on GPUs

**Marion Neumann**

PhD, University of Bonn, Germany  
Machine learning with graphs; solving problems in agriculture and robotics

**Jonathan Shidal**

PhD, Washington University  
Computer architecture and memory management

**Douglas Shook**

MS, Washington University  
Imaging sensor design, compiler design and optimization

## Lecturers

**Hila Ben Abraham**

PhD, Washington University in St. Louis  
Parallel computing, accelerating streaming applications on GPUs, computer and network security, and malware analysis

**Brian Garnett**

PhD, Rutgers University  
Discrete mathematics and probability, generally motivated by theoretical computer science

**James Orr**

PhD, Washington University  
Real-time systems theory and implementation, cyber-physical systems, and operating systems

## Senior Professor

**Jonathan S. Turner**

PhD, Northwestern University  
Design and analysis of internet routers and switching systems, networking and communications, algorithms

## Senior Faculty Emeritus

**Jerome R. Cox Jr.**

ScD, Massachusetts Institute of Technology  
Computer system design, computer networking, biomedical computing

## Professors Emeriti

**Takayuki D. Kimura**

PhD, University of Pennsylvania  
Communication and computation, visual programming

**Seymour V. Pollack**

MS, Brooklyn Polytechnic Institute  
Intellectual property, information systems

## Majors

Please visit the following pages for information about computer science and engineering majors:

- Bachelor of Science in Computer Engineering (p. 1232)
- Bachelor of Science in Computer Science (p. 1233)
- Bachelor of Science in Computer Science + Economics (p. 1234)
- Bachelor of Science in Computer Science + Mathematics (p. 1236)
- Bachelor of Science in Data Science (p. 1238)
- Bachelor of Science in Business and Computer Science (p. 1240)
- Second Major in Computer Science (p. 1242)
- Second Major in Computer Science + Mathematics
- Second Major in Data Science

## Minors

Please visit the following pages for information about computer science and engineering minors:

- Minor in Computer Science (p. 1246)
- Minor in Bioinformatics (p. 1246)
- Minor in Human-Computer Interaction (p. 1247)

## Courses

Visit online course listings to view semester offerings for E81 CSE.

Prerequisites are advisory in our course listings, but students are cautioned against taking a course without the necessary background. Note that if one course mentions another as its prerequisite, the prerequisites of the latter course are implied to be prerequisites of the former course as well. Students in doubt of possessing the necessary background for a course should correspond with the course's instructor.

---

### E81 CSE 100A Computer Science Department Seminar

This seminar will host faculty, alumni, and professionals to discuss topics related to the study and practice of computer science. Attendance is mandatory to receive a passing grade.

---

### E81 CSE 107 Data Science Playground

Data science plays an increasingly important role in research, industry, and government. Researchers seek to understand behavior and mechanisms, companies seek to increase profits, and government agencies make policies intended to improve society. While we are awash in an abundance of data, making sense of data is not always straightforward. At its core, students of data science learn techniques for analyzing, visualizing, and understanding data. However, students must also cultivate curiosity about data, including the data's provenance, ethical considerations such as bias, and skepticism concerning correlation and causality. In the beginning, students investigate a curated collection of data sets, asking questions they find interesting and exploring data using a popular platform for such studies. Thereafter, researchers on campus present their work in the context of data science, challenging students to explore data in the domain of their research areas. Throughout the course, students present their findings in their group and to the class. This course is offered in an active-learning setting in which students work in small teams. The course has no prerequisites, and programming experience is neither expected nor required. All credit for this pass/fail course is based on work performed in the scheduled class time. Credit 1 unit.

---

### E81 CSE 131 Introduction to Computer Science

An introduction to software concepts and implementation, emphasizing problem solving through abstraction and decomposition. Introduces processes and algorithms, procedural abstraction, data abstraction, encapsulation, and object-oriented programming. Recursion, iteration, and simple data structures are covered. Concepts and skills are mastered through programming projects, many of which employ graphics to enhance conceptual understanding. Java, an object-oriented programming language, is the vehicle of exploration. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively. Prerequisites: Comfort with algebra and geometry at the high school level is assumed. Patience, good planning, and organization will promote success. This course assumes no prior experience with programming. Credit 3 units. Arch: ETH, NS BU: SCI EN: TU

---

### E81 CSE 131R Seminar: Computer Science I

A seminar and discussion session that complements the material studied in CSE131. Provides background and breadth for the disciplines of computer science and computer engineering. Features guest lectures and highly interactive discussions of diverse computer science topics. Highly recommended for majors and for any student seeking a broader view of computer science or computer engineering. Pass/Fail only. Credit 1 unit.

---

### E81 CSE 132 Introduction to Computer Engineering

This course introduces students to fundamental concepts in the basic operation of computers, ranging from desktops and servers to microcontrollers and handheld devices. Subjects include digital and analog input/output, sensing the physical world, information representation, basic computer architecture and machine language, time-critical computation, machine-to-machine communication and protocol design. Students will use both desktop systems and handheld microcontrollers for laboratory experiments. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively. Prerequisite: CSE 131.

Credit 3 units. BU: SCI EN: TU

---

### E81 CSE 132R Seminar: Computer Science II

This course is a seminar and discussion session that complements the material studied in CSE 132. It provides background and breadth for the disciplines of computer science and computer engineering, and it features guest lectures and highly interactive discussions of diverse computer science topics. Highly recommended for majors and for any student seeking a broader view of computer science or computer engineering. Credit 1 unit.

---

### E81 CSE 204A Web Development

This course explores elementary principles for designing, creating, and publishing effective websites and web application front-ends. Topics include page layout concepts, design principles, HTML, CSS, JavaScript, front-end frameworks like Angular and React, and other development tools. Students apply the topics by creating a series of websites that are judged based on their design and implementation. Prerequisite: CSE 131 or equivalent experience.

Credit 3 units. BU: SCI EN: TU

---

### E81 CSE 217A Introduction to Data Science

This course provides an introduction to data science and machine learning, and it focuses on the practical application of models to real-world supervised and unsupervised learning problems. We will discuss methods for linear regression, classification, and clustering and apply them to perform sentiment analysis, implement a recommendation system, and perform image classification or gesture recognition. One of the main objectives of the course is to become familiar with the data science workflow, from posing a problem to understanding and preparing the data, training and evaluating a model, and then presenting and interpreting the results. We will also touch on concepts such as similarity-based learning, feature engineering, data manipulation, and visualization. The course uses Python, which is currently the most popular programming language for data science. This course does not teach programming in Python. Prerequisites: CSE 131, MATH 233, and CSE 247 (can be taken concurrently).

Credit 3 units. EN: TU

---

**E81 CSE 222S Internet of Things**

With the advent of the Internet of Things, we can address, control, and interconnect formerly isolated objects to create new and interesting applications. In this course we study fundamental technologies behind Internet-of-Things devices, and Accessories, which include smart watches, health monitors, toys, and appliances. In addition to learning about IoT, students gain hands-on experience developing multi-platform solutions that control and communicate with Things using via mobile device friendly interfaces. Students apply their knowledge and skill to develop a project of their choosing using topics from the course. Prerequisite: CSE 132.

Credit 3 units. EN: TU

---

**E81 CSE 231S Introduction to Parallel and Concurrent Programming**

This course explores concepts, techniques, and design approaches for parallel and concurrent programming. We study how to write programs that make use of multiple processors for responsiveness and that share resources reliably and fairly. Parallel programming concepts include task-level, functional, and loop-level parallelism. Concurrent programming concepts include threads, synchronization, and locks. We cover how to adapt algorithms to achieve determinism and avoid data races and deadlock. Concepts and skills are acquired through the design and implementation of software projects. Prerequisite: CSE 131.

Credit 3 units. EN: TU

---

**E81 CSE 232 Programming Skills Workshop**

This course provides an overview of practical implementation skills. Topics include compilation and linking, memory management, pointers and references, using code libraries, testing and debugging. Prerequisite: CSE 247.

Credit 1 unit.

---

**E81 CSE 237S Programming Tools and Techniques**

This course offers an introduction to the tools and techniques that allow programmers to write code effectively. Tools covered include version control, the command line, debuggers, compilers, unit testing, IDEs, bug trackers, and more. The course also places a heavy emphasis on code quality: how can we write code that is functional and that also meets quality standards? Peer review exercises will be used to show the importance of code craftsmanship. Prerequisite: CSE 131.

Credit 3 units. EN: TU

---

**E81 CSE 240 Logic and Discrete Mathematics**

Introduces elements of logic and discrete mathematics that allow reasoning about computational structures and processes. Generally, the areas of discrete structures, proof techniques, probability and computational models are covered. Topics typically include propositional and predicate logic; sets, relations, functions and graphs; direct and indirect proof methods, induction and recursion; finite state machines and regular languages. Prerequisite: CSE 131 [COMMON EXAMS ON XXX] Note that this course will be held in-person.

Credit 3 units. EN: TU

---

**E81 CSE 247 Data Structures and Algorithms**

Study of fundamental algorithms, data structures, and their effective use in a variety of applications. Emphasizes importance of data structure choice and implementation for obtaining the most efficient algorithm for solving a given problem. A key component of this course is worst-case asymptotic analysis, which provides a quick and simple method for determining the scalability and effectiveness of an algorithm. Online textbook purchase required. Prerequisite: CSE 131/501N, and fluency with summations, derivatives, and proofs by induction.

Credit 3 units. EN: TU

---

**E81 CSE 247R Seminar: Data Structures and Algorithms**

The content of this seminar will vary by semester, but it will generally complement the material taught in CSE 247 Data Structures and Algorithms. Corequisite: CSE 247.

Credit 1 unit. EN: TU

---

**E81 CSE 256A Introduction to Human-Centered Design**

This course provides an introduction to human-centered design through a series of small user interface development projects covering information foraging, learnability, and problem solving. Projects will begin with reviewing a relevant model of human behavior. Each project will then provide an opportunity to explore how to apply that model in the design of a new user interface. Prerequisite: CSE 131.

Credit 3 units. EN: TU

---

**E81 CSE 260M Introduction to Digital Logic and Computer Design**

Introduction to design methods for digital logic and fundamentals of computer architecture. Boolean algebra and logic minimization techniques; sources of delay in combinational circuits and effect on circuit performance; survey of common combinational circuit components; sequential circuit design and analysis; timing analysis of sequential circuits; use of computer-aided design tools for digital logic design (schematic capture, hardware description languages, simulation); design of simple processors and memory subsystems; program execution in simple processors; basic techniques for enhancing processor performance; configurable logic devices.

Prerequisites: CSE 131

Credit 3 units. EN: TU

---

**E81 CSE 311A Introduction to Intelligent Agents Using Science Fiction**

The course uses science-fiction short stories, TV episodes, and movies to motivate and introduce fundamental principles and techniques in intelligent agent systems. Topics covered may include game theory, decision theory, machine learning, distributed algorithms, and ethics. Prerequisite: CSE 247.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 314A Data Manipulation and Management**

As the base of data science, data needs to be acquired, integrated and preprocessed. This important step in the data science workflow ensures both quantity and quality of data and improves the effectiveness of the following steps of data processing. Students will gain an understanding of concepts and approaches of data acquisition and governance including data shaping, information extraction, information integration, data reduction and compression, data transformation as well as data cleaning. The course will further highlight the ethical responsibility of protecting the integrity of data and proper use of data. Prerequisites: CSE 131, CSE 217A; Corequisite: CSE 247

Credit 3 units. EN: BME T, TU

---

**E81 CSE 316A Social Network Analysis**

This course looks at social networks and markets through the eyes of a computer scientist. We will look at questions including, "Why are acquaintances rather than friends more likely to get us job opportunities?" and, "Why do the rich get richer?" We begin by studying graph theory (allowing us to study the structure) and game theory (allowing us to study the interactions) of social networks and market behavior at the introductory level. Among other topics, we will study auctions, epidemics, and the structure of the Internet (including web searches). This course examines the intersection of computer science, economics, sociology, and applied mathematics. Prerequisites: CSE 240 and CSE 247

Credit 3 units. EN: BME T, TU

---

**E81 CSE 330S Rapid Prototype Development and Creative Programming**

This course uses web development as a vehicle for developing skills in rapid prototyping. Students acquire the skills to build a Linux web server in Apache, to write a web site from scratch in PHP, to run an SQL database, to perform scripting in Python, to employ various web frameworks, and to develop modern web applications in client-side and server-side JavaScript. The course culminates with a creative project in which students are able to synthesize the course material into a project of their own interest. The course implements an interactive studio format: after a formal presentation of a topic, students develop a related project under the supervision of the instructor. Prerequisite: CSE 131 Revised: 2019-02-21

Credit 3 units. EN: BME T, TU

---

**E81 CSE 332S Object-Oriented Software Development Laboratory**

Intensive focus on practical aspects of designing, implementing and debugging software, using object-oriented, procedural, and generic programming techniques. The course emphasizes familiarity and proficiency with a wide range of C++ language features through hands-on practice completing studio exercises and lab assignments, supplemented with readings and summary presentations for each session. Prerequisites: CSE 131 and CSE 247

Credit 3 units. EN: BME T, TU

---

**E81 CSE 337A Retro Game Design**

Before they became "retro," games played on platforms of the 1970s and 1980s were just games. But early game-console hardware was designed with very particular ideas of what made a game a game, and under extreme constraints of cost and technical viability. Creators designed for these constraints, and their work then influenced the design of later hardware and software. This is a course about the history, design, and technology of one retro game console, the 1977 Atari Video Computer System (also known as the Atari VCS or the Atari 2600). The first popular home console, the Atari VCS is a truly weird computer: It "boasts" 128 bytes of RAM, no video buffer, and a custom graphics and sound chip designed to interface with then-universal cathode ray tube televisions. Against all odds, creators made fun and successful games within these extreme constraints. Just as an artist benefits from learning the fundamentals of their craft, so a game designer or developer can benefit from returning to these early and crude hardware platforms. In this course, students will learn the technical and creative history of the Atari, and they will also learn the fundamentals of programming its unfamiliar hardware. Students will carry out programming exercises, mostly in the assembly language instructions required to operate this unusual computer. They will then make their own games for the Atari, which will be able to run on the actual, 45-year-old hardware.

Same as L53 Film 337

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H

---

**E81 CSE 341T Parallel and Sequential Algorithms**

The course aims to teach students how to design, analyze and implement parallel algorithms. The emphasis is on teaching fundamental principles and design techniques that easily transfer over to parallel programming. These techniques include divide and conquer, contraction, the greedy method, and so on. Prerequisites: CSE 240, CSE 247, and Math 310.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 347 Analysis of Algorithms**

This course introduces techniques for the mathematical analysis of algorithms, including randomized algorithms and non-worst-case analyses such as amortized and competitive analysis. It also introduces the standard paradigms of divide-and-conquer, greedy, and dynamic programming algorithms, as well as reductions, and it provides an introduction to the study of intractability and techniques to determine when good algorithms cannot be designed. Prerequisites: (CSE 240 or Math 310) and CSE 247

Credit 3 units. EN: BME T, TU

---

**E81 CSE 347R Analysis of Algorithms Recitation**

This course is the recitation component of CSE 347. Registration and attendance for 347R is mandatory for students enrolled in 347.

---

**E81 CSE 359A Signals, Data and Equity**

This course introduces the design of classification and estimation systems for equity -- that is, with the goal of reducing the inequities of racism, sexism, xenophobia, ableism, and other systems of oppression. Systems that change the allocation of resources among people can increase inequity due to their inputs, the systems themselves, or how the systems interact in the context in which they are deployed. This course presents background in power and oppression to help predict how new technological and societal systems might interact and when they might confront or reinforce existing power systems. Measurement theory -- the study of the mismatch between a system's intended measure and the data it actually uses -- is covered. Multiple examples of sensing and classification systems that operate on people (e.g., optical, audio, and text sensors) are covered by implementing algorithms and quantifying inequitable outputs. Prerequisite: ESE 105 or CSE 217A or CSE 417T. Background readings will be available.

Same as E35 ESE 359

Credit 3 units. EN: BME T, TU

---

**E81 CSE 361S Introduction to Systems Software**

This course is an introduction to the hardware and software foundations of computer processing systems. The course provides a programmer's perspective of how computer systems execute programs and store information. The course material aims to enable students to become more effective programmers, especially when dealing with issues of performance, portability and robustness. It also serves as a foundation for other system courses (e.g., those involving compilers, networks, and operating systems), where a deeper understanding of systems-level issues is required. Topics covered include machine-level code and its generation by optimizing compilers, performance evaluation and optimization, computer arithmetic, memory organization and management, and supporting concurrent computation. Prerequisites: CSE 131 and CSE 132.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 362M Computer Architecture**

This course explores the interaction and design philosophy of hardware and software for digital computer systems. Topics include: Processor architecture, Instruction Set Architecture, Assembly Language, memory hierarchy design, I/O considerations, and a comparison of computer architectures. Prerequisite: CSE 260M.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 365S Elements of Computing Systems**

All computers are made up of 0s and 1s. However, the conceptual gap between the 0s and 1s and the day to day operation of modern computers is enormously wide. This fast-paced course aims to bridge the divide by starting with simple logic gates and building up the levels of abstraction until one can create games like Tetris. There is no specific programming language requirement, but some experience with programming is needed. Prerequisite: CSE 247  
Credit 3 units. EN: BME T, TU

---

**E81 CSE 400 Independent Study**

This course allows the student to investigate a topic in computer science and engineering of mutual interest to the student and a mentor. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form (<https://wustl.box.com/s/gp2mffz8r7ql9rgsil5zfy5pz05b8tb>) declaring the agreement must be filed in the departmental office. This course carries university credit, but it does not count toward a CSE major or minor. To arrange for CSE major or minor credit for independent study, a student must enroll in CSE 400E instead of CSE 400. Consult also CSE 400E.  
Credit variable, maximum 6 units.

---

**E81 CSE 400E Independent Study**

Investigation of a topic in computer science and engineering of mutual interest to the student and a mentor. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form (<https://wustl.box.com/s/gp2mffz8r7ql9rgsil5zfy5pz05b8tb>) declaring the agreement must be filed in the departmental office. Credit earned for CSE400E can be counted toward a student's major or minor program, with the consent of the student's advisor. See also: CSE400  
Credit variable, maximum 6 units.

---

**E81 CSE 411A AI and Society**

AI has made increasing inroads in a broad array of applications, many that have socially significant implications. This course will study a number of such applications, focusing on issues such as AI used for social good, fairness and accountability of AI, and potential security implications of AI systems. Prerequisite: CSE 247.  
Credit 3 units. EN: BME T, TU

---

**E81 CSE 412A Introduction to Artificial Intelligence**

The discipline of artificial intelligence (AI) is concerned with building systems that think and act like humans or rationally on some absolute scale. This course is an introduction to the field, with special emphasis on sound modern methods. The topics include knowledge representation, problem solving via search, game playing, logical and probabilistic reasoning, planning, dynamic programming, and reinforcement learning. Programming exercises concretize the key methods. The course targets graduate students and advanced undergraduates. Evaluation is based on written and programming assignments, a midterm exam and a final exam. Prerequisites: CSE 247, ESE 326 ( or Math 3200 or Math 3211 or Engr 328), and Math 233. This course will be taught using Zoom and will be recorded.  
Credit 3 units. EN: BME T, TU

---

**E81 CSE 413A Web Privacy and Security**

This course introduces the fundamental concepts of web privacy and security. It explores the challenges and techniques related to protecting personal privacy online and securing web applications from threats and vulnerabilities. Why take this course: Given that the vast majority of user-facing software is consumed through the web platform, developing an understanding of the web ecosystem is crucial in improving user privacy and security, overall. Topics include: Webpage

execution (e.g., JavaScript execution), Browser security model (e.g., site isolation), Online tracking (e.g., cookies, fingerprinting), Privacy enhancing technologies (e.g., tracker blocking), Technology policy (privacy laws, policies). Prereqs: CSE 247  
Credit 3 units.

---

**E81 CSE 416A Data Science for Complex Networks**

This course examines complex systems through the eyes of a computer scientist. We will use the representative power of graphs to model networks of social, technological, or biological interactions. Network analysis provides many computational, algorithmic, and modeling challenges. We begin by studying graph theory, allowing us to quantify the structure and interactions of social and other networks. We will then explore how to practically analyze network data and how to reason about it through mathematical models of network structure and evolution. We will also investigate algorithms that extract basic properties of networks in order to find communities and infer node properties. Finally, we will study a range of applications including robustness and fragility of networks such as the internet, spreading processes used to study epidemiology or viral marketing, and the ranking of webpages based on the structure of the webgraph. This course combines concepts from computer science and applied mathematics to study networked systems using data mining. Prerequisites: CSE 247, ESE 326, MATH 309, and programming experience (note: we will parse data and analyze networks using Python)  
Credit 3 units. EN: BME T, TU

---

**E81 CSE 417T Introduction to Machine Learning**

The field of machine learning is concerned with the question of how to construct computer programs that automatically improve with experience. This course is a broad introduction to machine learning, covering the foundations of supervised learning and important supervised learning algorithms. Topics to be covered are the theory of generalization (including VC-dimension, the bias-variance tradeoff, validation, and regularization) and linear and non-linear learning models (including linear and logistic regression, decision trees, ensemble methods, neural networks, nearest-neighbor methods, and support vector machines). Prerequisites: CSE 247, ESE 326 ( or Engr 328) , Math 233, and Math 309 (can be taken concurrently).  
Credit 3 units. EN: BME T, TU

---

**E81 CSE 419A Introduction to AI for Health**

Artificial Intelligence (AI) has emerged as a powerful tool for solving complex health problems using advanced data-driven techniques. AI for health is fueled by both the advancement in AI methods and the increasing availability of health data. This course will introduce the interdisciplinary field of AI for health including applications of AI in various healthcare domains. Students will read and critique research papers and perform projects to develop AI models and solutions for health care.  
Credit 3 units.

---

**E81 CSE 422S Operating Systems Organization**

This course involves a hands-on exploration of core OS abstractions, mechanisms and policies in the context of the Linux kernel. Readings, lecture material, studio exercises, and lab assignments are closely integrated in an active-learning environment in which students gain experience and proficiency writing OS code, as well as tracing and evaluating OS operations via user-level programs and kernel-level monitoring tools. Topics include: system calls, interrupt handling, kernel modules, concurrency and synchronization, proportional and priority-based scheduling of processes and threads, I/O facilities, memory management, virtual memory, device management, and file system organization. Prerequisite: CSE 361S  
Credit 3 units. EN: BME T, TU

---

**E81 CSE 425S Programming Systems and Languages**

A systematic study of the principles, concepts and mechanisms of computer programming languages: their syntax, semantics and pragmatics; the processing and interpretation of computer programs; programming paradigms; and language design. Illustrative examples are selected from a variety of programming language paradigms.

Prerequisites: CSE 332S

Credit 3 units. EN: BME T, TU

---

**E81 CSE 427S Cloud Computing with Big Data Applications**

This course provides an overview of the tools necessary to harness big data on the cloud for real world analytic applications. Each lecture will cover an important cloud computing concept or framework, and will be accompanied by a lab. There will be an emphasis on hands-on experience through using each of the tools taught in this course in a small project. Topics include Cloud based security and storage, Linux, Docker and Kubernetes, Data modeling through JSON and SQL, Database concepts and storage architectures, distributed systems, and finally real-world applications. Labs will build on each other and require the completion of the previous week's lab. The course will end with a multi-week, open-ended final project. Prerequisites: CSE 131, CSE 247, and CSE 330.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 428S Multi-Paradigm Programming in C++**

Intensive focus on how modern C++ language features support procedural, functional, generic, and object-oriented programming paradigms and allow those paradigms to be applied both separately and in combination. Topics covered will include various C++ language features and semantics, especially from the C++11 standard onward, with studio exercises and lab assignments designed to build proficiency in using them effectively within and across the different programming paradigms. Prerequisite: CSE 332S or CSE 504N; or graduate standing and basic proficiency in C++.

Credit 3 units. EN: TU

---

**E81 CSE 431S Translation of Computer Languages**

The theory of language recognition and translation is introduced in support of compiler construction for modern programming languages. Topics include syntactic and semantic analysis, symbol table management, code generation, and runtime libraries. A variety of parsing methods is covered, including top-down and bottom-up. Machine problems culminate in the course project, for which students construct a working compiler. Prerequisites: CSE 240 and CSE 247

Credit 3 units. EN: BME T, TU

---

**E81 CSE 433R Seminar: Capture The Flag (CTF) Studio**

This course provides a collaborative studio space for hands-on practice solving security-relevant puzzles in "Capture The Flag" (CTF) format. Students will engage CTF challenges individually and in teams, and online CTF resources requiring (free) account signup may be used. Students will be encouraged to attempt challenges commensurate with their ability, but no prior CTF experience or security knowledge is assumed. The goal of the course is to build skills in the fundamentals of security analysis, including usage of the Linux command line and console-based security tools, creativity in applying theoretical knowledge to practical challenges, and confidence in approaching under-specified problems. Prerequisite/corequisite: CSE 433S or equivalent.

Credit 1 unit.

---

**E81 CSE 433S Introduction to Computer Security**

Secure computing requires the secure design, implementation, and use of systems and algorithms across many areas of computer science. Fundamentals of secure computing such as trust models and cryptography will lay the groundwork for studying key topics in the security of systems, networking, web design, machine learning algorithms, mobile applications, and physical devices. Human factors, privacy, and the law will also be considered. Hands-on practice exploring vulnerabilities and defenses using Linux, C, and Python in studios and lab assignments is a key component of the course. Prerequisites: CSE 247 and either CSE 361 or CSE 332.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 434S Reverse Engineering and Malware Analysis**

This course will focus on reverse engineering and malware analysis techniques. Reverse engineering -- the process of deconstructing an object to reveal its design and architecture -- is an essential skill in the information security community. Although hackers often use reverse engineering tools to discover and exploit vulnerabilities, security analysts and researchers must use reverse engineering techniques to find what a specific malware does, how it does it, and how it got into the system. In this course, we will explore reverse engineering techniques and tools, focusing on malware analysis. Students will use and write software during in-class studios and homework assignments to illustrate mastery of the material. Prerequisite: CSE 361S.

Credit 3 units. EN: TU

---

**E81 CSE 435S Database Management Systems**

A study of data models and the database management systems that support these data models. The design theory for databases is developed and various tools are utilized to apply the theory. General query languages are studied and techniques for query optimization are investigated. Integrity and security requirements are studied in the context of concurrent operations on a database, where the database may be distributed over one or more locations. The unique requirements for engineering design databases, image databases, and long transaction systems are analyzed. Prerequisite: CSE 247.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 437R Technical Interviewing**

Students will study, give, and receive technical interviews in this seminar course. The focus will be on improving student performance in a technical interview setting, with the goal of making our students as comfortable and agile as possible with technical interviews. Professionals from the local and extended Washington University community will mentor our students in this seminar.

Credit 2 units.

---

**E81 CSE 437S Software Engineering Workshop**

An introduction and exploration of concepts and issues related to large-scale software systems development. Areas of exploration include technical complexities, organization issues, and communication techniques for large-scale development. Students participate through teams emulating industrial development. The projects cover the principal system development life-cycle phases from requirements analysis, to software design, and to final implementation. Issues relating to real-time control systems, human factors, reliability, performance, operating costs, maintainability and others are addressed and resolved in a reasonable manner. Book Requirement: <https://www.oreilly.com/library/view/kubernetes-up-and/9781492046523/>. Prerequisite: Junior or Senior standing, and CSE 330S.

Credit 3 units. EN: BME T, TU

---



---

**E81 CSE 438S Mobile Application Development**

Learn how to create iOS apps in the Swift programming language. This course covers a variety of topics in the development of modern mobile applications, with a focus on hands-on projects. Students will create multiple fully-functional apps from scratch. The course emphasizes object-oriented design patterns and real-world development techniques. Time is provided at the end of the course for students to work on a project of their own interest. Prerequisite: CSE 247. Credit 3 units. EN: BME T, TU

---

**E81 CSE 439S Mobile Application Development II**

In this course, students will work in groups to design, develop, test, publish, and market an iOS mobile application. Throughout the semester, students will operate in different roles on a team, serving as lead developer, tester, and project manager. Topics include how to publish a mobile application on an app store, APIs and tools for testing and debugging, and popular cloud-based SDKs used by developers. This course requires completion of the iOS version of CSE 438 Mobile Application Development or the appropriate background knowledge of the iOS platform. Credit 3 units. EN: TU

---

**E81 CSE 442T Introduction to Cryptography**

This course is an introduction to modern cryptography, with an emphasis on its theoretical foundations. Topics will include one-way functions, pseudorandom generators, public key encryption, digital signatures, and zero-knowledge proofs. Prerequisites: CSE 240 and CSE 247. Credit 3 units. EN: TU

---

**E81 CSE 447T Introduction to Formal Languages and Automata**

An introduction to the theory of computation, with emphasis on the relationship between formal models of computation and the computational problems solvable by those models. Specifically, this course covers finite automata and regular languages; Turing machines and computability; and basic measures of computational complexity and the corresponding complexity classes. Prerequisites: CSE 240 and CSE 247. Credit 3 units.

---

**E81 CSE 450A Video Game Programming**

This course teaches the core aspects of a video game developer's toolkit. Students work in groups and with a large game software engine to create and playtest a full-featured video game. Students will explore topics around the design of games through analysis of current games. Students have the opportunity to explore additional topics including graphics, artificial intelligence, networking, physics, and user interface design through their game project. Prerequisite: CSE247. Credit 3 units. EN: BME T, TU

---

**E81 CSE 451A Video Game Programming II**

This course is a continuation of CSE 450A Video Game Programming I. Students will work in groups and with a large game software engine to make a full-featured video game. Students will have the opportunity to work on topics in graphics, artificial intelligence, networking, physics, user interface design, and other topics. Prerequisites: CSE 450A and permission of instructor. Credit 3 units. EN: BME T, TU

---

**E81 CSE 452A Computer Graphics**

Introduction to computer graphics. The course covers fundamental concepts, data structures, and algorithms related to the construction, display, and manipulation of three-dimensional objects. Topics include scan-conversion, basic image processing, transformations, scene graphs, camera projections, local and global rendering, fractals, and parametric curves and surfaces. Students develop interactive graphics programs using C++ language. Prerequisite: CSE 332S and Math 309. Credit 3 units. EN: BME T, TU

---

**E81 CSE 454A Software Engineering for External Clients**

Teams of students will design and develop a solution to a challenging problem posed by a real-world client. Students will gain experience with a variety of facets of software development, such as gathering and interpreting requirements, software design/architecture, UI/UX, testing, documentation, and developer/client interactions. Prerequisite: E81 CSE 330S or E81 CSE 332S and at least junior standing. Credit 3 units. EN: BME T, TU

---

**E81 CSE 457A Introduction to Visualization**

Disciplines such as medicine, business, science, and government are producing enormous amounts of data with increasing volume and complexity. In this course, students will study the principles for transforming abstract data into useful information visualizations. They will learn about the state of the art in visualization research and development and gain hands-on experience with designing and developing interactive visualization tools for the web. They will also learn how to critique existing visualizations and how to evaluate the systems they build. Topics include design, data mapping, visual perception, and interaction. Prerequisite: CSE 330S. Credit 3 units. EN: BME T, TU

---

**E81 CSE 460T Switching Theory**

Advanced topics in switching theory as employed in the synthesis, analysis, and design of information processing systems. Combinational techniques: minimization, multiple output networks, state identification and fault detection, hazards, testability and design for test are examined. Sequential techniques: synchronous circuits, machine minimization, optimal state assignment, asynchronous circuits, and built-in self-test techniques. Prerequisite: CSE 260M. Credit 3 units. EN: BME T, TU

---

**E81 CSE 462M Computer Systems Design**

Introduction to modern design practices, including FPGA and PCB design methodologies. Student teams use Xilinx Vivado for HDL-based FPGA design and simulation and do schematic capture, PCB layout, fabrication, and testing of the hardware portion of a selected computation system. The software portion of the project uses Microsoft Visual Studio to develop a user interface and any additional support software required to demonstrate final projects to the faculty during finals week. Prerequisites: CSE 361S and 362M from Washington University in St. Louis or permission of the instructor. Revised: 2019-02-22. Credit 3 units. EN: BME T, TU

---

**E81 CSE 463M Digital Integrated Circuit Design and Architecture**

This is a project-oriented course on digital VLSI design. The course material focuses on bottom-up design of digital integrated circuits, starting from CMOS transistors, CMOS inverters, combinational circuits and sequential logic designs. Important design aspects of digital integrated circuits such as propagation delay, noise margins and power dissipation are covered in the class, and design challenges in sub-micron technology are addressed. The students design combinational and sequential circuits at various levels of abstraction using a state-

of-the-art CAD environment provided by Cadence Design Systems. The goal of the course is to design a microprocessor in 0.5 micron technology that will be fabricated by a semiconductor foundry. Prerequisites: CSE 260M and ESE 232. Credit 3 units. EN: BME T, TU

---

### **E81 CSE 465M Digital Systems Laboratory**

Hardware/software co-design; processor interfacing; procedures for reliable digital design, both combinational and sequential; understanding manufacturers' specifications; use of test equipment. Several single-period laboratory exercises, several design projects, and application of microprocessors in digital design. One lecture and one laboratory period a week. Prerequisites: ESE 260 Same as E35 ESE 465 Credit 3 units. EN: BME T, TU

---

### **E81 CSE 467S Embedded Computing Systems**

This course introduces the issues, challenges, and methods for designing embedded computing systems -- systems designed to serve a particular application and which incorporate the use of digital processing devices. Examples of embedded systems include cellular phones, appliances, game consoles, automobiles, and drones. Emphasis is given to aspects of design that are distinct to embedded systems. The course examines hardware, software, and system-level design. Hardware topics include microcontrollers, digital signal processors, memory hierarchy, and I/O. Software issues include languages, run-time environments, and program analysis. System-level topics include real-time operating systems, scheduling, power management, and wireless sensor networks. Students will perform a course project on a real embedded system testbed. Prerequisites: CSE 260M (and either CSE 132 or ESE 205). Credit 3 units. EN: TU

---

### **E81 CSE 468T Introduction to Quantum Computing**

This course introduces students to quantum computing, which leverages the effects of quantum-mechanical phenomena to solve problems. The course begins with material from physics that demonstrates the presence of quantum effects. Mathematical abstractions of quantum gates are studied with the goal of developing the skill to reason about existing quantum circuits and to develop new quantum circuits as required to solve problems. Students will develop a quantum-computer simulator and make use of open simulators as well as actual devices that can realize quantum circuits on the Internet. Prerequisites: CSE247, Math 309 and Math 3200 (or ESE 326 or Engr 328). Credit 3 units. EN: BME T, TU

---

### **E81 CSE 469S Security of the Internet of Things and Embedded System Security**

This course presents a "deep dive" into the emerging world of the Internet of Things from a cybersecurity perspective. With billions of internet-enabled devices projected to impact every nook and cranny of modern existence, the concomitant security challenge portends to become dazzlingly complex. Students will learn the fundamentals of IoT architecture and operations from a layered perspective and focus on identifying, assessing, and mitigating the threats and vulnerabilities therein. Through a blend of lecture and "hands-on" studios, students will gain proficiency in the range of approaches, methods, and techniques required to address embedded systems security and secure the internet of things using actual devices from both hardware and software perspectives and across a range of applications. Credit 3 units. EN: TU

---

### **E81 CSE 473S Introduction to Computer Networks**

A broad overview of computer networking. Topics include history, protocols, Hyper Text Transfer Protocol (HTTP), File Transfer Protocol (FTP), Simple Mail Transfer Protocol (SMTP), Domain Name System (DNS), peer-to-peer (P2P), transport layer design issues, transport layer protocols, Transmission Control Protocol (TCP), User Datagram Protocol (UDP), TCP congestion control, network layer, Internet Protocol version 4 (IPv4), Internet Control Message Protocol (ICMP), Internet Protocol version 6 (IPv6), routing algorithms, routing protocols, Open Shortest Path First (OSPF), Routing Information Protocol (RIP), Border Gateway Protocol (BGP), datalink layer and local area networks carrier sense multiple access with collision detection (CSMA/CD), Ethernet, virtual local area networks (VLANs), Point-to-Point Protocol (PPP), Multi-Protocol Label Switching, wireless and mobile networks, multimedia networking, security in computer networks, cryptography, and network management. Prerequisite: CSE 247; CSE 132 is suggested, but not required. Revised: 2019-02-22 Credit 3 units. EN: BME T, TU

---

### **E81 CSE 497 Senior Project I**

Implementation of a substantive project on an individual basis, involving one or more major areas in computer science. Problems pursued under this framework may be predominantly analytical, involving exploration and extension of theoretical structures, or may pivot around the design/development of solutions for particular applications drawn from areas throughout the University and/or community. In either case, the project serves as a focal point for crystallizing the concepts, techniques, and methodologies encountered throughout the curriculum. Students intending to take CSE 497-498 must submit a project proposal form (<https://cse.wustl.edu/undergraduate/PublishingImages/Pages/undergraduate-research/Independent%20Study%20Form%20400.pdf>) for approval by the department during the spring semester of the junior year. Prerequisite: senior standing. Credit 3 units.

---

### **E81 CSE 498 Senior Project II**

Implementation of a substantive project on an individual basis, involving one or more major areas in computer science. Problems pursued under this framework may be predominantly analytical, involving exploration and extension of theoretical structures, or may pivot around the design/development of solutions for particular applications drawn from areas throughout the University and/or community. In either case, the project serves as a focal point for crystallizing the concepts, techniques, and methodologies encountered throughout the curriculum. Students intending to take CSE 497-498 must submit a project proposal form (<https://cse.wustl.edu/undergraduate/PublishingImages/Pages/undergraduate-research/Independent%20Study%20Form%20400.pdf>) for approval by the department during the spring semester of the junior year. Prerequisite: senior standing. Credit 3 units.

---

### **E81 CSE 499 Undergraduate Honors Thesis**

Working closely with a faculty member, the student investigates an original idea (algorithm, model technique, etc.), including a study of its possible implications, its potential application, and its relationship to previous related work reported in the literature. Contributions and results from this investigation are synthesized and compiled into a publication-quality research paper presenting the new idea. Prerequisites: a strong academic record and permission of instructor. Credit 3 units.

---

---

**E81 CSE 500 Independent Study**

Proposal form can be located at <https://cse.wustl.edu/undergraduate/PublishingImages/Pages/undergraduate-research/Independent%20Study%20Form%20400.pdf>  
Credit variable, maximum 3 units.

---

**E81 CSE 501N Introduction to Computer Science**

An introduction to software concepts and implementation, emphasizing problem solving through abstraction and decomposition. Introduces processes and algorithms, procedural abstraction, data abstraction, encapsulation, and object-oriented programming. Recursion, iteration, and simple data structures are covered. Concepts and skills are mastered through programming projects, many of which employ graphics to enhance conceptual understanding. Java, an object-oriented programming language, is the vehicle of exploration. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively. Prerequisites: Comfort with algebra and geometry at the high school level is assumed. Patience, good planning, and organization will promote success. This course assumes no prior experience with programming.  
Same as E81 CSE 131  
Credit 3 units. Arch: ETH, NS BU: SCI EN: TU

---

**E81 CSE 502N Data Structures and Algorithms**

Study of fundamental algorithms, data structures, and their effective use in a variety of applications. Emphasizes importance of data structure choice and implementation for obtaining the most efficient algorithm for solving a given problem. A key component of this course is worst-case asymptotic analysis, which provides a quick and simple method for determining the scalability and effectiveness of an algorithm. Online textbook purchase required. Prerequisite: CSE 131/501N, and fluency with summations, derivatives, and proofs by induction.  
Same as E81 CSE 247  
Credit 3 units. EN: TU

---

**E81 CSE 503S Rapid Prototype Development and Creative Programming**

This course uses web development as a vehicle for developing skills in rapid prototyping. Students acquire the skills to build a Linux web server in Apache, to write a web site from scratch in PHP, to run an SQL database, to perform scripting in Python, to employ various web frameworks, and to develop modern web applications in client-side and server-side JavaScript. The course culminates with a creative project in which students are able to synthesize the course material into a project of their own interest. The course implements an interactive studio format: after a formal presentation of a topic, students develop a related project under the supervision of the instructor. Prerequisite: CSE 131 Revised: 2019-02-21  
Same as E81 CSE 330S  
Credit 3 units. EN: BME T, TU

---

**E81 CSE 504N Object-Oriented Software Development Laboratory**

Intensive focus on practical aspects of designing, implementing and debugging software, using object-oriented, procedural, and generic programming techniques. The course emphasizes familiarity and proficiency with a wide range of C++ language features through hands-on practice completing studio exercises and lab assignments, supplemented with readings and summary presentations for each session. Prerequisites: CSE 131 and CSE 247  
Same as E81 CSE 332S  
Credit 3 units. EN: BME T, TU

---

**E81 CSE 505N Introduction to Digital Logic and Computer Design**

Introduction to design methods for digital logic and fundamentals of computer architecture. Boolean algebra and logic minimization techniques; sources of delay in combinational circuits and effect on circuit performance; survey of common combinational circuit components; sequential circuit design and analysis; timing analysis of sequential circuits; use of computer-aided design tools for digital logic design (schematic capture, hardware description languages, simulation); design of simple processors and memory subsystems; program execution in simple processors; basic techniques for enhancing processor performance; configurable logic devices.  
Prerequisites: CSE 131  
Same as E81 CSE 260M  
Credit 3 units. EN: TU

---

**E81 CSE 510A Deep Reinforcement Learning**

Deep Reinforcement Learning (RL) is a cutting-edge field at the intersection of artificial intelligence and decision-making. This course provides an in-depth exploration of the fundamental principles, algorithms, and applications of deep reinforcement learning. It covers basic algorithms, including value-based, policy-based, actor-critic, and model-based methods, as well as advanced topics, such as meta RL, offline RL, and multi-agent RL. By combining deep learning techniques with reinforcement learning, this course equips students with the necessary skills to build intelligent systems that can learn from experiences and make optimal decisions in complex environments. Evaluation of this course is based on written and programming assignments, and a final course project.  
Credit 3 units.

---

**E81 CSE 511A Introduction to Artificial Intelligence**

The discipline of artificial intelligence (AI) is concerned with building systems that think and act like humans or rationally on some absolute scale. This course is an introduction to the field, with special emphasis on sound modern methods. The topics include knowledge representation, problem solving via search, game playing, logical and probabilistic reasoning, planning, dynamic programming, and reinforcement learning. Programming exercises concretize the key methods. The course targets graduate students and advanced undergraduates. Evaluation is based on written and programming assignments, a midterm exam and a final exam. Prerequisites: CSE 247, ESE 326, Math 233  
Credit 3 units. EN: BME T, TU

---

**E81 CSE 513T Theory of Artificial Intelligence and Machine Learning**

Mathematical foundations for Artificial Intelligence and Machine Learning. An introduction to the PAC-Semantics ("Probably Approximately Correct") as a common semantics for knowledge obtained from learning and declarative sources, and the computational problems underlying the acquisition and processing of such knowledge. We emphasize the design and analysis of efficient algorithms for these problems, and examine for which representations these problems are known or believed to be tractable. Prerequisites: CSE 347  
Credit 3 units. EN: TU

---

**E81 CSE 514A Data Mining**

With the vast advancements in science and technology, the acquisition of large quantities of data is routinely performed in many fields. Examples of large data include various types of data on the internet, high-throughput sequencing data in biology and medicine, extraterrestrial data from telescopes in astronomy, and images from surveillance cameras in security settings. Analyzing a large amount of data through data mining has become an effective means of extracting knowledge from data. This course introduces the basic concepts

and methods of data mining and provides hands-on experience for processing, analyzing and modeling structured and unstructured data. Homework problems, exams, and programming assignments will be administered throughout the course to enhance students' learning. Prerequisites: CSE 247, ESE 326 (or Math 3200 or Engr 328), and Math 233.

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 515T Bayesian Methods in Machine Learning**

This course will cover machine learning from a Bayesian probabilistic perspective. Bayesian probability allows us to model and reason about all types of uncertainty. The result is a powerful, consistent framework for approaching many problems that arise in machine learning, including parameter estimation, model comparison, and decision making. We will begin with a high-level introduction to Bayesian inference and then proceed to cover more advanced topics. These will include inference techniques (e.g., exact, MAP, sampling methods, the Laplace approximation), Bayesian decision theory, Bayesian model comparison, Bayesian nonparametrics, and Bayesian optimization. Prerequisites: CSE 417T and ESE 326.

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 516A Multi-Agent Systems**

This course introduces the fundamental techniques and concepts needed to study multi-agent systems, in which multiple autonomous entities with different information sets and goals interact. We will study algorithmic, mathematical, and game-theoretic foundations, and how these foundations can help us understand and design systems ranging from robot teams to online markets to social computing platforms. Topics covered may include game theory, distributed optimization, multi-agent learning and decision-making, preference elicitation and aggregation, mechanism design, and incentives in social computing systems. Prerequisites: CSE 347 (may be taken concurrently), ESE 326 (or Math 3200), and Math 233 or equivalents. Some prior exposure to artificial intelligence, machine learning, game theory, and microeconomics may be helpful, but is not required.

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 517A Machine Learning**

This course is the second course of a two course sequence on machine learning (CSE 417T and CSE517A). It assumes a fundamental understanding of the machine learning foundations (both theoretical and practical) and introduces probabilistic machine learning approaches in-depth as well as advanced topics at the frontier of the field. Topics to be covered include discriminative and generative probabilistic models, kernel methods (e.g., support vector machines, Gaussian processes), neural networks (deep learning), unsupervised learning techniques, and practical machine learning (e.g., feature engineering, dimensionality reduction, model comparison). Prerequisites: Math 233, CSE 247, ESE 326 or Math 3211, Math 309, and CSE 417T or ESE 417

Credit 3 units. EN: TU

---

### **E81 CSE 518A Human-in-the-Loop Computation**

This course is an exploration of the opportunities and challenges of human-in-the-loop computation, an emerging field that examines how humans and computers can work together to solve problems neither can solve alone yet. We will explore ways in which techniques from machine learning, game theory, optimization, online behavioral social science, and human-computer interactions can be used to model and analyze human-in-the-loop systems such as crowdsourcing markets, prediction markets, and user-generated content platforms. We will also look into recent developments in the interactions between humans and AIs, such as learning with the presence of strategic behavior and ethical issues in AI systems. Prerequisites: CSE 247, ESE 326, Math 233, and Math 309.

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 519T Advanced Machine Learning**

This course provides a close look at advanced machine learning algorithms, including their theoretical guarantees (computational learning theory) and tricks to make them work in practice. In addition, this course focuses on more specialized learning settings, including unsupervised learning, semi-supervised learning, domain adaptation, multi-task learning, structured prediction, metric learning, and learning of data representations. Learning approaches may include graphical models, non-parametric Bayesian statistics, and technical topics such as sampling, approximate inference, and non-linear function optimization. Mathematical maturity and general familiarity with machine learning are required. Prerequisites: CSE 517A.

Credit 3 units. EN: TU

---

### **E81 CSE 520S Real-Time Systems**

This course covers software systems and network technologies for real-time applications such as automobiles, avionics, industrial automation, and the Internet of Things. Topics include real-time scheduling, real-time operating systems and middleware, quality of service, industrial networks, and real-time cloud computing. Prerequisite: CSE 361S.

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 521S Wireless Sensor Networks**

Dense collections of smart sensors networked to form self-configuring pervasive computing systems provide a basis for a new computing paradigm that challenges many classical approaches to distributed computing. Naming, wireless networking protocols, data management, and approaches to dependability, real-time, security, and middleware services all fundamentally change when confronted with this new environment. Embedded sensor networks and pervasive computing are among the most exciting research areas with many open research questions. This course will study a large number of research papers that deal with various aspects of wireless sensor networks. Students will perform a project on a real wireless sensor network comprised of tiny devices, each consisting of sensors, a radio transceiver, and a microcontroller. Prerequisite: CSE 361S.

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 522S Advanced Operating Systems**

This course offers an in-depth hands-on exploration of advanced uses of key OS abstractions, mechanisms and policies, with an increasing focus on understanding and evaluating their behaviors and interactions. Readings, lecture material, studio exercises, and a semester-long project chosen by students are closely integrated in an active-learning environment in which students gain experience and proficiency writing, tracing, and evaluating user-space and kernel-space code. Topics include how memory, processes and threads, virtual file systems, and other mechanisms can be used by hypervisors, containers, and other advanced OS abstractions, as well as forensic techniques for examining and managing system behavior. Prerequisite: CSE 422S.

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 523S Systems Security**

This course examines the intersection between computer design and information security. While performance and efficiency in digital systems have improved markedly in recent decades, computer security has worsened overall in this time frame. To understand why, we will explore the role that design choices play in the security characteristics of modern computer and network systems. Students will use and write software to illustrate mastery of the material. Projects will include identifying security vulnerabilities, exploiting vulnerabilities, and detecting and defending against exploits. Prerequisites: CSE 361S

Credit 3 units. EN: BME T, TU

---

**E81 CSE 525T Computation in Economics and Social Choice**

This course covers the mathematical and algorithmic foundations of problems of reconciling agent preferences. By specifying the kinds of agents, alternatives, and objectives, this captures algorithm design problems as diverse as how to sell goods to buyers, how to match medical residents to hospitals, and how to elect representatives to legislatures. Topics include algorithm and mechanism design for the allocation of private goods; choosing public goods and shared alternatives; and participatory budgeting. Prerequisites: CSE 347, and CSE 541T or CSE 581T (concentration inequalities, NP-hardness, linear programming).

Credit 3 units.

---

**E81 CSE 527A Natural Language Processing**

Natural language processing (NLP) is an important part of artificial intelligence (AI), endowing computers with the ability to process human language. NLP techniques are used in applications such as question answering, automatic language translation, and extracting structured information from text. This course will introduce fundamental ideas and recent research trends in NLP. Students will gain theoretical and practical experience with various NLP techniques (e.g., deep learning) and applications. Pre-reqs: basic linear algebra, basic probability and statistics, basic machine learning (CSE 417T or ESE 417 or instructor consent) and Python programming.

Credit 3 units. EN: TU

---

**E81 CSE 527S Data-driven Privacy and Security**

It is becoming increasingly hard for users to use the internet while keeping their privacy and security intact. It is a routine practice for online services to surreptitiously collect excessive amounts of user data, use user data for undisclosed purposes, and even engage in blatant trading of user data. This research-oriented course takes a deep-dive into surfacing data collection by online services and its harms to users, exploring solutions that aim to mitigate these harms, investigating emerging threats that still need to be addressed, and reviewing new directions to systematically improve the state of user privacy and security on the internet. Major topics: Web privacy and security, IoT privacy and security, Large language model (LLM) security and privacy, and Technology policy.

Credit 3 units.

---

**E81 CSE 531A AI for Health**

Artificial Intelligence (AI) has emerged as a powerful tool for solving complex health problems using advanced data-driven techniques. AI for health is fueled by both the advancement in AI methods and the availability of health data provided by electronic health records (EHR) and wearables. This course will cover recent literature in the interdisciplinary field of AI for health. Students will read and critique research papers and perform a project on AI for health.

Credit 3 units.

---

**E81 CSE 532S Advanced Multiparadigm Software Development**

Intensive focus on advanced design and implementation of concurrent and distributed system software in C++. Topics covered include concurrency and synchronization features and software architecture patterns. Prerequisites: CSE 332S or graduate standing and strong familiarity with C++; and CSE 422S

Credit 3 units. EN: BME T, TU

---

**E81 CSE 533T Coding and Information Theory for Data Science**

Coding/information theory emerged in mid 20'th century as a mathematical theory of communication with noise. In latter decades it has developed to a vast topic encompassing most aspects of handling large datasets. The course will begin by surveying the classical mathematical theory and its basic applications in communication, and continue to contemporary applications in storage, computation, privacy, machine learning, and emerging technologies such as networks, blockchains, and DNA storage. The course is self-contained, but prior knowledge in algebra (such as Math 309 or ESE 318), discrete math (such as CSE 240 or Math 310), and probability (such as Math 2200 or ESE 326), as well as some mathematical maturity, is assumed. There will be 4-5 homework assignments, one in-person midterm, and a final reading assignment.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 534A Large-Scale Optimization for Data Science**

Large-scale optimization is an essential component of modern data science, artificial intelligence, and machine learning. This graduate-level course rigorously introduces optimization methods that are suitable for large-scale problems arising in these areas. Students will learn several algorithms suitable for both smooth and nonsmooth optimization, including gradient methods, proximal methods, mirror descent, Nesterov's acceleration, ADMM, quasi-Newton methods, stochastic optimization, variance reduction, and distributed optimization. Throughout the course, we will discuss the efficacy of these methods in concrete data science problems, under appropriate statistical models. Students will be required to program in Python or MATLAB. Prerequisites: CSE 247, Math 309, (Math 3200 or ESE 326), ESE 415.

Same as E35 ESE 513

Credit 3 units. EN: TU

---

**E81 CSE 537T Trustworthy Autonomy**

Cyber-physical systems are becoming increasingly capable. These are systems consisting of digital and physical components. They are deployed to increase autonomy in critical settings where failure is costly, such as driving, aviation, medicine, and manufacturing. This course covers several approaches for assuring that such systems meet their specifications. We will discuss: (1) how to mathematically model these systems and their specifications, (2) how to formally verify and synthesize models which meet their specifications, and (3) how to address the challenges resulting from incorporating machine-learned components, such as neural networks, as perception and control components in these systems. Prerequisites: CSE240 and CSE247, or approval of instructor. Preferred prerequisites: Math 217, CSE 347, CSE 417T or ESE 417

Credit 3 units.

---

**E81 CSE 538T Modeling and Performance Evaluation of Computer Systems**

Modern computing systems consist of multiple interconnected components that all influence performance. The focus of this course is on developing modeling tools aimed at understanding how to design and provision such systems to meet certain performance or efficiency targets and the trade-offs involved. The course covers Markov chains and their applications to simple queues, and it proceeds to explore more complex systems, including server farms and how to optimize their performance through scheduling and task assignment policies. The course includes a brief review of the necessary probability and mathematical concepts. Prerequisite: ESE 326.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 539S Concepts in Multicore Computing**

Nowadays, the vast majority of computer systems are built using multicore processor chips. This fundamental shift in hardware design impacts all areas of computer science - one must write parallel programs in order to unlock the computational power provided by modern hardware. The goal of this course is to study concepts in multicore computing. We will examine the implications of the multicore hardware design, discuss challenges in writing high performance software, and study emerging technologies relevant to developing software for multicore systems. Topics include memory hierarchy, cache coherence protocol, memory models, scheduling, high-level parallel language models, concurrent programming (synchronization and concurrent data structures), algorithms for debugging parallel software, and performance analysis. Prerequisites: CSE 247 and CSE 361S.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 541T Advanced Algorithms**

Provides a broad coverage of fundamental algorithm design techniques with the focus on developing efficient algorithms for solving combinatorial and optimization problems. The topics covered include: review of greedy algorithms, dynamic programming, NP-completeness, approximation algorithms, use of linear and convex programming for approximation, and on-line algorithms. Throughout this course there is an emphasis on correctness proofs and the ability to apply the techniques taught to design efficient algorithms for problems from a wide variety of application areas. Prerequisites: CSE 347 Revised: 2019-02-21

Credit 3 units. EN: BME T, TU

---

**E81 CSE 542S Concurrency and Memory Safe System Software Development**

As multi-core processors and multi-threaded programming are ever more prevalent in modern computing systems, ensuring correctness of programs depends strongly on avoiding hazards that may arise from concurrency and memory management semantics in those contexts. This course focuses on the memory safety and concurrency safety models in Rust, with an emphasis on the language's syntax and semantics related to those models, both separately and in combination, as well as a general coverage of the language as a whole. Lectures and assigned readings will be augmented with studio exercises and laboratory assignments in which key language features will be explored and applied hands-on. Prerequisite: CSE 422S; or graduate standing and prior experience with concurrency, synchronization, and memory management.

Credit 3 units.

---

**E81 CSE 543S Advanced Secure Software Engineering**

The aim of this course is to provide students with broader and deeper knowledge as well as hands-on experience in understanding security techniques and methods needed in software development. Students complete an independent research project which will involve synthesizing multiple software security techniques and applying them to an actual software program or system.

Credit 3 units. EN: TU

---

**E81 CSE 543T Algorithms for Nonlinear Optimization**

The course will provide an in-depth coverage of modern algorithms for the numerical solution of multidimensional optimization problems. Unconstrained optimization techniques including Gradient methods, Newton's methods, Quasi-Newton methods, and conjugate methods will be introduced. The emphasis is on constrained optimization techniques: Lagrange theory, Lagrangian methods, penalty methods, sequential quadratic programming, primal-dual methods, duality theory, nondifferentiable dual methods, and decomposition methods.

The course will also discuss applications in engineering systems and use of state-of-the-art computer codes. Special topics may include large-scale systems, parallel optimization, and convex optimization.

Prerequisites: Calculus I and Math 309

Credit 3 units. EN: BME T, TU

---

**E81 CSE 544A Special Topics in Application**

The material for this course varies among offerings, but this course generally covers advanced or specialized topics in computer application.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 544M Special Topics in Machines**

The material for this course varies among offerings, but this course generally covers advanced or specialized topics in computer science machines.

EN: BME T, TU

---

**E81 CSE 544S Special Topics in Systems**

The material for this course varies among offerings, but this course generally covers advanced or specialized topics in computer science systems.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 544T Special Topics in Computer Science Theory**

The material for this course varies among offerings, but this course generally covers advanced or specialized topics in computer science theory.

Credit 3 units. EN: BME T, TU

---

**E81 CSE 546T Computational Geometry**

Computational geometry is the algorithmic study of problems that involve geometric shapes such as points, lines, and polygons. Such problems appear in computer graphics, vision, robotics, animation, visualization, molecular biology, and geographic information systems. This course covers data structures that are unique to geometric computing, such as convex hull, Voronoi diagram, Delaunay triangulation, arrangement, range searching, KD-trees, and segment trees. Also covered are algorithms for polygon triangulation, path planning, and the art gallery problem. Prerequisite: CSE 347.

Credit 3 units.

---

**E81 CSE 549T Theory of Parallel Systems**

The course covers various aspects of parallel programming such as algorithms, schedulers and systems from a theoretical perspective. We will cover both classic and recent results in parallel computing. Topics include parallel algorithms and analysis in the work/span model, scheduling algorithms, external memory algorithms and their analysis, cache-coherence protocols etc. The focus will be on design and analysis. Prerequisite: CSE 247

Credit 3 units. EN: BME T, TU

---

**E81 CSE 554A Geometric Computing for Biomedicine**

With the advance of imaging technologies deployed in medicine, engineering and science, there is a rapidly increasing amount of spatial data sets (e.g., images, volumes, point clouds) that need to be processed, visualized, and analyzed. This course will focus on a number of geometry-related computing problems that are essential in the knowledge discovery process in various spatial-data-driven biomedical applications. These problems include visualization, segmentation, mesh construction and processing, and shape representation and analysis. This course consists of lectures that cover theories and

algorithms, and it includes a series of hands-on programming projects using real-world data collected by various imaging techniques (e.g., CT, MRI, electron cryomicroscopy). Prerequisites: CSE 332 (or proficiency in programming in C++ or Java or Python) and CSE 247.  
Credit 3 units. EN: BME T, TU

---

### **E81 CSE 555A Computational Photography**

Computational Photography describes the convergence of computer graphics, computer vision, and the Internet with photography. Its goal is to overcome the limitations of traditional photography using computational techniques to enhance the way we capture, manipulate, and interact with visual media. In this course we will study many interesting, recent image based algorithms and implement them to the degree that is possible. Topics may include: cameras and image formation, human visual perception, image processing (filtering, pyramids), image blending and compositing, image retargeting, texture synthesis and transfer, image completion / inpainting, super-resolution, deblurring, denoising, image based lighting and rendering, high dynamic range, depth and defocus, flash / no flash photography, coded aperture photography, single / multi view reconstruction, photo quality assessment, non photorealistic rendering, modeling and synthesis using Internet data, and others. Pre-requisites: CSE 452A, CSE 554A, or CSE 559A

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 555T Adversarial AI**

This course will introduce students to concepts, theoretical foundations, and applications of adversarial reasoning in Artificial Intelligence. Topics will include the use of machine learning in adversarial settings, such as security, common attacks on machine learning models and algorithms, foundations of game theoretic modeling and analysis in security, with a special focus on algorithmic approaches, and foundations of adversarial social choice, with a focus on vulnerability analysis of elections. Prerequisite: CSE417T  
Credit 3 units. EN: BME T, TU

---

### **E81 CSE 556A Human-Computer Interaction Methods**

An introduction to user centered design processes. The course covers a variety of HCI techniques for use at different stages in the software development cycle, including techniques that can be used with and without users. Students will gain experience using these techniques through in-class exercises and then apply them in greater depth through a semester long interface development project. Students who enroll in this course are expected to be comfortable with building user interfaces in at least one framework and be willing to learn whatever framework is most appropriate for their project. Over the course of the semester, students will be expected to present their interface evaluation results through written reports and in class presentations. Prerequisites: 3xxS or 4xxS  
Credit 3 units. EN: BME T, TU

---

### **E81 CSE 557A Advanced Visualization**

We are in an era where it is possible to have all of the world's information at our fingertips. However, the more information we can access, the more difficult it is to obtain a holistic view of the data or to determine what's important to make decisions. Computer-based visualization systems provide the opportunity to represent large or complex data visually to aid comprehension and cognition. In this course, we learn about the state of the art in visualization research and gain hands-on experience with the research pipeline. We also learn how to critique existing work and how to formulate and explore sound research questions. We will cover advanced visualization topics including user modeling, adaptation, personalization, perception, and visual analytics for non-experts. Prerequisite: CSE 457A or permission of instructor.

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 559A Computer Vision**

This course introduces the fundamentals of designing computational systems that can "look at" images and reason about the physical objects and scenes they represent. Topics include the estimation of color, shape, geometry, and motion from images; image classification, segmentation, and object detection; and image restoration, enhancement, and synthesis. The focus of this course will be on mathematical foundations and practical algorithmic approaches, including: the physics and geometry of image formation; robust methods for estimating image motion and geometry; and deep-learning approaches for semantic image understanding. Students will be required to program in Python. Prerequisites: Any of: CSE 417T (ML), ESE417 (ML), CSE514A (Data Mining), CSE517A (ML).

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 560M Computer Systems Architecture I**

An exploration of the central issues in computer architecture: instruction set design, addressing and register set design, control unit design, memory hierarchies (cache and main memories, virtual memory), pipelining, instruction scheduling, and parallel systems. The course emphasizes understanding the performance implications of design choices, using architecture modeling and evaluation using simulation techniques. Prerequisites: CSE 361S and CSE 260M.

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 561A Large Language Models**

Large Language Models (LLMs) have revolutionized the field of artificial intelligence, offering unprecedented capabilities in understanding and generating human-like text. This is a research-oriented course that explores the capabilities and challenges of LLMs. Students will gain a comprehensive understanding of the underlying mechanisms that power these models, as well as reading frontier papers and working on projects to gain hands-on experience. Topics to be covered include LLM training, LLM capabilities, safety, ethical considerations, approaches to augment LLMs, efficiency of modeling and training LLMs, etc. Pre-reqs: basic understanding of machine learning (CSE 417 or ESE 417)  
Credit 3 units.

---

### **E81 CSE 563M Digital Integrated Circuit Design and Architecture**

This is a project-oriented course on digital VLSI design. The course material focuses on bottom-up design of digital integrated circuits, starting from CMOS transistors, CMOS inverters, combinational circuits and sequential logic designs. Important design aspects of digital integrated circuits such as propagation delay, noise margins and power dissipation are covered in the class, and design challenges in sub-micron technology are addressed. The students design combinational and sequential circuits at various levels of abstraction using a state-of-the-art CAD environment provided by Cadence Design Systems. The goal of the course is to design a microprocessor in 0.5 micron technology that will be fabricated by a semiconductor foundry. Prerequisites: CSE 260M and ESE 232.

Same as E81 CSE 463M

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 566S High Performance Computer Systems**

Many applications make substantial performance demands upon the computer systems upon which those applications are deployed. In this context, performance is frequently multidimensional, including resource efficiency, power, execution speed (which can be quantified via elapsed run time, data throughput, or latency), etc. Modern computing platforms exploit parallelism and architectural diversity (e.g., co-processors such as graphics engines and/or reconfigurable logic) to achieve the desired performance goals. This course addresses the practical aspects of achieving high performance on modern

computing platforms. This includes questions ranging from how the computing platform is designed to how are applications and algorithms expressed to exploit the platform's properties. Particular attention is given to the role of application development tools. Prerequisite: Familiarity with software development in Linux preferred, graduate standing or permission of instructor.  
Credit 3 units. EN: BME T, TU

---

### **E81 CSE 567M Computer Systems Analysis**

A comprehensive course on performance analysis techniques. The topics include common mistakes, selection of techniques and metrics, summarizing measured data, comparing systems using random data, simple linear regression models, other regression models, experimental designs, 2<sup>k</sup> experimental designs, factorial designs with replication, fractional factorial designs, one factor experiments, two factor full factorial design w/o replications, two factor full factorial designs with replications, general full factorial designs, introduction to queueing theory, analysis of single queues, queueing networks, operational laws, mean-value analysis, time series analysis, heavy tailed distributions, self-similar processes, long-range dependence, random number generation, analysis of simulation results, and art of data presentation. Prerequisites: CSE 260M  
Credit 3 units. EN: BME T, TU

---

### **E81 CSE 569S Recent Advances in Computer Security and Privacy**

The aim of this course is to provide students with knowledge and hands-on experience in understanding the security techniques and methods needed for IoT, real-time, and embedded systems. Students complete an independent research project which will involve synthesizing multiple security techniques and applying them to an actual IoT, real-time, or embedded system or device.  
Credit 3 units. EN: BME T, TU

---

### **E81 CSE 570S Recent Advances in Networking**

This course covers the latest advances in networking. The topics include Networking Trends, Data Center Network Topologies, Data Center Ethernet, Server Virtualization, Storage Virtualization, Carrier Ethernet, Application Delivery Networking, Virtual Bridging, Big Data, Networking Issues for Big Data, LAN Extension and Virtualization using Layer 3 Protocols, Multi-Tenant Isolation and Network Virtualization in Cloud Data Centers, OpenFlow, OpenFlow Controllers and Tools, Software Defined Networking (SDN), Network Function Virtualization (NFV), Internet of Things (IoT), Networking Protocols for IoT, Blockchains, and Quantum Communications. Students also do a project/survey involving application of these topics.  
Credit 3 units. EN: BME T, TU

---

### **E81 CSE 571S Network Security**

This course covers principles and techniques in securing computer networks. Real world examples will be used to illustrate the rationales behind various security designs. There are three main components in the course, preliminary cryptography, network protocol security and network application security. Topics include IPSec, SSL/TLS, HTTPS, network fingerprinting, network malware, anonymous communication, and blockchain. The class project allows students to take a deep dive into a topic of choice in network security. Prerequisite: CSE 473S.  
Credit 3 units. EN: BME T, TU

---

### **E81 CSE 574S Recent Advances in Wireless and Mobile Networking**

This course provides a comprehensive treatment of wireless data and telecommunication networks. Topics include recent trends in wireless and mobile networking, wireless coding and modulation, wireless signal propagation, IEEE 802.11a/b/g/n/ac wireless local area networks, 60 GHz millimeter wave gigabit wireless networks, vehicular wireless networks, white spaces, Bluetooth and Bluetooth Smart, wireless

personal area networks, wireless protocols for the Internet of Things, cellular networks: 1G/2G/3G, LTE, LTE-Advanced, and 5G. Prerequisite: CSE 473S (Introduction to Computer Networks) or permission of the instructor.

Credit 3 units. EN: BME T, TU

---

### **E81 CSE 581T Approximation Algorithms**

Numerous optimization problems are intractable to solve optimally. The intractability of a problem could come from the problem's computational complexity, for instance the problem is NP-Hard, or other computational barriers. To cope with the inability to find an optimal algorithm, one may desire an algorithm that is guaranteed to return a solution that is comparable to the optimum. Such an algorithm is known as an approximation algorithm. Approximation algorithms are a robust way to cope with intractability and they are widely used in practice or are used to guide the development of practical heuristics. The area of approximation algorithms has developed a vast theory, revealing the underlying structure of problems as well as their different levels of difficulty. The majority of this course will focus on fundamental results and widely applicable algorithmic and analysis techniques for approximation algorithms. Prerequisite: CSE 347  
Credit 3 units. EN: BME T, TU

---

### **E81 CSE 584A Algorithms for Biosequence Comparison**

This course surveys algorithms for comparing and organizing discrete sequential data, especially nucleic acid and protein sequences. Emphasis is on tools to support search in massive biosequence databases and to perform fundamental comparison tasks such as DNA short-read alignment. Prerequisite: CSE 347 or permission of instructor. These techniques are also of interest for more general string processing and for building and mining textual databases. Algorithms are presented rigorously, including proofs of correctness and running time where feasible. Topics include classical string matching, suffix array string indices, space-efficient string indices, rapid inexact matching by filtering (including BLAST and related tools), and alignment-free algorithms. Students complete written assignments and implement advanced comparison algorithms to address problems in bioinformatics. This course does not require a biology background. Prerequisites: CSE 347 or instructor permission Revised: 2019-02-21  
Credit 3 units. EN: BME T, TU

---

### **E81 CSE 586A Analysis of Imaging Data**

This course focuses on an in-depth study of advanced topics and interests in image data analysis. Students will learn about hardcore imaging techniques and gain the mathematical fundamentals needed to build their own models for effective problem solving. Topics of deformable image registration, numerical analysis, probabilistic modeling, data dimensionality reduction, and convolutional neural networks for image segmentation will be covered. The main focus might change from semester to semester. Prerequisites: Math 309, ESE 326, and CSE 247.  
Credit 3 units.

---

### **E81 CSE 587A Algorithms for Computational Biology**

This course is a survey of algorithms and mathematical methods in biological sequence analysis (with a strong emphasis on probabilistic methods) and systems biology. Sequence analysis topics include introduction to probability, probabilistic inference in missing data problems, hidden Markov models (HMMs), sequence alignment, and identification of transcription-factor binding sites. Systems biology topics include the mapping of gene regulatory networks, quantitative modeling of gene regulatory networks, synthetic biology, and applications of deep learning in computational biology. Prerequisite: CSE 131 or CSE 501N.  
Credit 3 units. EN: BME T, TU



**E81 CSE 591 Introduction to Graduate Study in CSE**

Introduces students to the different areas of research conducted in the department. Provides an introduction to research skills, including literature review, problem formulation, presentation, and research ethics. Lecture and discussion are supplemented by exercises in the different research areas and in critical reading, idea generation, and proposal writing.  
Credit 3 units.

**E81 CSE 598 Masters Project**

Students electing the project option for their master's degree perform their project work under this course. In order to successfully complete this course, students must defend their project before a three person committee and present a 2-3 page extended abstract. Prerequisite: permission of adviser and submission of a research proposal form  
Credit variable, maximum 6 units.

**E81 CSE 599 Masters Research**

Students electing the thesis option for their master's degree perform their thesis research under this course. In order to successfully complete a master's thesis, students must enroll in 6 units of this course typically over the course of two consecutive semesters, produce a written thesis, and defend the thesis before a three person committee. Prerequisite: permission of adviser and submission of a research proposal form  
Credit variable, maximum 6 units.

# Bachelor of Science in Computer Engineering

Computer engineering encompasses studies of hardware, software, and systems issues that arise in the design, development, and application of computer systems. Computer engineers are particularly well suited to address the particular challenges that exist as computing systems interact with the real, physical world. This includes sensing, actuation, timing, security, and computing systems with widely varying form factors, ranging from servers to mobile devices to the "internet of things." The degree requires 120 units including core courses, technical electives, a capstone course, and common studies.

The Bachelor of Science in Computer Engineering degree is jointly administered by the Department of Computer Science and Engineering and the Department of Electrical and Systems Engineering.

Students working toward a Bachelor of Science in Computer Engineering degree must meet all requirements for an engineering degree (p. 1304) from the McKelvey School of Engineering. Required courses and technical electives cannot be taken on a pass/fail basis.

**• Core Requirements\*:**

The following courses are required of all computer engineering students:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 247	Data Structures and Algorithms	3
CSE 260M	Introduction to Digital Logic and Computer Design	3
or ESE 260	Introduction to Digital Logic and Computer Design	
CSE 361S	Introduction to Systems Software	3
CSE 362M	Computer Architecture	3
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 232	Introduction to Electronic Circuits	3
ESE 326	Probability and Statistics for Engineering	3
<b>Total Units</b>		<b>32</b>

\* Each of these core courses must be passed with a grade of C- or better.

**• Technical Elective Requirements:**

21 units of technical electives that fulfill the following requirements:

1. At least two courses from the following list (the "hardware" list):

Code	Title	Units
ESE 330	Engineering Electromagnetics Principles	3
ESE 331	Electronics Laboratory	3
ESE 3301	Electromagnetics Laboratory: Spectrum from Radio to Photonics	3
ESE 351	Signals and Systems	3
ESE 433	Radio Frequency and Microwave Technology for Wireless Systems	3
ESE 436	Semiconductor Devices	3
ESE 4301	Quantum Mechanics for Engineers	3
ESE 431	Introduction to Quantum Electronics	3
ESE 441	Control Systems	3
ESE 444	Sensors and Actuators	3
ESE 446	Robotics: Dynamics and Control	3
ESE 4480	Control Systems Design Laboratory	3
ESE 4481	Autonomous Aerial Vehicle Control Laboratory	3
ESE 463	Digital Integrated Circuit Design and Architecture	3
ESE 465	Digital Systems Laboratory	3
ESE 471	Communications Theory and Systems	3
ESE 482	Digital Signal Processing	3

2. At least two courses from the following list (the "software" list):

Code	Title	Units
CSE 231S	Introduction to Parallel and Concurrent Programming	3
CSE 332S	Object-Oriented Software Development Laboratory	3
CSE 365S	Elements of Computing Systems	3
CSE 422S	Operating Systems Organization	3
CSE 425S	Programming Systems and Languages	3
CSE 431S	Translation of Computer Languages	3
CSE 433S	Introduction to Computer Security	3
CSE 434S	Reverse Engineering and Malware Analysis	3
CSE 467S	Embedded Computing Systems	3
CSE 468T	Introduction to Quantum Computing	3
CSE 473S	Introduction to Computer Networks	3

3. The remaining three courses can be any CSE course with an S, M, T, or A suffix; or CSE 347; or any ESE course at the 300 level or higher; or ESE 205, ESE 2180, or ESE 2190. Additional courses (beyond the two required) in the above lists count toward this requirement.

The above can include courses at the graduate level; however, they must still meet one of the two criteria above. Up to 6 units of independent study (CSE 400E, CSE 497-CSE 499, ESE 400, ESE 497) can count toward technical electives. There is no limit as to how many independent study courses can count toward the general 120 units.

• **Capstone Requirement:**

The capstone requirement can be met by taking either CSE 462M or ESE 498.

• **Common Studies Requirements:**

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 217	Differential Equations	3
Math 233	Calculus III	3
Physics 191	Physics I	3
Physics 191F	Physics I - First-Years Only	
Physics 191U	Physics I - Sophomores, Juniors, and Seniors Only	
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1
Natural sciences elective		3
College Writing		3
Engr 310	Technical Writing	3
Humanities and social sciences electives		18
<b>Total Units</b>		<b>47</b>

Upon completing a course in the calculus sequence (Math 131-Math 132-Math 233) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the mathematics department's back credit policy.

The natural sciences requirement is for 3 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. These courses must be completed with a grade of C- or better.

The College Writing Program, humanities and social sciences requirements are those required of all students in the McKelvey School of Engineering.

## Bachelor of Science in Computer Science

The Bachelor of Science in Computer Science (BSCS) is designed for students planning a career in computing. Students working toward a BSCS degree must meet all requirements for an applied science degree (p. 1304) from the McKelvey School of Engineering. In addition, there are the following departmental course requirements:

• **Computer Science Core Requirements (21 units total):**

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 240	Logic and Discrete Mathematics	3
or Math 310	Foundations for Higher Mathematics	
CSE 247	Data Structures and Algorithms	3
CSE 332S	Object-Oriented Software Development Laboratory	3
CSE 347	Analysis of Algorithms	3
CSE 361S	Introduction to Systems Software	3
<b>Total Units</b>		<b>21</b>

<sup>1</sup> Each of these core courses must be passed with a grade of C- or better.

• **Systems Requirement (3 units). Choose one of the following:**

Code	Title	Units
CSE 422S	Operating Systems Organization	3
CSE 425S	Programming Systems and Languages	3
CSE 431S	Translation of Computer Languages	3
CSE 433S	Introduction to Computer Security	3
CSE 434S	Reverse Engineering and Malware Analysis	3
CSE 473S	Introduction to Computer Networks	3

<sup>1</sup> The selected course must be passed with a grade of C- or better.

• **Methods Requirement (3 units). Choose one of the following:**

Code	Title	Units
CSE 256A	Introduction to Human-Centered Design	3
CSE 411A	AI and Society	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Data Science for Complex Networks	3
CSE 417T or ESE 417	Introduction to Machine Learning Introduction to Machine Learning and Pattern Classification	3
CSE 442T	Introduction to Cryptography	3
CSE 457A	Introduction to Visualization	3
CSE 468T	Introduction to Quantum Computing	3

<sup>1</sup> The selected course must be passed with a grade of C- or better.

• **Computer Science Technical Elective Requirements:**

Students must complete 15 additional units (five courses) of CSE Technical Electives, which can come from any CSE classroom course including Systems and Methods Courses.

• **Overall Degree Restrictions:**

Up to 6 units total can come from a combination of approved CSE Independent Study (CSE 400E, CSE 497, CSE 498, CSE 499) or approved courses from other departments (e.g., ESE 417). Courses taken in other departments must have significant technical computing content, including those outside of the McKelvey School of Engineering. Students must complete the Elective Request form to request review of non-CSE courses. Students with interests in a particular area of computing should refer to the technical elective course sequences for suggestions on which courses are relevant to that area.

At least two courses must be CSE classroom courses at the 400 level or higher.

All courses must be taken for a grade. Core, Systems, and Methods requirements require a C- or better. All other courses require a passing grade.

• **Math Requirements:**

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309 or ESE 2180	Matrix Algebra Linear Algebra and Component Analysis	3
ESE 326 or SDS 3200	Probability and Statistics for Engineering Elementary to Intermediate Statistics and Data Analysis	3

or SDS 3211	Statistics for Data Science I	
or DAT 120 & DAT 121	Managerial Statistics I and Managerial Statistics II	
<b>Total Units</b>		<b>15</b>

Upon completing a course in the calculus sequence (Math 131-Math 132-Math 233) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the Department of Mathematics' back credit policy.

• **Additional Departmental Requirements:**

Code	Title	Units
CWP 100	College Writing	3
Engr 310	Technical Writing	3
	Natural sciences electives	8
	Humanities and social sciences electives	18
<b>Total Units</b>		<b>32</b>

The College Writing Program, humanities, and social sciences requirements are required of all students in the McKelvey School of Engineering. For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page of this Bulletin (p. 1305).

The natural sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology; Biology; Chemistry; Earth, Environmental, and Planetary Sciences; Environmental Studies; or Physics. The College Writing Program and natural sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a pass/fail basis.

## Bachelor of Science in Computer Science + Economics

The College of Arts & Sciences and the McKelvey School of Engineering have developed a new major that allows students interested in both economics and computer science to combine these two complementary disciplines efficiently, without having to pursue them as two separate majors.

### Course Requirements\*

Code	Title	Units
Math 131	Calculus I (AP credit may satisfy this requirement)	3
Math 132	Calculus II (AP credit may satisfy this requirement)	3
Math 233	Calculus III	3
SDS 3200	Elementary to Intermediate Statistics and Data Analysis**	3

or ESE 326	Probability and Statistics for Engineering	
or SDS 3211	Statistics for Data Science I	
CSE 131	Introduction to Computer Science	3
CSE 240	Logic and Discrete Mathematics	3
or Math 310	Foundations for Higher Mathematics	
or Math 310W	Foundations For Higher Mathematics With Writing	
CSE 247	Data Structures and Algorithms	3
CSE 347	Analysis of Algorithms	3
Econ 1011	Introduction to Microeconomics (AP credit may satisfy this requirement)	3
Econ 1021	Introduction to Macroeconomics (AP credit may satisfy this requirement)	3
Econ 4011	Intermediate Microeconomic Theory	3
Econ 413	Introduction to Econometrics	3
or Econ 413W	Introduction to Econometrics with Writing	
<b>Total Units</b>		<b>36</b>

\* Each of these core courses must be passed with a grade of C- or better.

\*\*Of these options, SDS 3200 is the preferred course.

## Electives

Six upper-level approved courses from the Department of Economics and Computer Science & Engineering (CSE) are required: three from Economics and three from CSE. Students who have AP credits to satisfy the requirements for Econ 1011 Introduction to Microeconomics and/or Econ 1021 Introduction to Macroeconomics can instead take approved electives in either department, and they can add at most one approved course from outside both departments.

## Economics Electives

Three 3-unit economics electives drawn from any Econ 4011 Intermediate Microeconomic Theory prerequisite course, including Econ 4021 Intermediate Macroeconomic Theory, are required.

Economics electives of particular relevance include (but are not limited to) Econ 407 Market Design, Econ 4151 Applied Econometrics, Econ 4160 Topics in Econometrics: Microeconometrics, Econ 452 Industrial Organization, Econ 4567 Auction Theory and Practice, Econ 467 Game Theory, and Econ 484 Computational Macroeconomics.

## Computer Science Electives

Code	Title	Units
CSE 217A	Introduction to Data Science	3
CSE 311A	Introduction to Intelligent Agents Using Science Fiction	3
CSE 314A	Data Manipulation and Management	3
CSE 330S	Rapid Prototype Development and Creative Programming	3
CSE 332S	Object-Oriented Software Development Laboratory	3

CSE 341T	Parallel and Sequential Algorithms	3
CSE 400E	Independent Study (must be approved by CSE CS+Econ director)	3
CSE 411A	AI and Society	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Data Science for Complex Networks	3
CSE 417T	Introduction to Machine Learning	3
or ESE 417	Introduction to Machine Learning and Pattern Classification	
CSE 419A	Introduction to AI for Health	3
CSE 425S	Programming Systems and Languages	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 435S	Database Management Systems	3
CSE 457A	Introduction to Visualization	3
CSE 514A	Data Mining	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 557A	Advanced Visualization	3

## Additional Departmental Requirements

Code	Title	Units
CWP 100	College Writing	3
Engr 310	Technical Writing	3
	Humanities and social sciences electives	18
	Natural sciences electives	8

The College Writing Program, humanities, and social sciences requirements are those required of all students in the McKelvey School of Engineering. For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page (p. 1305).

The natural sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. The College Writing Program and natural sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a pass/fail basis.

# Bachelor of Science in Computer Science + Mathematics

The McKelvey School of Engineering and the College of Arts & Sciences developed a major that efficiently captures the intersection of the complementary studies of computer science and math.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree (p. 1304) in the McKelvey School of Engineering. They must also complete Engr 310 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthropology (L48 Anthro), Biology and Biomedical Sciences (L41 Biol), Chemistry (L07 Chem), Earth, Environmental, and Planetary Sciences (L19 EPSc), Physics (L31 Physics) or Environmental Studies (L82 EnSt).

Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for an AB degree (p. 1112) in addition to the specific requirements listed below.

## Core Course Requirements\*

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 240	Logic and Discrete Mathematics	3
CSE 247	Data Structures and Algorithms	3
Math 131	Calculus I (AP credit may satisfy this requirement) **	3
Math 132	Calculus II (AP credit may satisfy this requirement) **	3
Math 233	Calculus III **	3
Math 310 or Math 310W	Foundations for Higher Mathematics Foundations For Higher Mathematics With Writing	3
Math 309	Matrix Algebra	3
SDS 3200 or ESE 326 or SDS 3211	Elementary to Intermediate Statistics and Data Analysis Probability and Statistics for Engineering Statistics for Data Science I	3
CSE 347	Analysis of Algorithms	3
<b>Total Units</b>		<b>30</b>

\* Each of these core courses must be passed with a C- or better.

\*\* Students who complete the Math 203 Honors Mathematics I and Math 204 Honors Mathematics II sequence will be considered to have completed Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III. These students can also choose to take additional electives in place of Math 309 Matrix Algebra and Math 310 Foundations for Higher Mathematics.

## Electives

Seven upper-level courses from Math or Computer Science & Engineering can be chosen from the approved list, with the following caveats:

- At least three courses must be taken from CSE and at least three courses must be taken from Math.
- At most one preapproved course from outside both departments can be selected.
- CSE 400 Independent Study or CSE 400E Independent Study may be taken for a maximum of 3 units and must be approved by a CS +Math review committee.
- Students may count either Math 456 or ESE 427 as an elective toward the major, but not both. Likewise, students may count either CSE 417T or ESE 417 as an elective toward the major, but not both.

## List of Approved Electives Computer Science & Engineering

Code	Title	Units
CSE 217A	Introduction to Data Science	3
CSE 341T	Parallel and Sequential Algorithms	3
CSE 411A	AI and Society	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Data Science for Complex Networks	3
CSE 417T	Introduction to Machine Learning	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 442T	Introduction to Cryptography	3
CSE 447T	Introduction to Formal Languages and Automata	3
CSE 457A	Introduction to Visualization	3
CSE 468T	Introduction to Quantum Computing	3
CSE 513T	Theory of Artificial Intelligence and Machine Learning	3
CSE 514A	Data Mining	3
CSE 515T	Bayesian Methods in Machine Learning	3
CSE 516A	Multi-Agent Systems	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 533T	Coding and Information Theory for Data Science	3
CSE 534A	Large-Scale Optimization for Data Science	3
CSE 541T	Advanced Algorithms	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 544T	Special Topics in Computer Science Theory	3
CSE 546T	Computational Geometry	3
CSE 554A	Geometric Computing for Biomedicine	3
CSE 555T	Adversarial AI	3

CSE 559A	Computer Vision	3
CSE 581T	Approximation Algorithms	3
CSE 584A	Algorithms for Biosequence Comparison	3
CSE 587A	Algorithms for Computational Biology	3

### Mathematics

Code	Title	Units
Math 350	Topics in Applied Mathematics	3
Math 370	Introduction to Combinatorics	3
Math 371	Graph Theory	3
Math 407	An Introduction to Differential Geometry	3
Math 410	Introduction to Fourier Series and Integrals	3
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 4171	Topology I	3
Math 429	Linear Algebra	3
Math 430	Modern Algebra	3
Math 4351	Number Theory and Cryptography	3
Math 444	The Mathematics of Quantum Theory	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 470	Topics in Graph Theory	3
Math 493C/SDS 493	Probability	3
Math 495C/SDS 495	Stochastic Processes	3

### Statistics and Data Science

Code	Title	Units
SDS 420	Experimental Design	3
SDS 434	Survival Analysis	3
SDS 439	Linear Statistical Models	3
SDS 459	Bayesian Statistics	3
SDS 460	Multivariate Statistical Analysis	3
SDS 4601	Statistical Learning	3
SDS 461	Time Series Analysis	3
SDS 462	Mathematical Foundations of Big Data	3
SDS 475	Statistical Computation	3
SDS 493/Math 493C	Probability	3
SDS 494	Mathematical Statistics	3
SDS 495/Math 495C	Stochastic Processes	3

### Electrical & Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 415	Optimization	3
ESE 417	Introduction to Machine Learning and Pattern Classification	3

ESE 427	Financial Mathematics	3
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
ESE 520	Probability and Stochastic Processes	3

### Economics

Code	Title	Units
Econ 4151	Applied Econometrics	3
Econ 467	Game Theory	3

### Linguistics

Code	Title	Units
Ling 317	Introduction to Computational Linguistics	3
Ling 427	Computation and Learnability in Linguistic Theory	3

### Biology and Biomedical Sciences

Code	Title	Units
Biol 5657	Biological Neural Computation	3

### Biomedical Engineering

Code	Title	Units
BME 470	Mathematics of Imaging Science	3

### Additional Departmental Requirements

Code	Title	Units
Engr 310	Technical Writing	3
One themed writing course from the College Writing Program		3
Humanities and social sciences electives		18
Natural sciences electives		8

The College Writing Program, humanities, and social sciences requirements are those required of all students in the McKelvey School of Engineering. For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page (p. 1305).

The natural sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. The College Writing Program and natural sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a pass/fail basis.

## Bachelor of Science in Data Science

The College of Arts & Sciences and McKelvey School of Engineering developed a new major that efficiently captures the intersection of mathematics and statistics with computer science for data science. The Bachelor of Arts in Data Science (BADs) will give students the formal foundation needed to understand the applicability and consequences of the various approaches to analyzing data with a focus on statistical modeling and machine learning.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree (p. 1304) in the McKelvey School of Engineering. They must also complete Engr 310 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthropology (L48 Anthro), Biology and Biomedical Sciences (L41 Biol), Chemistry (L07 Chem), Earth, Environmental, and Planetary Sciences (L19 EEPS), Physics (L31 Physics), or Environmental Studies (L82 EnSt).

Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for an AB degree (p. 1112) in addition to the specific requirements listed below.

### Data Science Core Requirements (CR)

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
SDS 3211	Statistics for Data Science I	3
SDS 4211	Statistics for Data Science II	3
SDS 439	Linear Statistical Models	3
CSE 131	Introduction to Computer Science	3
CSE 217A	Introduction to Data Science	3
CSE 247	Data Structures and Algorithms	3
CSE 314A	Data Manipulation and Management	3
CSE 417T or SDS 460	Introduction to Machine Learning Multivariate Statistical Analysis	3
<b>Total Units</b>		<b>36</b>

#### Notes:

- Each of these core courses must be passed with a grade of C- or better.
- AP credit can be applied for Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III. Students who have completed Math 203 Honors Mathematics I and Math 204 Honors Mathematics II will have this requirement waived.

- CSE 131 Introduction to Computer Science may be waived after consultation with the director of undergraduate studies of the Department of Computer Science and Engineering.

### Data Science Technical Electives

Four courses can be chosen from the list of approved electives given below, with the following caveats:

- At least one course from Statistics and Data Science (at the 400 level or above)
- At least one course from CSE (ending in S, T, M, or A)
- At most one course at the 200 level

### List of Approved Data Science Technical Electives

#### Computer Science and Engineering

Code	Title	Units
CSE 237S	Programming Tools and Techniques	3
CSE 256A	Introduction to Human-Centered Design	3
CSE 311A	Introduction to Intelligent Agents Using Science Fiction	3
CSE 347	Analysis of Algorithms	3
CSE 359A	Signals, Data and Equity (Cannot be double-counted in EPR)	3
CSE 411A	AI and Society (Cannot be double-counted in EPR)	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Data Science for Complex Networks	3
CSE 417T	Introduction to Machine Learning (Cannot be double-counted in CR)	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 435S	Database Management Systems	3
CSE 457A	Introduction to Visualization	3
CSE 514A	Data Mining	3
CSE 515T	Bayesian Methods in Machine Learning	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 534A	Large-Scale Optimization for Data Science	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 559A	Computer Vision	3

#### Statistics and Data Science

Code	Title	Units
SDS 322	Biostatistics	3
SDS 420	Experimental Design	3
SDS 434	Survival Analysis	3
SDS 4392	Advanced Linear Statistical Models	3
SDS 459	Bayesian Statistics	3
SDS 460	Multivariate Statistical Analysis	3

SDS 461	Time Series Analysis	3
SDS 462	Mathematical Foundations of Big Data	3
SDS 475	Statistical Computation	3
SDS 494	Mathematical Statistics	3
SDS 495	Stochastic Processes	3
SDS 496	Topics in Statistics	3
SDS 5061	Theory of Statistics I	3
SDS 5062	Theory of Statistics II	3
SDS 5071	Advanced Linear Models I	3
SDS 5072	Advanced Linear Models II	3
SDS 5531	Advanced Statistical Computing I	3
SDS 5532	Advanced Statistical Computing II	3
SDS 5595	Topics in Statistics: Spatial Statistics	3
SDS 579	Topics in Statistics	3
SDS 586	Topics in Statistics	3

### Mathematics

Code	Title	Units
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 5047	Geometry/Topology III: Differential Geometry	3

### Electrical and Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 415	Optimization	3
ESE 427	Financial Mathematics	3

### Energy, Environmental & Chemical Engineering

Code	Title	Units
EECE 202	Computational Modeling in Energy, Environmental and Chemical Engineering	3

### Linguistics

Code	Title	Units
Ling 317	Introduction to Computational Linguistics	3

## Ethics and Professional Responsibility Requirement (EPR)

- 3 units of courses from the following list:

## List of EPR Course Options

Code	Title	Units
Engr 450F	Engineers in the Community (Engineering Ethics, Leadership and Conflict Management)	3
Engr 4501	Engineering Ethics and Sustainability	1
Engr 4502	Engineering Leadership and Team Building	1
Engr 4503	Conflict Management and Negotiation	1
Engr 520P	Presentation Skills for Scientists and Engineers	2
CSE 359A	Signals, Data and Equity (This course cannot be double-counted as an elective)	3
CSE 411A	AI and Society (Cannot be double-counted as an Elective)	3
MSB 512	Ethics in Biostatistics and Data Science	2

## Practicum Requirement

- Students must complete an approved comprehensive data science project or experience for their practicum requirement. The practicum must be approved by the committee of data science faculty.
- The practicum experience should be completed during the next-to-last semester of study (i.e., the first semester of senior year). It is important that practicum plans be submitted for review prior to starting the project or course work to ensure the proposed work is sufficient for the objectives of the practicum. After-the-fact approvals are possible but not guaranteed.
- Appropriate practicum work is possible via Independent Study (CSE 400E or SDS 400 Undergraduate Independent Study) or via project-focused classes, including (but not limited to) CSE 437S Software Engineering Workshop and CSE 454A Software Engineering for External Clients. Students should contact course instructors in advance to identify the degree of agency the student will have over project selection and requirements.
- Internships related to data science can be used to fulfill the practicum. If the internship is paid, it cannot count for credit, but can satisfy the requirements.
- To initiate the approval process, majors through the McKelvey School of Engineering should contact the CSE undergraduate coordinator (cse.undergrad@email.wustl.edu) in the CSE department, and majors through Arts & Sciences should contact the Associate Chair in the Statistics and Data Science Department, José Figueroa-López.



# Bachelor of Science in Business and Computer Science

The Bachelor of Science in Business and Computer Science degree program provides an integrated educational experience that involves both the Olin Business School and the McKelvey School of Engineering. The objectives of this program are to provide students with the fundamental knowledge and perspectives of computer science and business and to expose them to the unique opportunities created by combining these disciplines. As one of the only such joint programs in the country, the Bachelor of Science in Business and Computer Science features unique curricular and cocurricular elements that help to create a distinctive program.

## General Degree Requirements

- Complete at least 120 applicable units
- Earn at least a C (2.0 cumulative grade-point average) in all applicable courses taken at Washington University
- Earn at least a C (2.0 GPA) in each separate school of study
- Complete a minimum of 60 units at Washington University (at least 30 units must be "B" courses and at least 30 units must be "E" courses taken at Washington University)
- Complete the last 30 units at Washington University

## Foundation Course Requirements (31 units)

Code	Title	Units
Math 131	Calculus I (AP credit may satisfy this requirement)	3
Math 132	Calculus II (AP credit may satisfy this requirement)	3
Math 233	Calculus III	3
Math 309	Matrix Algebra (Prerequisite: Math 132)	3
DAT 120	Managerial Statistics I	3
	or ESE 326 Probability and Statistics for Engineering	
	or SDS 3200 Elementary to Intermediate Statistics and Data Analysis	
DAT 121	Managerial Statistics II	3
MGT 201	Management Communication	4
Engr 310	Technical Writing	3
	One College Writing Program course (themed writing course)	3
	One Natural Sciences course designated NSM (Natural Sciences and Mathematics)	3
<b>Total Units</b>		<b>31</b>

Upon completing a course in the calculus sequence (Math 131-Math 132-Math 233) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the mathematics department's back credit policy.

The Natural Sciences requirement is for 3 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. These courses must be completed with a grade of C- or better.

The school's English proficiency requirement is satisfied only by a grade of C- or better in one of the themed college writing courses developed by the College Writing Program.

## Breadth/Free Elective Course Requirements (24 units)

- Humanities and Social Sciences (15 units): Any course with A&S attributes of Humanities (HUM), Language and Cultural Diversity (LCD), or Social and Behavioral Sciences (SSC). These courses must be taken with the credit grade option only (not pass/fail). At least one course must be an ethics course from the list of approved ethics courses (PDF).
- Free Electives (9 units): Any course from any day-school division, including prematriculation credit (e.g., AP credit). The free elective courses may be taken with the Pass/Fail grade option. A student may take a maximum of one course per semester as Pass/Fail. If a course is only offered as Pass/Fail, a student may choose another course to audit or take as Pass/Fail.

## Capstone/Integrated Learning Experience Requirements (6 units)

- 6 units of course work jointly approved by the faculty curriculum oversight committees of both Business and Engineering
- Junior Year Capstone: MGT 401C CEL Entrepreneurial Consulting Team
- Senior Year Capstone: CSE 437S Software Engineering Workshop, CSE 439S Mobile Application Development II, or CSE 451A Video Game Programming II

## Major Course Requirements (60 units)

- Business Course Requirements (30 units) as listed in the section below
- Computer Science Course Requirements (30 units) as listed in the section below

## Business Course Requirements (30 total units)

Choose one of the two clusters below:

## Business Analytics Cluster

Business Core Course Requirements (18 units):

Code	Title	Units
ACCT 2610	Principles of Financial Accounting (Prerequisites: Second-semester first-year standing)	3
DAT 220	Analytics and Modeling for Business Decisions (Prerequisites: DAT 120 and completion or concurrent enrollment in DAT 121)	3
FIN 340	Capital Markets and Financial Management (Prerequisites: Math 132, ACCT 2610, MEC 290 or ECON 1011, and completion or concurrent enrollment in DAT 121)	3
MEC 290	Microeconomics (Prerequisites: Math 131 or concurrent enrollment in Math 132 or Math 233)	3
MKT 370	Principles of Marketing (Prerequisites: Sophomore standing and MEC 290 or ECON 1011 or MGT 100)	3
SCOT 356	Operations and Manufacturing Management (formerly OSCM 356)	3
<b>Total Units</b>		<b>18</b>

Electives (choose 12 units):

Code	Title	Units
DAT 301E	Data Analytics in Python (Prerequisite: Sophomore standing)	3
FIN 448	Advanced Financial Management (Prerequisites: FIN 340 and DAT 121)	3
FIN 451	Options, Futures and Derivative Securities (Prerequisite: FIN 340)	3
MEC 471	Empirical Techniques for Industry Analysis (Prerequisites: MEC 290, DAT 120, and DAT 121)	3
MKT 378	Marketing Research (Prerequisites: MKT 370, DAT 120, and DAT 121 or concurrent enrollment in DAT 121)	3
MKT 400G	Digital Marketing and Analytics (Prerequisites: MKT 370 and either DAT 120, Math 2200, Math 3200, or ESE 326)	3
SCOT 430E	Operations Fun: Data-Driven Optimization (Prerequisites: DAT 220. DAT 301E or CS 131 strongly recommended)	3
SCOT 458	Operations Analytics (Formerly OSCM 458; Prerequisite: SCOT 356 or OSCM 356)	3

## Strategy & Leadership Cluster

Business Core Course Requirements (15 units):

Code	Title	Units
ACCT 2610	Principles of Financial Accounting (Prerequisite: Second-semester first-year standing)	3
FIN 340	Capital Markets and Financial Management (Prerequisites: Math 132, ACCT 2610, MEC 290, and completion or concurrent enrollment in DAT 121)	3
MEC 290	Microeconomics (Prerequisites: Math 131 or concurrent enrollment in Math 132 or Math 233)	3
MGT 100	Individual in a Managerial Environment	3
OB 360	Organization Behavior Within the Firm (Prerequisite: MGT 100 or sophomore standing)	3
<b>Total Units</b>		<b>15</b>

Electives (choose 15 units):

Code	Title	Units
MGT 380	Business Strategy (Prerequisite: MEC 290 or approved substitution.)	3
MGT 402	Ethical Issues in Managerial Decision Making (Prerequisite: senior standing.)	1.5
MGT 421	Introduction to Entrepreneurship (Prerequisite: sophomore, junior, or senior standing in any school or college.)	3
or MGT 460L	Introduction to Social Entrepreneurship	
MGT 460H	Corporate and Global Strategy	3
MEC 470	Industrial Economics (Prerequisite: MEC 370)	3
MEC 370	Game Theory for Business (Prerequisite: MEC 290)	3
OB 431E	Thinking Creatively and Leading Creative Teams (Prerequisite: OB 360)	1.5
OB 434E	Talent Analytics (Prerequisites: OB 360 and DAT 220.)	1.5
OB 435E	People Metrics (Prerequisites: OB 360 and DAT 220.)	1.5
OB 461	Negotiation (Prerequisite: OB 360.)	3
OB 462	Leadership in Organizations (Prerequisite: Sophomore standing)	3
OB 468E	Mindfulness and Performance in the Workplace	1.5
OB 472	Defining Moments: Lessons in Leadership and Character from the Top	1.5

## Computer Science Course Requirements (30 total units)

Computer Science Core Course Requirements (9 units, C- grade required):

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 247	Data Structures and Algorithms (Prerequisites: CSE 131 and fluency with summations, derivatives, and proofs by induction)	3
CSE 332S	Object-Oriented Software Development Laboratory (Prerequisite: CSE 247)	3
<b>Total Units</b>		<b>9</b>

Electives (choose 21 units):

Code	Title	Units
Choose seven courses from any CSE courses with an S, M, T, or A suffix. CSE 132, CSE 240, and CSE 347 will count as electives in this category. Note that ESE 417 will be accepted as a CSE elective as well.		

**Notes:**

- Students earning this degree will not be eligible to earn a second undergraduate degree or a second major in computer science, computer science + math, computer science + economics, data science, or a minor in computer science.
- Students earning this degree will not be eligible to earn a second undergraduate degree or second major in business. Students are eligible to earn a business minor.
- Students earning this degree will not be eligible to earn a second major in financial engineering.

## The Second Major in Computer Science

The second major provides an opportunity to combine computer science with another degree program. A second major in computer science can expand a student's career options and enable interdisciplinary study in areas such as cognitive science, computational biology, chemistry, physics, philosophy and linguistics. The second major is also well suited for students planning careers in medicine, law, business, architecture and fine arts. The requirements are as follows. There are no additional distribution or unit requirements for the second major.

### Computer Science Core Requirements\*

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 240	Logic and Discrete Mathematics	3
or Math 310	Foundations for Higher Mathematics	
CSE 247	Data Structures and Algorithms	3

CSE 332S	Object-Oriented Software Development Laboratory	3
CSE 347	Analysis of Algorithms	3
<b>Total Units</b>		<b>18</b>

\* Each of these core courses must be passed with a grade of C- or better.

## Computer Science Technical Elective Requirements

At least 24 additional units in computer science or computer science-related courses with an S, M, T or A suffix must be completed, at least one of which must be a systems (S) course and at least one of which must be a machine (M) or application (A) course. In satisfying these technical electives, up to 6 units may be taken outside the CSE department. Independent work (CSE 400E, CSE 497, CSE 498, CSE 499) is possible by finding a suitable faculty mentor for the work. Such work can be classified as S, M, T or A with approval. Some or all of the 6 units may also be satisfied by taking courses in other departments, including those outside of the McKelvey School of Engineering. Students can seek approval for courses by contacting the associate chair.

### Math Requirement

Students must take calculus (Math 131), calculus II (Math 132), and probability (ESE 326, SDS 3200, or the sequence DAT 120-DAT 121).

## The Second Major in Computer Science + Mathematics

The McKelvey School of Engineering and the College of Arts & Sciences have developed a new second major that efficiently captures the intersection of the complementary studies of computer science and math.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree (p. 1304) in the McKelvey School of Engineering. They must also complete Engr 310 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthropology (L48 Anthro); Biology and Biomedical Sciences (L41 Biol); Chemistry (L07 Chem); Earth, Environmental, and Planetary Sciences (L19 EPSc); Physics (L31 Physics); or Environmental Studies (L82 EnSt).

Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for an AB degree (p. 1112) in addition to the specific requirements listed below.

## Core Requirements

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 240	Logic and Discrete Mathematics	3
CSE 247	Data Structures and Algorithms	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
Math 310	Foundations for Higher Mathematics	3
or Math 310W	Foundations For Higher Mathematics With Writing	
SDS 3200	Elementary to Intermediate Statistics and Data Analysis	3
or ESE 326	Probability and Statistics for Engineering	
or SDS 3211	Statistics for Data Science I	
CSE 347	Analysis of Algorithms	3
<b>Total Units</b>		<b>30</b>

- <sup>1</sup> Each of these core courses must be passed with a grade of C- or better.
- <sup>2</sup> Students who complete the Math 203 Honors Mathematics I–Math 204 Honors Mathematics II sequence will be considered to have completed Math 131 Calculus I, Math 132 Calculus II, and Math 233 Calculus III. These students can also choose to take additional electives in place of Math 309 Matrix Algebra and Math 310 Foundations for Higher Mathematics.

## Electives

Eight upper-level courses from Math or CSE can be chosen from an approved list, with the following caveats:

- At least three courses must be taken from CSE and at least three course must be taken from Math.
- Up to two preapproved courses from outside both departments can be selected.
- CSE 400 Independent Study or CSE 400E Independent Study may be taken for a maximum of 3 units and must be approved by a CS+Math review committee.

## List of Approved Electives Computer Science & Engineering

Code	Title	Units
CSE 217A	Introduction to Data Science	3
CSE 341T	Parallel and Sequential Algorithms	3
CSE 411A	AI and Society	3
CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Data Science for Complex Networks	3
CSE 417T	Introduction to Machine Learning	3

CSE 427S	Cloud Computing with Big Data Applications	3
CSE 442T	Introduction to Cryptography	3
CSE 447T	Introduction to Formal Languages and Automata	3
CSE 457A	Introduction to Visualization	3
CSE 468T	Introduction to Quantum Computing	3
CSE 513T	Theory of Artificial Intelligence and Machine Learning	3
CSE 514A	Data Mining	3
CSE 515T	Bayesian Methods in Machine Learning	3
CSE 516A	Multi-Agent Systems	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 533T	Coding and Information Theory for Data Science	3
CSE 534A	Large-Scale Optimization for Data Science	3
CSE 541T	Advanced Algorithms	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 544T	Special Topics in Computer Science Theory	3
CSE 546T	Computational Geometry	3
CSE 554A	Geometric Computing for Biomedicine	3
CSE 555T	Adversarial AI	3
CSE 559A	Computer Vision	3
CSE 581T	Approximation Algorithms	3
CSE 584A	Algorithms for Biosequence Comparison	3
CSE 587A	Algorithms for Computational Biology	3
CSE 659A	Advances in Computer Vision	3

## Mathematics

Code	Title	Units
Math 350	Topics in Applied Mathematics	3
Math 370	Introduction to Combinatorics	3
Math 371	Graph Theory	3
Math 407	An Introduction to Differential Geometry	3
Math 410	Introduction to Fourier Series and Integrals	3
Math 4111	Introduction to Analysis	3
Math 4121	Introduction to Lebesgue Integration	3
Math 4171	Topology I	3
Math 429	Linear Algebra	3
Math 430	Modern Algebra	3
Math 4351	Number Theory and Cryptography	3
Math 444	The Mathematics of Quantum Theory	3
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3

Math 456	Topics in Financial Mathematics	3
Math 470	Topics in Graph Theory	3
Math 493C/SDS 493	Probability	3
Math 495C/SDS 495	Stochastic Processes	3

### Statistics and Data Science

Code	Title	Units
SDS 420	Experimental Design	3
SDS 434	Survival Analysis	3
SDS 439	Linear Statistical Models	3
SDS 459	Bayesian Statistics	3
SDS 460	Multivariate Statistical Analysis	3
SDS 461	Time Series Analysis	3
SDS 462	Mathematical Foundations of Big Data	3
SDS 475	Statistical Computation	3
SDS 493/Math 493C	Probability	3
SDS 494	Mathematical Statistics	3
SDS 495/Math 495C	Stochastic Processes	3

### Electrical & Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 415	Optimization	3
ESE 417	Introduction to Machine Learning and Pattern Classification	3
ESE 427	Financial Mathematics	3
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
ESE 520	Probability and Stochastic Processes	3

### Economics

Code	Title	Units
Econ 4151	Applied Econometrics	3
Econ 467	Game Theory	3

### Biology and Biomedical Sciences

Code	Title	Units
Biol 5657	Biological Neural Computation	3

### Biomedical Engineering

Code	Title	Units
BME 470	Mathematics of Imaging Science	3

### Linguistics

Code	Title	Units
Ling 317	Introduction to Computational Linguistics	3
Ling 427	Computation and Learnability in Linguistic Theory	3

### Additional Departmental Requirements

Engr 310 Technical Writing	3
One themed writing course from the College Writing Program	3
Humanities and social sciences electives	18
Natural sciences electives	8

The College Writing Program, humanities, and social sciences requirements are those required of all students in the McKelvey School of Engineering. For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page of this Bulletin (p. 1305).

The natural sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology; Biology; Chemistry; Earth, Environmental, and Planetary Sciences; Environmental Studies; or Physics. The College Writing Program and natural sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a pass/fail basis.

## The Second Major in Data Science

The McKelvey School of Engineering and the College of Arts & Sciences developed a new major that efficiently captures the intersection of mathematics and statistics with computer science for data science.

### Data Science Core Requirements (CR)

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 217A	Introduction to Data Science	3
CSE 247	Data Structures and Algorithms	3
CSE 314A	Data Manipulation and Management	3
CSE 417T	Introduction to Machine Learning (or Math 4601 Statistical Learning)	3
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
SDS 3211	Statistics for Data Science I	3
SDS 4211	Statistics for Data Science II	3
SDS 439	Linear Statistical Models	3
<b>Total Units</b>		<b>36</b>

## Data Science Technical Electives

Four courses from Mathematics & Statistics or Computer Science & Engineering can be chosen from an approved list, with the following caveats:

- At least one course from Mathematics & Statistics (at the 400 level or above)
- At least one course from CSE (ending in S, T, M, or A)
- At most one course at the 200 level

### List of Approved Electives

#### Mathematics and Statistics and Data Science

Code	Title	Units
Math 449	Numerical Applied Mathematics	3
Math 450	Topics in Applied Mathematics	3
Math 456	Topics in Financial Mathematics	3
Math 4601	Statistical Learning (Cannot be double-counted in CR)	3
Math 5047	Geometry/Topology III: Differential Geometry	3
SDS 322	Biostatistics	3
SDS 420	Experimental Design	3
SDS 434	Survival Analysis	3
SDS 4392	Advanced Linear Statistical Models	3
SDS 459	Bayesian Statistics	3
SDS 460	Multivariate Statistical Analysis	3
SDS 461	Time Series Analysis	3
SDS 462	Mathematical Foundations of Big Data	3
SDS 475	Statistical Computation	3
SDS 493	Probability	3
SDS 494	Mathematical Statistics	3
SDS 495	Stochastic Processes	3
SDS 5061	Theory of Statistics I	3
SDS 5062	Theory of Statistics II	3
SDS 5071	Advanced Linear Models I	3
SDS 5072	Advanced Linear Models II	3

#### Computer Science & Engineering

Code	Title	Units
CSE 237S	Programming Tools and Techniques	3
CSE 256A	Introduction to Human-Centered Design	3
CSE 311A	Introduction to Intelligent Agents Using Science Fiction	3
CSE 347	Analysis of Algorithms	3
CSE 359A	Signals, Data and Equity (Cannot be double-counted in EPR)	3
CSE 411A	AI and Society (Cannot be double-counted in EPR)	3

CSE 412A	Introduction to Artificial Intelligence	3
CSE 416A	Data Science for Complex Networks	3
CSE 417T	Introduction to Machine Learning (Cannot be double-counted in CR)	3
CSE 427S	Cloud Computing with Big Data Applications	3
CSE 435S	Database Management Systems	3
CSE 457A	Introduction to Visualization	3
CSE 514A	Data Mining	3
CSE 515T	Bayesian Methods in Machine Learning	3
CSE 517A	Machine Learning	3
CSE 518A	Human-in-the-Loop Computation	3
CSE 534A	Large-Scale Optimization for Data Science	3
CSE 543T	Algorithms for Nonlinear Optimization	3
CSE 559A	Computer Vision	3

#### Electrical and Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 415	Optimization	3

#### Energy, Environmental & Chemical Engineering

Code	Title	Units
EECE 202	Computational Modeling in Energy, Environmental and Chemical Engineering	3

#### Linguistics

Code	Title	Units
Ling 317	Introduction to Computational Linguistics	3

#### Ethics and Professional Responsibility Requirement (EPR)

- 3 units of courses from an approved list

#### List of Approved Courses

Code	Title	Units
CSE 359A	Signals, Data and Equity (Cannot be double-counted as an Elective)	3
CSE 411A	AI and Society (Cannot be double-counted as an Elective)	3
Engr 4501	Engineering Ethics and Sustainability	1
Engr 4502	Engineering Leadership and Team Building	1
Engr 4503	Conflict Management and Negotiation	1

Engr 450F	Engineers in the Community (Engineering Ethics, Leadership and Conflict Management)	3
Engr 520P	Presentation Skills for Scientists and Engineers	2
MSB 512	Ethics in Biostatistics and Data Science	2

## Practicum Requirement

- Students must complete 3 units of an approved comprehensive data science project or experience. The practicum must be approved by the committee of data science faculty.
- The practicum experience should be completed during the next-to-last semester of study (i.e., the first semester of the senior year). It is important that practicum plans be submitted for review prior to starting the project or course work to ensure the proposed work is sufficient for the objectives of the practicum. After-the-fact approvals are possible but not guaranteed.
- Appropriate practicum work is possible via Independent Study (CSE 400E or Math 400) or via project-focused classes, including (but not limited to) CSE 437S Software Engineering Workshop and CSE 454A Software Engineering for External Clients. Students should contact the course instructors in advance to identify the degree of agency the student will have over project selection and requirements.
- Contact the CSE undergraduate coordinator (cse.undergrad@email.wustl.edu) in the CSE department office or the Math department office to initiate the approval process.

## The Minor in Computer Science

If a student's goal is a basic foundation in computer science for application to another field but they are not planning a career as a practicing computer scientist, the minor in computer science is a good choice. The minor consists of five CSE courses: four core courses and one elective. The core courses provide an introduction to computer science concepts and problem-solving techniques. The electives offer flexibility to integrate computer science studies with a major area. Students select the courses that are most important to them, whether their interests are in fine arts, linguistics, psychology, philosophy, law, business, medicine, the natural sciences or anything else.

**Units required:** 15

**Required courses (12 units):**

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 247	Data Structures and Algorithms	3
CSE 332S	Object-Oriented Software Development Laboratory	3
<b>Total Units</b>		<b>12</b>

**One elective from the following list (3 units):**

Code	Title	Units
CSE 240	Logic and Discrete Mathematics	3
or Math 310	Foundations for Higher Mathematics	
CSE 330S	Rapid Prototype Development and Creative Programming	3
CSE 361S	Introduction to Systems Software	3

## Additional Information

All courses used for the computer science minor must be taken for a grade, and the student must earn a C- or better. Should the student decide to go further in the field, all courses in the computer science minor can be used toward a second major in computer science or a degree in computer science or computer engineering.

## The Minor in Bioinformatics

- **Total units required:** 23-24 units

Mindful of the emerging opportunities at the interface of biology and computer science, the Department of Biology and the Department of Computer Science & Engineering have fashioned the minor in bioinformatics.

## Core Courses

Code	Title	Units
Biol 2960	Principles of Biology I	4
Biol 2970	Principles of Biology II	4
CSE 131	Introduction to Computer Science	3
CSE 247	Data Structures and Algorithms	3
ESE 326	Probability and Statistics for Engineering	3
or SDS 2200	Elementary Probability and Statistics	
or SDS 3200	Elementary to Intermediate Statistics and Data Analysis	
or SDS 3211	Statistics for Data Science I	
or DAT 120	Managerial Statistics I	
& DAT 121	and Managerial Statistics II	
<b>Total Units</b>		<b>17</b>

## Advanced Biology Elective

Choose one of the following:

Code	Title	Units
Biol 3492	Laboratory Experiments with Eukaryotic Microbes	3
Biol 3493	Bacterial Bioprospecting and Biotechnology	3
Biol 4181	Population Genetics	3
Biol 4220	Practical Bioinformatics	4

Biol 4342	Research Explorations in Genomics	4
Biol 437	Laboratory on DNA Manipulation	4
Biol 4525	Structural Bioinformatics of Proteins (Writing Intensive)	4

## Computer Science & Engineering Elective

Choose one of the following:

Code	Title	Units
CSE 514A	Data Mining	3
CSE 584A	Algorithms for Biosequence Comparison	3
or Biol 5504	Algorithms for Biosequence Comparison	
CSE 587A	Algorithms for Computational Biology	3

## Additional Information

It is anticipated that, for certain students, some portion of the introductory sequence will overlap with the courses required for the major and that these courses will be applicable to both the major and the minor. Upper-level courses used to fulfill the minor requirements may not be used to fulfill the requirements of another major or minor in Arts & Sciences.

Arts & Sciences students should declare the minor within Arts & Sciences. They will be assigned an advisor in Biology. Per Arts & Sciences policy, students with a major in the Department of Biology are not eligible to declare this minor. Per Arts & Sciences policy, Arts & Sciences students must complete 9 units of upper-level course work toward the minor.

McKelvey, Olin, and Sam Fox students should declare the minor within the McKelvey School of Engineering. They will be assigned an advisor in Computer Science & Engineering.

A minimum grade of C- is required for all courses to count toward the minor. Students may apply no more than one course taken outside of Washington University toward the minor requirements. Courses earned through Washington University–approved study abroad programs are considered to be resident units and may count toward this minor where applicable with no limit.

## The Minor in Human-Computer Interaction

The human-computer interaction (HCI) minor is designed to give any undergraduate student at Washington University a multidisciplinary understanding of the principles and applications of HCI. This minor will introduce students to the techniques necessary to create effective user interfaces: requirements gathering, ideation, prototyping, visual design and evaluation. Students will explore these ideas in a variety of application contexts.

The HCI minor is intended for students who are interested in the design of user-centered interactive technologies and those desiring jobs that include user interface creation, product design, UX/UI design, app development, virtual and augmented realities, and so on. This minor should appeal to students in the College of Art — particularly designers and computationally intrigued artists — who are interested in gaining a more in-depth knowledge of back-end development skills. It will also be of interest to engineering students looking for more experience with aesthetics and front-end design skills. In addition to being useful for these primary audiences, this minor allows students from other departments on campus to support their studies with a clear track in a hybrid pursuit of design and programming.

## Course Work

Students must complete two pillar courses, one integration course and three approved electives. Courses listed below are considered approved elective offerings between the Sam Fox School and the McKelvey School of Engineering.

### • Pillar Courses\* (6 units):

Code	Title	Units
ART 138S	Visual Principles for the Screen	3
CSE 131	Introduction to Computer Science	3

### • Integration Courses\* (3 units):

Code	Title	Units
ART 236A	Interaction Design: Understanding Health and Well-Being	3
CSE 256A	Introduction to Human-Centered Design	3

\* Each of the pillar and integration courses must be completed with a grade of C- or better

### • Electives (9 units, with at least one course each from CSE and Art/Design):

Code	Title	Units
ART 241E	Digital Game Design	3
ART 326M	Game Design Principles & Practice	3
ART 332J	UX Research Methods for Design	3
ART 336B	Advanced Interaction Design	3
ART 336P	Conditional Design	3
ART 338I	Communication Design: Interaction Foundations	3
ART 432A	Interaction Design: User-Centered Applications	3
ART 440T	Advanced Visual Principles for the Screen	3
CSE 204A	Web Development	3
CSE 330S	Rapid Prototype Development and Creative Programming	3
CSE 438S	Mobile Application Development	3
CSE 450A	Video Game Programming	3



CSE 457A	Introduction to Visualization	3
CSE 556A	Human-Computer Interaction Methods	3
CSE 557A	Advanced Visualization	3
PNP 200	Introduction Cognitive Science	3
Psych 360	Cognitive Psychology	3

Additional approved elective courses can be found by viewing the Google Docs file maintained for this program.

## Electrical & Systems Engineering

### About Electrical & Systems Engineering

The mission of our undergraduate programs is to instill in students the knowledge and perspective — appropriate for both a professional career and the pursuit of advanced degrees — of fields that rely on key electrical engineering and systems principles and practices. Such principles and practices include rigorous quantitative reasoning and robust engineering design. This mission is accomplished by ensuring that students achieve both depth and breadth of knowledge in their studies and by maintaining a high degree of flexibility in the curriculum. Our programs also seek to provide good preparation for life, including the ability to communicate in written and oral forms and a desire to continue learning throughout life. In addition, these programs aim to provide the opportunity and training necessary for students to acquire the skills and attitudes to become leaders.

The department offers courses of study leading to degrees in both electrical engineering and systems science and engineering. Opportunities for study and research currently available in the department include semiconductor theory and devices, optoelectronics, nanophotonics, communication theory and systems, information theory, signal and image processing, tomographic imaging, linear and nonlinear dynamics and control, robotics, identification and estimation, multisensor fusion and navigation, computational mathematics, optimization, optimal control, autonomous systems, operations research and financial engineering. Students are encouraged to participate in research activities as soon as they have received training in the fundamentals appropriate for a given research area.

Electrical engineering is the profession for those intrigued with electrical phenomena and eager to contribute their skills to a society increasingly dependent on electricity and sophisticated electronic devices. It is a profession of broad scope, with many specialty careers designed for engineers who seek an endless diversity of career paths on the cutting edge of technology. The Institute of Electrical and Electronics Engineers publishes transactions on about 60 different topics, from aerospace and electronic systems to visualization and computer graphics. This is a breadth so great that no single electrical engineering department can hope to span it. Moreover, those fields themselves encompass still more fascinating specialties. We provide the basics; the future is the student's to shape.

Systems science and engineering is based on an approach that views an entire system of components as an entity rather than simply as an assembly of individual parts; each component is designed to fit properly with the other components rather than to function by itself. The engineering and mathematics of systems is a rapidly developing field. It is one of the most modern segments of applied mathematics as well as an engineering discipline. It is concerned with the identification, modeling, analysis, design and control of systems that are potentially as large and complex as the U.S. economy or as precise and vital as a space voyage. Its interests run from fundamental theoretical questions to the implementation of operational systems. It draws on the most modern and advanced areas of mathematics. A very important characteristic of the systems field is that its practitioners must, of necessity, interact within a wide interdisciplinary environment, not only with various engineers and scientists but also with economists, biologists and sociologists. Such interaction is both emphasized and practiced in the programs.

Our Department of Electrical & Systems Engineering offers a challenging basic curriculum, a broadly qualified faculty, and modern facilities so that students can receive a contemporary preparation for a career in electrical or systems engineering.

### Undergraduate Degree Programs

The Department of Electrical & Systems Engineering (ESE) offers four undergraduate degree programs: two professional degrees and two applied science degrees. The two professional degrees are the Bachelor of Science in Electrical Engineering (BSEE) and the Bachelor of Science in Systems Science & Engineering (BSSSE). These two programs are accredited by the Engineering Accreditation Commission of ABET. The two applied science degrees are the Bachelor of Science in Applied Science (Electrical Engineering) and the Bachelor of Science in Applied Science (Systems Science & Engineering). All programs have flexible curricula as well as specific requirements, and students may elect programs of study tailored to individual interests and professional goals.

In the professional BSEE curriculum, there are required courses in electrical circuits, signals and systems, digital systems and electromagnetic fields, along with laboratory and design courses, which provide students with a common core of experience. Subsequently, the student may orient the program toward breadth so that many disciplines within the profession are spanned or toward a specialty with more emphasis on depth in one or more disciplines. Areas of specialization include modern electronics, applied physics, telecommunications, control systems, and signal and image processing.

Students in the professional BSSSE degree program take required courses in engineering mathematics, signals and systems, operations research, and automatic control systems, along with laboratory and design courses. This program emphasizes the importance of real-world applications of systems theory; accordingly, students are required to take a concentration of courses in one of the traditional areas of engineering or science. There are numerous elective courses in control theory and systems, signal processing, optimization, robotics, probability and stochastic processes, and applied mathematics.

Students enrolled in any of the ESE undergraduate degree programs have a variety of opportunities to augment their educational experience at Washington University. Students may participate in the Pre-Medical Engineering program or in the Cooperative Education program. Some students pursue double majors, in which two sets of degree requirements — either within or outside the ESE department — are satisfied concurrently.

Students who seek a broad undergraduate education in electrical engineering or systems science and engineering but who plan on careers outside of engineering may pursue the applied science degrees: Bachelor of Science in Applied Science (Electrical Engineering) and Bachelor of Science in Applied Science (Systems Science & Engineering). These programs of study are appropriate for students planning to enter medical, law or business school and who desire a more technical undergraduate experience than what otherwise may be available to them.

The ESE department also offers a variety of educational opportunities for students enrolled in other departments. These include the second major in systems science and engineering and the second major in electrical engineering, which are open to students inside as well as outside of the McKelvey School of Engineering, such as the College of Arts & Sciences and Olin Business School. They also include the minor in quantum engineering, the minor in electrical engineering, the minor in energy engineering, the minor in mechatronics, the minor in robotics, and the minor in systems science & engineering.

## Bachelor's/Master's Programs in Electrical & Systems Engineering

Students enrolled in any of the undergraduate degree programs in the McKelvey School of Engineering may choose to extend their educational experience by enrolling in a five-year Bachelor's/Master's program. The Master of Science in Electrical Engineering (MSEE), the Master of Science in Systems Science and Mathematics (MSSSM), and the Master of Science in Engineering Data Analytics and Statistics (MSEDAS) degrees are participating graduate degrees, and these may be combined with any undergraduate degree that provides the appropriate background.

General requirements for the Bachelor's/Master's programs include the residency and other applicable requirements of the university and the McKelvey School of Engineering, which are found elsewhere in this Bulletin (p. 1197). In summary, students must complete all the degree requirements for both the undergraduate and graduate degrees.

Phone: 314-935-5565  
Website: <https://ese.wustl.edu/academics/undergraduate-programs/index.html>

## Faculty

### Chair

#### **Bruno Sinopoli**

Das Family Distinguished Professor  
PhD, University of California, Berkley  
Cyberphysical systems, analysis and design of networked embedded control systems, with applications to sensor actuators networks

### Endowed Professors

#### **Shantanu Chakrabarty**

Clifford W. Murphy Professor  
Vice Dean for Research and Graduate Education  
PhD, Johns Hopkins University  
Explores frontiers in analog and neuromorphic integrated circuits

#### **Jr-Shin Li**

Newton R. and Sarah Louisa Glasgow Wilson Professor of Engineering  
PhD, Harvard University  
Mathematical control theory, optimization, quantum control, biomedical application

#### **Joseph A. O'Sullivan**

Samuel C. Sachs Professor of Electrical Engineering  
Dean, UMSL/WashU Joint Undergraduate Engineering Program  
PhD, Notre Dame University  
Information theory, statistical signal processing, imaging science with applications in medicine and security, and recognition theory and systems

#### **Lan Yang**

Edward H. & Florence G. Skinner Professor of Engineering  
PhD, California Institute of Technology  
Nano/micro photonics, ultra high-quality optical microcavities, ultra-low-threshold microlasers, nano/micro fabrication, optical sensing, single nanoparticle detection, photonic molecules, photonic materials

### Professors

#### **Neal Patwari**

Professor  
PhD, University of Michigan  
Intersection of statistical signal processing and wireless networking for improving wireless sensor networking and radiofrequency sensing

### Associate Professors

#### **Xudong Chen**

PhD, Harvard University  
Develops revolutionary methods for analysis and control of large-scale multi-agent systems

#### **ShiNung Ching**

PhD, University of Michigan  
Systems and control in neural medicine, nonlinear and constrained control, physiologic network dynamics, stochastic control

**Andrew Clark**

PhD, University of Washington  
Focused on control and security of networked and cyber-physical systems

**Ulugbek Kamilov**

PhD, École Polytechnique Fédérale de Lausanne, Switzerland  
Advances imaging technology through research on computational imaging, computer vision, machine learning and optimization

**Matthew D. Lew**

PhD, Stanford University  
Microscopy, biophotonics, computational imaging, nano-optics

**Jung-Tsung Shen**

PhD, Massachusetts Institute of Technology  
Theoretical and numerical investigations on nanophotonics, optoelectronics, plasmonics, metamaterials

**Chuan Wang**

PhD, University of Southern California  
Flexible electronics, stretchable electronics, printed electronics, nanomaterials, nanoelectronics, optoelectronics

## Assistant Professors

**Ioannis (Yiannis) Kantaros**

PhD, Duke University  
Designs safe and distributed autonomy algorithms for large-scale multi-robot systems

**Mark Lawrence**

PhD, University of Birmingham  
Nanophotonics, nonlinear optics, metasurfaces

**Aravind Nagulu**

PhD, Columbia University  
Pioneering the area of novel wave propagation based on time-variance

**Janet Sorrells**

PhD, University of Illinois at Urbana-Champaign  
Developing new technologies in label-free nonlinear optical microscopy to enable new applications in biology and medicine

**Shen Zeng**

PhD, University of Stuttgart  
Systems and control theory, data-based analysis and control of complex dynamical systems, inverse problems, biomedical applications

## Senior Professors

**Paul S. Min**

PhD, University of Michigan  
Routing and control of telecommunication networks, fault tolerance and reliability, software systems, network management

**Robert E. Morley Jr.**

DSc, Washington University in St. Louis  
Computer engineering, lower-power VLSI design, computer architecture, signal processing, microprocessors systems design

**Hiro Mukai**

PhD, University of California, Berkeley  
Theory and computational methods for optimization, optimal control, systems theory, electric power system operations, differential games

**Daniel L. Rode**

PhD, Case Western Reserve University  
Optoelectronics and fiber optics, semiconductor materials, light-emitting diodes and lasers, semiconductor processing, electronics

**Ervin Y. Rodin**

PhD, University of Texas at Austin  
Optimization, differential games, artificial intelligence, mathematical modeling

**Heinz Schaettler**

PhD, Rutgers University  
Optimal control, nonlinear systems, mathematical models in biomedicine

**Barbara A. Shrauner**

PhD, Harvard University (Radcliffe)  
Plasma processing, semiconductor transport, symmetries of nonlinear differential equations

**Barry E. Spielman**

PhD, Syracuse University  
High-frequency/high-speed devices, radiofrequency and microwave integrated circuits, computational electromagnetics

**Tzyh Jong Tarn**

DSc, Washington University  
Quantum mechanical systems, bilinear and nonlinear systems, robotics and automation, life science automation

## Professors of Practice

**Dennis Mell**

MS, University of Missouri-Rolla  
Industrial automation, robotics and mechatronics, product design and development with design-for-manufacturability emphasis, prototyping, manufacturing

**Ed Richter**

MS, Washington University  
Signal processing applications implemented on a variety of platforms, including ASIC, FPGA, DSP, microcontroller and desktop computers

**Jason Trobaugh**

DSc, Washington University  
Ultrasound imaging, diffuse optical tomography, image-guided therapy, ultrasonic temperature imaging

## Teaching Professor

**James Feher**

PhD, Missouri University of Science and Technology  
Electrical engineering, computer science, mathematics and physics

## Senior Lecturers

### Martha Hasting

PhD, Saint Louis University  
Mathematics education

### Vladimir Kurenok

PhD, Belarus State University (Minsk, Belarus)  
Probability and stochastic processes, stochastic ordinary and partial differential equations, financial mathematics

### Tsitsi Madziwa-Nussinov

PhD, University of California, Los Angeles

### Jinsong Zhang

PhD, University of Miami  
Modeling and performance analysis of wireless sensor networks, multi-source information fusion, ambiguous and incomplete information processing

## Lecturers

### Dorothy Wang

PhD, Virginia Tech  
Fiber optic sensing and practical experience in sensor implementation and field test

### Ben Wormleighton

PhD, University of California, Berkeley  
Seeks to cultivate formative learning spaces and practices that develop creative and communal thinkers.

## Professors Emeriti

### R. Martin Arthur

Newton R. and Sarah Louisa Glasgow Wilson Professor of Engineering  
PhD, University of Pennsylvania  
Ultrasonic imaging, electrocardiography

### Arye Nehorai

The Eugene & Martha Lohman Emeritus Professor of Electrical Engineering  
PhD, Stanford University  
Statistical signal processing, machine learning, imaging, biomedicine

## Majors

Please visit the following pages for more information about our majors:

- Bachelor of Science in Electrical Engineering (p. 1263)
- Bachelor of Science in Systems Science & Engineering (p. 1264)
- Bachelor of Science in Computer Engineering (p. 1266)
- Bachelor of Science in Applied Science (Electrical Engineering) (p. 1267)
- Bachelor of Science in Applied Science (Systems Science & Engineering) (p. 1268)

- Second Major in Electrical Engineering (p. 1268)
- Second Major in Systems Science & Engineering (p. 1268)
- Second Major in Financial Engineering (p. 1269)

## Minors

Please visit the following pages for more information about our minors:

- Minor in Electrical Engineering (p. 1270)
- Minor in Energy Engineering (p. 1270)
- Minor in Mechatronics (p. 1271)
- Minor in Robotics (p. 1271)
- Minor in Systems Science & Engineering (p. 1272)
- Minor in Quantum Engineering (p. 1272)

## Courses

Visit online course listings to view semester offerings for E35 ESE.

---

### E35 ESE 105 Introduction to Electrical and Systems Engineering

This course will offer students a rigorous introduction to fundamental mathematical underpinnings of ESE and their relationship to a number of contemporary application areas. Major emphasis will be placed on linear algebra and associated numerical methods, including the use of MATLAB. Topics covered will include vector spaces, linear transformations, matrix manipulations and eigenvalue decomposition. Students will learn how this mathematical theory is enacted in ESE through the completion of four case studies spanning application areas: (i) Dynamical Systems and Control, (ii) Imaging, (iii) Signal Processing, and (iv) Circuits.

Credit 4 units. EN: TU

---

### E35 ESE 2001 Experience Research in ESE

This course provides students with an initial exposure to research in ESE. This is a mentored experience and requires the agreement of an ESE faculty member to serve in a mentorship role. Students must identify a mentor and obtain their agreement before registering for this course. Activities are to be designed by the student in conjunction with the faculty mentor, and will amount to 2-4 hours of commitment per week. Examples of such activities include, but are not limited to, observation of laboratory experiments, attendance of weekly group meetings, discussions with the mentor, or independent readings. The course is suitable for students at all levels.

Credit 1 unit.

---

### E35 ESE 205 Introduction to Engineering Design

This is a hands-on course in which students, in groups of two or three, will creatively develop projects and solve problems throughout the semester using tools from electrical and systems engineering. Groups will work under the supervision of an academic team consisting of faculty and higher-level students. Project objectives will be set by the academic team in collaboration with each student group. Evaluation will consider completion of these objectives as well as the originality and innovation of the projects. A weekly 90-minute lab with the academic team is required. Prerequisites: CSE 131, Physics 197, or equivalent. Corequisite Course(s): ESE 105, Phy192

Credit 3 units. EN: TU

---

---

### **E35 ESE 217 Differential Equations and Dynamical Systems**

#### **Modeling in Engineering**

This course will provide students with an introduction to differential equations in the context of electrical and systems engineering. Students will gain a foundation in the use of differential equations to describe, model and engineer systems and devices. The course will cover fundamental mathematical principles of ordinary differential equations including: (i) existence of solutions, (ii) elementary solution strategies, and (iii) the conceptual foundation for frequency domain solution techniques. An introduction to early concepts in dynamical systems theory, such as state-space analysis, equilibria and stability, will also be provided. Finally, students will obtain an initial introduction to partial differential equations in ESE in the context of wave propagation. Mathematical developments will be closely accompanied by computational implementations and numerical simulations. Further, students will engage several case studies, in which students will use the mathematical theory to perform analysis and design within ESE contexts spanning systems, circuits and applied physics. Prerequisites: ESE 105  
Credit 3 units.

---

### **E35 ESE 2180 Linear Algebra and Component Analysis**

Linear algebra is the foundation of scientific computing across many disciplines of engineering. This course will introduce the numerical and computational issues that arise from solving large-scale problems, with motivation from data science, machine learning, and signal processing. Topics to be covered include least-squares problems, eigenvalue/eigenvector analysis, singular value decomposition, component analysis, rotation of bases, and concepts of computational complexity and numerical stability. A focus of the class will be studying concepts from signal processing and machine learning such as K-means, Fourier analysis, wavelet analysis, and sampling within the framework of linear algebra. The course will include case studies touching on a broad range of topics including systems science, signals and imaging, devices and circuits, and quantum science/applied physics. Prerequisites: Linear algebra at the level of ESE 105; familiarity with Matlab.  
Credit 3 units.

---

### **E35 ESE 2190 Vector Calculus and Dynamics of Physical Systems**

This course will explore fundamental concepts in vector calculus and partial differential equations with a focus on their practical applications and conceptual understanding. We will derive the Laplace, diffusion, and wave equations and explore their solutions in different coordinate systems. The course will emphasize computational solutions and data visualization in case studies involving applications to areas such as electrostatics, heat conduction in solids, transmission lines, antennas, and wave propagation, providing hands-on experience in solving partial differential equations in real-world scenarios. Prerequisites: ESE 217 or Math 217, and ESE 2180, or permission of the instructor  
Credit 3 units.

---

### **E35 ESE 230 Introduction to Electrical and Electronic Circuits**

Electrical energy, current, voltage, and circuit elements. Resistors, Ohm's Law, power and energy, magnetic fields and DC motors. Circuit analysis and Kirchhoff's voltage and current laws. Thevenin and Norton transformations and the superposition theorem. Measuring current, voltage and power using ammeters and voltmeters. Energy and maximum electrical power transfer. Computer simulations of circuits. Reactive circuits, inductors, capacitors, mutual inductance, electrical transformers, energy storage, and energy conservation. RL, RC and RLC circuit transient responses. AC circuits, complex impedance, RMS current and voltage. Electrical signal amplifiers and basic operational amplifier circuits. Inverting, non-inverting, and difference amplifiers.

Voltage gain, current gain, input impedance, and output impedance. Weekly laboratory exercises related to the lectures are an essential part of the course. Prerequisite: L31 Phys192 and 192L Corequisite: L24 Math 217

Credit 4 units. EN: TU

---

### **E35 ESE 232 Introduction to Electronic Circuits**

Analysis and design of linear and nonlinear electronic circuits. Detailed analysis of operational amplifier circuits, including non-ideal characteristics. Terminal characteristics of active semiconductor devices. Incremental and DC models for diodes, metal-oxide-semiconductor field effect transistors (MOSFETs), and bipolar junction transistors (BJTs). Design and analysis of single- and multi-stage amplifiers. Introduction to CMOS logic as well as static and dynamic memory circuits. Students will be required to design, analyze, build and demonstrate several of the circuits studied, including frequency response analysis and use of simulation tools. Prerequisite: ESE 230.  
Credit 3 units. EN: TU

---

### **E35 ESE 260 Introduction to Digital Logic and Computer Design**

Introduction to design methods for digital logic and fundamentals of computer architecture. Boolean algebra and logic minimization techniques; sources of delay in combinational circuits and effect on circuit performance; survey of common combinational circuit components; sequential circuit design and analysis; timing analysis of sequential circuits; use of computer-aided design tools for digital logic design (schematic capture, hardware description languages, simulation); design of simple processors and memory subsystems; program execution in simple processors; basic techniques for enhancing processor performance; configurable logic devices. Prerequisites: CSE 131  
Same as E81 CSE 260M  
Credit 3 units. EN: TU

---

### **E35 ESE 2971 Introduction to Research in ESE**

This course provides students with an introductory experience with research in ESE. This is a mentored experience and requires the agreement of an ESE faculty member to serve in a mentorship role. Students must identify a mentor and obtain their agreement before registering for this course. Activities are to be designed by the student in conjunction with the faculty mentor, and will amount to 4-6 hours of commitment per week. The research activities will enable the student to gain a deeper understanding of ongoing research related to the mentor's field, or in an area mutually agreed upon by the mentor and the student. The student may also have an opportunity to actively participate in ongoing research activities, such as through assistance of graduate students or postdoctoral associates. Because activities may be unstructured, this course is will require strong time-management skills and self-discipline. The final grade will be determined on the basis of a set of deliverables that are agreed upon by the student and faculty member.

Credit 2 units.

---

### **E35 ESE 3050 Special Topics in Robotics: Practicum in Robotic Systems Design**

This is an exciting hands-on course where teams of students (in groups of 4-6) will put a broad range of their engineering skills to use by designing, constructing, and debugging a complex electro-mechanical robotic system. The robotic system will be targeted at some proposed real-world application. Each team will engineer and implement their own solution to the problem. This course is designed to teach students how to apply their theory-based classroom engineering knowledge by exposing students to the design/test/debug/iterate process needed to develop a working integrated system. Some of the topics/skills experienced in the class will include feedback control, real sensor/actuator implementation, circuit design/layout, soldering,

asynchronous programming, project management, Design-For-Manufacturability, and more. Students will use the WUSTL Maker Space in this class to learn other valuable hands-on skills (e.g. CAD, CNC machining, 3D printing, laser cutting, etc.). This course will consist of one weekly lecture and a weekly lab component. Course Prerequisites: ESE205 or instructor permission  
Credit 3 units. EN: TU

---

**E35 ESE 3090 Special Topics in Systems Engineering: Modeling and Design of Social Choice Systems**

Social choice systems are all around us, from how we decide to split the check to who becomes president. This course introduces many conceptual and computational problems in the study of systems of social choice and offers a variety of tools to understand them. We will consider both micro and macro social choice systems; for the latter drawing on modern statistical techniques to understand (and reframe) questions like "what is a fair map of congressional districts?" In order to address modeling and design challenges in social choice systems we will explore mathematical and software tools such as game theory, linear optimization, Monte Carlo / MCMC methods, and geographical data representation in Python. Prerequisites: ESE 105, or Math 309, or working knowledge of linear algebra and scientific computing, or permission of instructor.

Credit 3 units.

---

**E35 ESE 318 Engineering Mathematics A**

Laplace transforms; matrix algebra; vector analysis; eigenvalues and eigenvectors; vector differential calculus and vector integral calculus in three dimensions. Prerequisites: Math 233 and Math 217 or their equivalents.

Credit 3 units.

---

**E35 ESE 319 Engineering Mathematics B**

Power series and Frobenius series solutions of differential equations; Legendre's equation; Bessel's equation; Fourier series and Fourier transforms; Sturm-Liouville theory; solutions of partial differential equations; wave and heat equations. Prerequisites: Math 233 and Math 217 or their equivalents.

Credit 3 units.

---

**E35 ESE 326 Probability and Statistics for Engineering**

Study of probability and statistics together with engineering applications. Probability and statistics: random variables, distribution functions, density functions, expectations, means, variances, combinatorial probability, geometric probability, normal random variables, joint distribution, independence, correlation, conditional probability, Bayes theorem, the law of large numbers, the central limit theorem. Applications: reliability, quality control, acceptance sampling, linear regression, design and analysis of experiments, estimation, hypothesis testing. Examples are taken from engineering applications. Prerequisites: Math 233 or equivalent.

Credit 3 units. EN: TU

---

**E35 ESE 330 Engineering Electromagnetics Principles**

Electromagnetic theory as applied to electrical engineering: vector calculus; electrostatics and magnetostatics; Maxwell's equations, including Poynting's theorem and boundary conditions; uniform plane-wave propagation; transmission lines, TEM modes, including treatment of general lossless lines, and pulse propagation; introduction to guided waves; introduction to radiation and scattering concepts. Prerequisites: Physics 198 and ESE 318 En Math A. Co-requisite: ESE 319 En Math B.

Credit 3 units. EN: BME T, TU

---

**E35 ESE 3301 Electromagnetics Laboratory: Spectrum from Radio to Photonics**

Engineering electromagnetics focuses on applying electromagnetic theory to modern technologies including communication, sensing, imaging and medical engineering. This laboratory course provides students with hands-on and practical exposure to the topics covering the electromagnetic spectrum from microwave to optics. Weekly labs will cover topics such as the following: microwave propagation and coupling, transmission line, antenna, RF circuits, basic optoelectronic devices, Fourier optics, light microscopy, holography, light polarization, electro-optics and fiber optics. Students are expected to carry out tests and measurements; analyze, interpret and present experiment data; learn how to perform engineering analysis and design when electromagnetic principles are applied; and gain in-depth understanding of the physics and mathematics underlying the techniques. Corequisite: E35 ESE 330, E35 ESE 351

Credit 3 units. EN: BME T, TU

---

**E35 ESE 331 Electronics Laboratory**

Laboratory exercises provide students with a combination of hands-on experience involving electronic circuits. Students will use a variety of real instruments, analysis techniques and circuit simulation tools to summarize measurement results in written reports that clearly communicate laboratory results. A sequence of lab experiments provide hands-on experience in: properties of diodes and transistors, realistic operational amplifier characteristics, grounding and shielding techniques, signal analysis, and op amp based active filter design and characterization. Students will gain experience working with: sampling oscilloscopes to make measurements in the time and frequency domains, signal generators, digital multimeter and frequency measurements, and in creating circuits and making connections on contemporary circuit boards. The course concludes with a hands-on project to design, demonstrate and document the design of an electronic component. Prerequisite: ESE 232

Credit 3 units. EN: BME T, TU

---

**E35 ESE 332 Power, Energy, and Polyphase Circuits**

Fundamental concepts of power and energy; electrical measurements; physical and electrical arrangement of electrical power systems; polyphase circuit theory and calculations; principal elements of electrical systems such as transformers, rotating machines, control, and protective devices, their description and characteristics; elements of industrial power system design. Prerequisite: ESE 230.

Credit 3 units. EN: BME T, TU

---

**E35 ESE 351 Signals and Systems**

This course presents an introduction to concepts and methodology of linear dynamic systems in relation to discrete- and continuous-time signals. Topics include mathematical modeling; representation of systems and signals; Fourier, Laplace, and Z-transforms and convolution; input-output description of linear systems, including impulse response and transfer function; time-domain and frequency-domain system analysis, including transient and steady-state responses, system modes, stability, frequency spectra, and frequency responses; and system design, including filter, modulation, and sampling theorem. Continuity is emphasized from analysis to synthesis. MATLAB will be used. Prerequisites: Physics 117A-118A, Math 217, CSE 131, Matlab, matrix addition and multiplication, and ESE 105 or ESE 230; Corequisite: ESE 318.

Credit 3 units. EN: BME T, TU

---

**E35 ESE 359 Signals, Data and Equity**

This course introduces the design of classification and estimation systems for equity -- that is, with the goal of reducing the inequities of racism, sexism, xenophobia, ableism, and other systems of oppression. Systems that change the allocation of resources among people can

increase inequity due to their inputs, the systems themselves, or how the systems interact in the context in which they are deployed. This course presents background in power and oppression to help predict how new technological and societal systems might interact and when they might confront or reinforce existing power systems. Measurement theory -- the study of the mismatch between a system's intended measure and the data it actually uses -- is covered. Multiple examples of sensing and classification systems that operate on people (e.g., optical, audio, and text sensors) are covered by implementing algorithms and quantifying inequitable outputs. Prerequisite: ESE 105 or CSE 217A or CSE 417T. Background readings will be available.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 362 Computer Architecture**

This course explores the interaction and design philosophy of hardware and software for digital computer systems. Topics include: Processor architecture, Instruction Set Architecture, Assembly Language, memory hierarchy design, I/O considerations, and a comparison of computer architectures. Prerequisite: CSE 260M.  
Same as E81 CSE 362M  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 400 Independent Study**

Opportunities to acquire experience outside the classroom setting and to work closely with individual members of the faculty. A final report must be submitted to the department. Not open to first-year or graduate students. Consult adviser. Hours and credit to be arranged.  
Credit variable, maximum 3 units.

---

### **E35 ESE 401 Fundamentals of Engineering Review**

A review and preparation of the most recent NCEES Fundamentals of Engineering (FE) Exam specifications is offered in a classroom setting. Exam strategies will be illustrated using examples. The main topics for the review include: engineering mathematics, statics, dynamics, thermodynamics, heat transfer, mechanical design and analysis, material science and engineering economics. A discussion of the importance and responsibilities of professional engineering licensure along with ethics will be included.  
Same as E37 MEMS 4001  
Credit 1 unit.

---

### **E35 ESE 403 Operations Research**

Introduction to the mathematical aspects of various areas of operations research, with additional emphasis on problem formulation. This is a course of broad scope, emphasizing both the fundamental mathematical concepts involved, and also aspects of the translation of real-world problems to an appropriate mathematical model. Subjects to be covered include linear and integer programming, network problems, and dynamic programming. Prerequisites: CSE 131, Math 309, and ESE 326, or permission of instructor.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 4031 Optimization for Engineered Planning, Decisions and Operations**

The goal of the course is to introduce students to discrete optimization and decision-making methods as well as their application domains ranging from finance to robotics. This course will cover linear programming, integer programming, and dynamic programming from theoretical and application perspectives. Special emphasis will be given on modeling real-world problems as optimization problems as well as on designing techniques to address them. The use of methods will be demonstrated on numerous concrete examples (e.g.,

scheduling, operation management, robot planning and control) solved using MatLab or Python. Prerequisites: E35 ESE 105 (or both E81 CSE 131 and L24 Math 309), L24 Math 217; E35 ESE 326; or permission of the instructor.

Credit 3 units. EN: BME T, TU

---

### **E35 ESE 404 Applied Operations Research**

Application of operations research techniques to real-world problems. Emphasis is given to integer linear programming and computational methods. Real-world examples of integer programs will be studied in areas such as network flow, facility location, partitioning, matching, and transportation. Special emphasis will be placed on techniques used to solve integer programs. Prerequisites: ESE 403 and CSE 131.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 405 Reliability and Quality Control**

An integrated analysis of reliability and quality control function in manufacturing. Statistical process control, acceptance sampling, process capability analysis, reliability prediction, design, testing, failure analysis and prevention, maintainability, availability, and safety are discussed and related. Qualitative and quantitative aspects of statistical quality control and reliability are introduced in the context of manufacturing. Prerequisite: ESE 326 or equivalent.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 415 Optimization**

Optimization problems with and without constraints. The projection theorem. Notions of convexity. Lagrange multipliers and Kuhn-Tucker-type conditions. Duality. Computational methods. Applications of optimization in engineering. Prerequisites: Solid understanding of multivariable calculus notions, including gradients. Solid understanding of linear algebraic concepts, including eigen decomposition (eigenvalues & eigenvectors), matrix algebraic operations, and properties of symmetric matrices.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 417 Introduction to Machine Learning and Pattern Classification**

This course provides a broad introduction to machine learning and statistical pattern classification. Students will study theoretical foundations of learning and several important supervised and unsupervised machine learning methods and algorithms, including linear model of regression and classification, logistic regression, Bayesian learning methods, neural networks, nearest neighbor method, support vector machines methods, clustering methods and principal component analysis. Students will also learn to use Python programming language to implement learned models and methods to solve pattern classification problems. Prerequisites: ESE 326, Math 233, and Python programming experience.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 419 Special Topics in Optimization and Learning**

Credit 3 units. EN: TU

---

### **E35 ESE 425 Random Processes and Kalman Filtering**

Probability and random variables; random processes, autocorrelation, power spectral density; transient and steady-state analysis of linear dynamic systems and random inputs, filters, state-space, discretization; optimal estimation; the discrete Kalman filter; linearization and the extended Kalman filter for nonlinear dynamic systems; related MATLAB exercises. Prerequisite: ESE 326 and ESE 351 or equivalent.  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 4261 Statistical Methods for Data Analysis with Applications to Financial Engineering**

Introduction to modern methods of statistical data analysis. Data will be used primarily from the financial industry. The course is both computational and mathematical in nature. Most facts will be stated in a rigorous manner, motivated by applications and justified at an intuitive level, but usually not proven rigorously. Emphasis will be on the relevance of concepts and the practical use of tools. A broad range of topics will be covered, including some standard techniques of univariate and multivariate data analysis (histograms, kernel density estimators, Q-Q plots), Monte Carlo simulations and calculations, analysis of heavy tailed data, use of copulas, various parametric and non-parametric regression models, both local and nonlocal, as well as analysis of time series data and Kalman filtering. Methods will be demonstrated on numerous concrete examples, with extensive use of the programming language R. Prerequisite: ESE 326  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 427 Financial Mathematics**

This course is a self-contained introduction to financial mathematics at the undergraduate level. Topics to be covered include pricing of the financial instruments such as options, forwards, futures and their derivatives along with basic hedging techniques and portfolio optimization strategies. The emphasis is put on using of discrete, mostly binary models. The general, continuous case including the concepts of Brownian motion, stochastic integral, and stochastic differential equations, is explained from intuitive and practical point of view. Among major results discussed are the Arbitrage Theorem and Black-Scholes differential equations and their solutions. Prerequisites: ESE 326 or the consent of the instructor.  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 429 Basic Principles of Quantum Optics and Quantum Information**

This course provides an accessible introduction to quantum optics and quantum engineering for undergraduate students. This course covers the following topics: Concept of photons, quantum mechanics for quantum optics, radiative transitions in atoms, lasers, photon statistics (photon counting, Sub-/Super-Poissonian photon statistics, bunching, anti-bunching, theory of photodetection, shot noise), entanglement, squeezed light, atom-photon interactions, cold atoms, atoms in cavities. The course will also provide an overview for quantum information processing: quantum computing, quantum cryptography, and teleportation. Prerequisite Course: ESE 318 or equivalent.  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 4301 Quantum Mechanics for Engineers**

This course provides an accessible introduction to quantum mechanics and quantum engineering for undergraduate students. Examples are drawn from practical areas of applications of quantum engineering. This course covers the following topics and examples: quantum mechanics and nano-technology, Schrodinger's equation, electron transport in various potential profiles, quantum dots and defects, harmonic oscillator, nano-mechanical oscillator and quantum LC circuit, Stark effect in semiconductors, Bloch theorem, crystal and band structures, Kronig-Penney and tight-binding models, semiclassical and quantum descriptions of light-atom interactions, spontaneous and stimulated emissions, quantum flip-flops, approximate methods in quantum mechanics, spin, quantum gyroscope, spin transistor, and many-particle quantum mechanics for bosons and fermions. Prerequisites: Simple differential equations and matrix algebra at the level of ESE 318/319 Engineering Mathematics A/B or equivalent and familiarity with a modern scientific computing software package (e.g., MATLAB, Mathematica).  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 431 Introduction to Quantum Electronics**

Describing the flow of electrical current in nanodevices involves a lot more than just quantum mechanics; it requires an appreciation of some of the most advanced concepts of non-equilibrium statistical mechanics. In the past decades, electronic devices have been shrinking steadily to nanometer dimensions, and quantum transport has accordingly become increasingly important not only to physicists but also to electrical engineers. Traditionally, these topics are spread out over many physics/chemistry/engineering courses that take many semesters to cover. The main goal of this course is to condense the essential concepts into a one-semester course that is accessible to both senior-level undergraduate and junior-level graduate students. This course will be accessible to students with diverse backgrounds in electrical engineering, physics, chemistry, biomedical engineering, and mathematics. Prerequisites: Math 217 or ESE 217, and ESE 105 or ESE 2180 or Math 309, and scientific computing ability, e.g., Matlab or Mathematica, or permission of instructor.  
Credit 3 units. Art: NSM EN: TU

---

**E35 ESE 433 Radio Frequency and Microwave Technology for Wireless Systems**

Focus is on the components and associated techniques employed to implement analog and digital radio frequency (RF) and microwave (MW) transceivers for wireless applications, including: cell phones; pagers; wireless local area networks; global positioning satellite based devices; and RF identification systems. A brief overview of system-level considerations is provided, including modulation and detection approaches for analog and digital systems; multiple-access techniques and wireless standards; and transceiver architectures. Focus is on RF and MW: transmission lines; filter design; active component modeling; matching and biasing networks; amplifier design; and mixer design. Prerequisite: ESE 330.  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 434 Solid-State Power Circuits and Applications**

Study of the strategies and applications power control using solid-state semiconductor devices. Survey of generic power electronic converters. Applications to power supplies, motor drives, and consumer electronics. Introduction to power diodes, thyristors, and MOSFETs. Prerequisites: ESE 232, 351.  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 435 Electrical Energy Laboratory**

Experimental studies of principles important in modern electrical energy systems. Topics include: AC power measurements, electric lighting, photovoltaic cells and arrays, batteries, DC-DC and DC-AC converters, brushed and brushless DC motors and three-phase circuits. Each experiment requires analysis, simulation with MultiSim, and measurement via LabVIEW and the Elvis II platform. Prerequisites: ESE 230 and 351  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 436 Semiconductor Devices**

This course covers the fundamentals of semiconductor physics and operation principles of modern solid-state devices such as homo- or hetero-junction diodes, solar cells, inorganic/organic light-emitting diodes, bipolar junction transistors, and metal-oxide-semiconductor field-effect transistors. These devices form the basis for today's semiconductor and integrated circuit industry. In addition to device physics, semiconductor device fabrication processes, new materials, and novel device structures will also be briefly introduced. At the end of this course, students will be able to understand the characteristics, operation, limitations and challenges faced by state-of-the-art semiconductor devices. This course will be particularly useful for students who wish to develop careers in the semiconductor industry. Prerequisite: ESE 232.



Credit 3 units. EN: BME T, TU

---

### **E35 ESE 438 Applied Optics**

Topics relevant to the engineering and physics of conventional as well as experimental optical systems and applications explored. Items addressed include geometrical optics, Fourier optics such as diffraction and holography, polarization and optical birefringence such as liquid crystals, and nonlinear optical phenomena and devices. Prerequisite: ESE 330 or equivalent.

Credit 3 units. EN: BME T, TU

---

### **E35 ESE 439 Introduction to Quantum Communications**

This course covers the following topics: quantum optics, single-mode and two-mode quantum systems, nonlinear optics, and quantum systems theory. Specific topics include the following: Dirac notation quantum mechanics; harmonic oscillator quantization; number states, coherent states, and squeezed states; direct, homodyne, and heterodyne detection; linear propagation loss; phase insensitive and phase sensitive amplifiers; entanglement and teleportation; field quantization; quantum photodetection; phase-matched interactions; optical parametric amplifiers; generation of squeezed states, photon-twin beams, non-classical fourth-order interference, and polarization entanglement; optimum binary detection; quantum precision measurements; and quantum cryptography. Prerequisites: ESE 330, or PHY 421; Physics 217 or equivalent.

Credit 3 units. EN: TU

---

### **E35 ESE 441 Control Systems**

Introduction to the theory and practice of automatic control for dynamical systems. Dynamical systems as models for physical and observed phenomena. Mathematical representation of dynamical systems, such as state-space differential and difference equations, transfer functions, and block diagrams. Analysis of the time evolution of a system in response to control inputs, steady-state and transient responses, equilibrium points and their stability. Control via linear state feedback, and estimation using Leunberger observers. Relating the time response of a system to its frequency response, including Bode and Nyquist plots. Input-output stability and its relation to the stability of equilibrium points. Simple frequency-based controllers, such as PID and lead-lag compensators. Exercise involving the use of MATLAB/Simulink (or equivalent) to simulate and analyze systems. Prerequisites: CSE 131, and either ESE 351 or MEMS 431.

Credit 3 units. EN: BME T, TU

---

### **E35 ESE 444 Sensors and Actuators**

The course provide engineering students with basic understanding of two of the main components of any modern electrical or electromechanical system; sensors as inputs and actuators as outputs. The covered topics include transfer functions, frequency responses and feedback control. Component matching and bandwidth issues. Performance specification and analysis, Sensors: analog and digital motion sensors, optical sensors, temperature sensors, magnetic and electromagnetic sensors, acoustic sensors, chemical sensors, radiation sensors, torque, force and tactile sensors. Actuators: stepper motors, DC and AC motors, hydraulic actuators, magnet and electromagnetic actuators, acoustic actuators. Introduction to interfacing methods: bridge circuits, A/D and D/A converters, microcontrollers. This course is useful for those students interested in control engineering, robotics and systems engineering. Prerequisites: one of the following 4 conditions:(1) ESE 230, ESE 351 (corequisite); (2) ESE 230, ESE 318 and MEMS 255; (3) ESE 351 or MEMS 4310; (4) permission of instructor.

Credit 3 units. EN: BME T, TU

---

### **E35 ESE 446 Robotics: Dynamics and Control**

Homogeneous coordinates and transformation matrices. Kinematic equations and the inverse kinematic solutions for manipulators, the manipulator Jacobian and the inverse Jacobian. General model for robot arm dynamics, complete dynamic coefficients for six-link manipulator. Synthesis of manipulation control, motion trajectories, control of single- and multiple-link manipulators, linear optimal regulator. Model reference adaptive control, feedback control law for the perturbation equations along a desired motion trajectory. Design of the control system for robotics. Prerequisites: ESE 351 or MEMS 4310, knowledge of a programming language. Corequisite: ESE 441 or MEMS 4301

Credit 3 units. EN: BME T, TU

---

### **E35 ESE 448 Systems Engineering Laboratory**

This course involves the experimental study of real and simulated systems and their control. Topics include identification, input-output analysis, and design and implementation of control systems; noise effects; and the design and implementation of control laws for specific engineering problems. Knowledge of a programming language is expected. Corequisite: ESE 441 or permission of instructor.

Credit 3 units. EN: BME T, TU

---

### **E35 ESE 4480 Control Systems Design Laboratory**

This course involves the experimental study of real and simulated systems and their control. Topics covered will include modeling; identification; model validation and control of systems, including noise effects, using a two-link robotic manipulator as an experimental testbed; mathematical modeling of robotic systems; nonlinear and linearized models; input-output and state-space techniques; model validation and simulation; and stabilization using linear and nonlinear control techniques. Prerequisite: ESE 351 or MEMS 4310. Corequisite or prerequisite: ESE 441 or MEMS 4301

Credit 3 units. EN: BME T, TU

---

### **E35 ESE 4481 Autonomous Aerial Vehicle Control Laboratory**

This course covers the integration of dynamical systems and control engineering principles toward the manipulation of a quadrotor unmanned aerial vehicle (UAV), sometimes referred to as a drone. Students will analytically transform a nonlinear description of the UAV system used for dynamic simulation into a conventional, linear state space system. Students will use key control engineering concepts -- including system identification, state estimation and control synthesis -- to command their UAVs to hover, climb, and orbit. In addition to principles of estimation and identification, students will learn about the theory of guidance and navigation, with projects such as flight planning and execution, collision avoidance, and competitive or cooperative tasks (e.g., formation flight). The overall objective is to expose students to the fusion of control, estimation, and identification techniques that are fundamental to systems theory. Prerequisites: ESE 441 and knowledge of a programming language, or permission of instructor.

Credit 3 units. EN: BME T, TU

---

### **E35 ESE 449 Digital Process Control Laboratory**

Applications of digital control principles to laboratory experiments supported by a networked distributed control system. Lecture material reviews background of real-time programming, data acquisition, process dynamics, and process control. Exercises in data acquisition and feedback control design using simple and advanced control strategies. Experiments in flow, liquid level, temperature, and pressure control. Term project. Prerequisite: E35 ESE 441 or E44 EECE 401 or permission of instructor

Same as E44 EECE 424

Credit 3 units. EN: BME T, TU

---

### **E35 ESE 460 Switching Theory**

Advanced topics in switching theory as employed in the synthesis, analysis, and design of information processing systems. Combinational techniques: minimization, multiple output networks, state identification and fault detection, hazards, testability and design for test are examined. Sequential techniques: synchronous circuits, machine minimization, optimal state assignment, asynchronous circuits, and built-in self-test techniques. Prerequisite: CSE 260M  
Same as E81 CSE 460T  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 461 Design Automation for Integrated Circuit Systems**

Integrated circuit systems provide the core technology that power today's most advanced devices and electronics: smart phones, wearable devices, autonomous robots, and cars, aerospace or medical electronics. These systems often consist of silicon microchips made up by billions of transistors and contain various components such as microprocessors, DSPs, hardware accelerators, memories, and I/O interfaces, therefore design automation is critical to tackle the design complexity at the system level. The objectives of this course is to 1) introduce transistor-level analysis of basic digital logic circuits; 2) provide a general understanding of hardware description language (HDL) and design automation tools for very large scale integrated (VLSI) systems; 3) expose students to the design automation techniques used in the best-known academic and commercial systems. Topics covered include device and circuits for digital logic circuits, digital IC design flow, logic synthesis, physical design, circuit simulation and optimization, timing analysis, power delivery network analysis. Assignments include homework, mini-projects, term paper and group project. Prerequisites: ESE 232; ESE 260.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 462 Computer Systems Design**

Introduction to modern design practices, including FPGA and PCB design methodologies. Student teams use Xilinx Vivado for HDL-based FPGA design and simulation and do schematic capture, PCB layout, fabrication, and testing of the hardware portion of a selected computation system. The software portion of the project uses Microsoft Visual Studio to develop a user interface and any additional support software required to demonstrate final projects to the faculty during finals week. Prerequisites: CSE 361S and 362M from Washington University in St. Louis or permission of the instructor. Revised: 2019-02-22  
Same as E81 CSE 462M  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 463 Digital Integrated Circuit Design and Architecture**

This is a project-oriented course on digital VLSI design. The course material focuses on bottom-up design of digital integrated circuits, starting from CMOS transistors, CMOS inverters, combinational circuits and sequential logic designs. Important design aspects of digital integrated circuits such as propagation delay, noise margins and power dissipation are covered in the class, and design challenges in sub-micron technology are addressed. The students design combinational and sequential circuits at various levels of abstraction using a state-of-the-art CAD environment provided by Cadence Design Systems. The goal of the course is to design a microprocessor in 0.5 micron technology that will be fabricated by a semiconductor foundry. Prerequisites: CSE 260M and ESE 232.  
Same as E81 CSE 463M  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 465 Digital Systems Laboratory**

Hardware/software co-design; processor interfacing; procedures for reliable digital design, both combinational and sequential; understanding manufacturers' specifications; use of test equipment. Several single-period laboratory exercises, several design projects, and application of microprocessors in digital design. One lecture and one laboratory period a week. Prerequisites: ESE 260  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 467 Embedded Computing Systems**

This course introduces the issues, challenges, and methods for designing embedded computing systems -- systems designed to serve a particular application and which incorporate the use of digital processing devices. Examples of embedded systems include cellular phones, appliances, game consoles, automobiles, and drones. Emphasis is given to aspects of design that are distinct to embedded systems. The course examines hardware, software, and system-level design. Hardware topics include microcontrollers, digital signal processors, memory hierarchy, and I/O. Software issues include languages, run-time environments, and program analysis. System-level topics include real-time operating systems, scheduling, power management, and wireless sensor networks. Students will perform a course project on a real embedded system testbed. Prerequisites: CSE 260M (and either CSE 132 or ESE 205).  
Same as E81 CSE 467S  
Credit 3 units. EN: TU

---

### **E35 ESE 469 Fundamentals of Machine Learning Hardware**

This course provides an overview of machine learning algorithms and hardware; inference engines; training engines; emerging hardware architectures; performance analysis; and testing of machine learning accelerators. Prerequisites: ESE 417 or equivalent, ESE 260 or equivalent, and working knowledge of MATLAB.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 471 Communications Theory and Systems**

Introduction to the concepts of transmission of information via communication channels. Amplitude and angle modulation for the transmission of continuous-time signals. Analog-to-digital conversion and pulse code modulation. Transmission of digital data. Introduction to random signals and noise and their effects on communication. Optimum detection systems in the presence of noise. Elementary information theory. Overview of various communication technologies such as radio, television, telephone networks, data communication, satellites, optical fiber, and cellular radio. Prerequisites: ESE 351 and ESE 326.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 474 Introduction to Wireless Sensor Networks**

This is an introductory course on wireless sensor networks for senior undergraduate students. The course will use a combination of lecturing and reading and discussion of research papers to help each student to understand the characteristics and operations of various wireless sensor networks. Topics covered include sensor network architecture, communication protocols on Medium Access Control and Routing, sensor network operation systems, sensor data aggregation and dissemination, localization and time synchronization, energy management, and target detection and tracking using acoustic sensor networks. Prerequisite: ESE 351 (Signals and Systems)  
Credit 3 units. EN: BME T, TU

---

---

**E35 ESE 482 Digital Signal Processing**

Introduction to analysis and synthesis of discrete-time linear time-invariant (LTI) systems. Discrete-time convolution, discrete-time Fourier transform, z-transform, rational function descriptions of discrete-time LTI systems. Sampling, analog-to-digital conversion, and digital processing of analog signals. Techniques for the design of finite impulse response (FIR) and infinite impulse response (IIR) digital filters. Hardware implementation of digital filters and finite-register effects. The Discrete Fourier Transform and the Fast Fourier Transform (FFT) algorithms. Prerequisite: ESE 351.  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 488 Signals and Imaging Laboratory**

Hands-on design and analysis that motivates ESE research and courses in signals, communications and imaging. Projects in digital audio signal processing, communication systems, and computational imaging and inverse problems in optics. Prerequisite: ESE 351.  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 497 Undergraduate Research**

Undergraduate research under the supervision of a faculty member. The scope and depth of the research must be approved by the faculty member prior to enrollment. Final deliverables include a poster presentation at a departmental event, submission of the poster in electronic form for archiving, and written documentation at the discretion of the instructor.  
Credit variable, maximum 3 units.

---

**E35 ESE 4971 Honors Thesis Research**

This is the premier research experience for students in ESE, offering a challenging but rewarding opportunity for committed students to work at the cutting edge of engineering research. This is a mentored experience and requires the agreement of an ESE faculty member to serve in a mentorship role. To register for this course, students must obtain the nomination of two faculty members, including their proposed mentor. Nomination must reflect strong academic preparation, interest in research and ability to manage time and work independently. During this course, students will work within their mentor's research group or laboratory to pursue one or more specific research aims. Research is expected to result in a podium presentation and a thesis document that will be archived. Students completing honors thesis will participate in a departmental recognition event.  
Credit 4 units.

---

**E35 ESE 498 Electrical Engineering Capstone Design Projects**

Capstone design project supervised by the course instructor. The project must use the theory, techniques, and concepts of the student's major: electrical engineering or systems science & engineering. The solution of a real technological or societal problem is carried through completely, starting from the stage of initial specification, proceeding with the application of engineering methods, and terminating with an actual solution. Collaboration with a client, typically either an engineer or supervisor from local industry or a professor or researcher in university laboratories, is encouraged. A proposal, an interim progress update, and a final report are required, each in the forms of a written document and oral presentation, as well as a Web page on the project. Weekly progress reports and meetings with the instructor are also required. Prerequisite: ESE senior standing and instructor's consent. Note: this course will meet at the scheduled time only during select weeks. If you cannot attend at that time, you may still register for the course.  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 499 Systems Science and Engineering Capstone Design Project**

Capstone design project supervised by the course instructor. The project must use the theory, techniques, and concepts of the student's major: electrical engineering or systems science & engineering. The solution of a real technological or societal problem is carried through completely, starting from the stage of initial specification, proceeding with the application of engineering methods, and terminating with an actual solution. Collaboration with a client, typically either an engineer or supervisor from local industry or a professor or researcher in university laboratories, is encouraged. A proposal, an interim progress update, and a final report are required, each in the forms of a written document and oral presentation, as well as a Web page on the project. Weekly progress reports and meetings with the instructor are also required. Prerequisite: ESE senior standing and instructor's consent. Note: this course will meet at the scheduled time only during select weeks. If you cannot attend at that time, you may still register for the course.  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 500 Independent Study**

Opportunities to acquire experience outside the classroom setting and to work closely with individual members of the faculty. A final report must be submitted to the department. Prerequisite: Students must have the ESE Research/Independent Study Registration Form approved by the department.  
Credit variable, maximum 3 units.

---

**E35 ESE 5001 Research Rotation for ESE Masters Students**

Masters students in Electrical and Systems Engineering may complete a rotation their first semester with research mentors acceptable to the Department. The rotations must be mutually agreeable to both the student and faculty member. The grade will be assigned based on a written report from the rotation. The rotation allows students to sample different research projects and laboratory working environments, to enable matching masters students and research mentors with whom they will carry out thesis research.  
Credit 3 units.

---

**E35 ESE 501 Mathematics of Modern Engineering I**

Matrix algebra: systems of linear equations, vector spaces, linear independence and orthogonality in vector spaces, eigenvectors and eigenvalues; Vector calculus: gradient, divergence, curl, line and surface integrals, theorems of Green, Stokes, and Gauss; Elements of Fourier analysis and its applications to solving some classical partial differential equations, heat, wave, and Laplace equation. Prerequisite: ESE 318 and ESE 319 or equivalent or consent of instructor. This course will not count toward the ESE doctoral program.  
Credit 3 units. EN: BME T, TU

---

**E35 ESE 502 Mathematics of Modern Engineering II**

This course covers Fourier series and Fourier integral transforms and their applications to solving some partial differential equations and heat and wave equations. It also presents complex analysis and its applications to solving real-valued problems, including analytic functions and their role, Laurent series representation, complex-valued line integrals and their evaluation (including the residual integration theory), and conformal mappings and their applications. Prerequisites: ESE 318 and ESE 319 or equivalent, or permission of instructor. This course will not count toward the ESE doctoral program.  
Credit 3 units. EN: BME T, TU

---

---

**E35 ESE 513 Large-Scale Optimization for Data Science**

Large-scale optimization is an essential component of modern data science, artificial intelligence, and machine learning. This graduate-level course rigorously introduces optimization methods that are suitable for large-scale problems arising in these areas. Students will learn several algorithms suitable for both smooth and nonsmooth optimization, including gradient methods, proximal methods, mirror descent, Nesterov's acceleration, ADMM, quasi-Newton methods, stochastic optimization, variance reduction, and distributed optimization. Throughout the course, we will discuss the efficacy of these methods in concrete data science problems, under appropriate statistical models. Students will be required to program in Python or MATLAB. Prerequisites: CSE 247, Math 309, (Math 3200 or ESE 326), ESE 415.

Credit 3 units. EN: TU

---

**E35 ESE 520 Probability and Stochastic Processes**

This course covers a review of probability theory; models for random signals and noise; calculus of random processes; noise in linear and nonlinear systems; representation of random signals by sampling and orthonormal expansions; and Poisson, Gaussian, and Markov processes as models for engineering problems. Prerequisite: ESE 326.

Credit 3 units. EN: BME T, TU

---

**E35 ESE 523 Information Theory**

Discrete source and channel model, definition of information rate and channel capacity, coding theorems for sources and channels, encoding and decoding of data for transmission over noisy channels. Corequisite: ESE 520.

Credit 3 units. EN: BME T, TU

---

**E35 ESE 524 Detection and Estimation Theory**

Study of detection and estimation of signals in noise. Linear algebra, vector spaces, independence, projections. Data independence, factorization theorem and sufficient statistics. Neyman-Pearson and Bayes detection. Least squares, maximum-likelihood and maximum a posteriori estimation of signal parameters. Conjugate priors, recursive estimation, Wiener and Kalman filters. Prerequisite: ESE 520.

Credit 3 units. EN: BME T, TU

---

**E35 ESE 527 Practicum in Data Analytics & Statistics**

In this course, students will learn through hands-on experience the application of analytics to support data-driven decisions. Through lectures and the execution of a project (to be defined at the beginning of the semester), students will learn to use descriptive, predictive, and prescriptive analytics. Lectures will focus on presenting analytic topics relevant to the execution of the project, including analytic model development, data quality and data models, review of machine learning algorithms (unsupervised, supervised, and semi-supervised approaches), model validation, insights generation and results communication, and code review and code repository. Students are expected to demonstrate the application of these concepts through the execution of a one-semester project. Students can propose their own projects or choose from a list of projects made available by the lecturer. Projects should reflect real-world problems with a clear value proposition. Progress will be evaluated and graded periodically during the semester, and the course will include a final presentation open to the academic community. Prerequisites: ESE 520 (or Math 493 and 494), ESE 417 or CSE 417T, ESE 415, and declaration of the MS in DAS.

Credit 3 units. EN: BME T, TU

---

**E35 ESE 531 Nano and Micro Photonics**

This course focuses on fundamental theory, design, and applications of photonic materials and micro/nano photonic devices. It includes review and discussion of light-matter interactions in nano and micro scales, propagation of light in waveguides, nonlinear optical effect and optical properties of nano/micro structures, the device principles of waveguides, filters, photodetectors, modulators and lasers. Prerequisite: ESE 330.

Credit 3 units. EN: BME T, TU

---

**E35 ESE 532 Introduction to Nano-Photonic Devices**

Introduction to photon transport in nano-photonic devices. This course focuses on the following topics: light and photons, statistical properties of photon sources, temporal and spatial correlations, light-matter interactions, optical nonlinearity, atoms and quantum dots, single- and two-photon devices, optical devices, and applications of nano-photonic devices in quantum and classical computing and communication. Prerequisite: ESE 330 and Physics 217, or permission of instructor.

Credit 3 units. EN: BME T, TU

---

**E35 ESE 5331 Nanophotonic Optical Media - From Metamaterials to Photonic Crystals and Beyond**

The nanometer length scale holds a unique significance for optical engineering because it is home to the wavelengths of visible and infrared light. The behavior of a light wave is particularly sensitive to structural features formed at or below the scale of its wavelength and, as a consequence, nanophotonics encompasses many new and useful phenomena not found in macroscopic systems. In this course, we will explore the physics of light-matter coupling before using it as a guide to engineer new optical material properties via nanofabrication, with applications in computing, telecommunications, biomedical sensing, solar energy harvesting, robotics and more. Key topics covered in the course include Mie resonant dielectric antennas, plasmonic antennas, negative and zero refractive index metamaterials, chiral metamaterials, metasurface lenses and holograms, nonlinear and time dependent metasurfaces, Bragg mirrors, 3D photonic crystals, photonic crystal slab waveguides and cavities, guided mode resonators, photonic crystal lasers.

Credit 3 units.

---

**E35 ESE 5332 Hardware & Devices: RF and Microwave Component and System Design**

The course aims to provide understanding of the passive and active design for modern-day RF and microwave wireless systems. The lecture-based learning in the course will be coupled with simulation in professional circuit simulators including ADS and Cadence Virtuoso, and literature review of recent advances in RFIC design. Topics in Passive Design include Transmission Line Theory, S-parameters, Smith Chart for matching network design, Inductors, Capacitors, Power Dividers, Directional Couplers, Isolators, and Circulators. Topics in Active Design include RF transistor modelling, Power Gain, Stability, Noise, Non-linearity, Low Noise Amplifiers, Mixers, small signal amplifiers, and Oscillators. Topics in System Design include Modern Receiver architectures and design considerations, course project.

Prerequisites: ESE 433 or equivalent

Credit 3 units.

---

**E35 ESE 536 Introduction to Quantum Optics**

This course covers the following topics: quantum mechanics for quantum optics, radiative transitions in atoms, lasers, photon statistics (photon counting, Sub-/Super-Poissonian photon statistics, bunching, anti-bunching, theory of photodetection, shot noise), entanglement,

squeezed light, atom-photon interactions, cold atoms, atoms in cavities. If time permits, the following topics will be selectively covered: quantum computing, quantum cryptography, and teleportation. Prerequisites: ESE 330 and Physics 217 or Physics 421  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 543 Control Systems Design by State Space Methods**

Advanced design and analysis of control systems by state-space methods: classical control review, Laplace transforms, review of linear algebra (vector space, change of basis, diagonal and Jordan forms), linear dynamic systems (modes, stability, controllability, state feedback, observability, observers, canonical forms, output feedback, separation principle and decoupling), nonlinear dynamic systems (stability, Lyapunov methods). Frequency domain analysis of multivariable control systems. State space control system design methods: state feedback, observer feedback, pole placement, linear optimal control. Design exercises with CAD (computer-aided design) packages for engineering problems. Prerequisite: ESE 351 and ESE 441, or permission of instructor.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 544 Optimization and Optimal Control**

Constrained and unconstrained optimization theory. Continuous time as well as discrete-time optimal control theory. Time-optimal control, bang-bang controls and the structure of the reachable set for linear problems. Dynamic programming, the Pontryagin maximum principle, the Hamiltonian-Jacobi-Bellman equation and the Riccati partial differential equation. Existence of classical and viscosity solutions. Application to time optimal control, regulator problems, calculus of variations, optimal filtering and specific problems of engineering interest. Prerequisites: ESE 551, ESE 552.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 545 Stochastic Control**

Introduction to the theory of stochastic differential equations based on Wiener processes and Poisson counters, and an introduction to random fields. The formulation and solution of problems in nonlinear estimation theory. The Kalman-Bucy filter and nonlinear analogues. Identification theory. Adaptive systems. Applications. Prerequisites: ESE 520 and ESE 551  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 546 Dynamics & Control in Neuroscience & Brain Medicine**

This course provides an introduction to systems engineering approaches to modeling, analysis and control of neuronal dynamics at multiple scales. A central motivation is the manipulation of neuronal activity for both scientific and medical applications using emerging neurotechnology and pharmacology. Emphasis is placed on dynamical systems and control theory, including bifurcation and stability analysis of single neuron models and population mean-field models. Synchronization properties of neuronal networks are covered and methods for control of neuronal activity in both oscillatory and non-oscillatory dynamical regimes are developed. Statistical models for neuronal activity are also discussed. An overview of signal processing and data analysis methods for neuronal recording modalities is provided, toward the development of closed-loop neuronal control paradigms. The final evaluation is based on a project or research survey. Prerequisites: ESE 553 or equivalent; ESE 520 or equivalent; ESE 351 or equivalent  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 547 Robust and Adaptive Control**

Graduate-level control system design methods for multi-input multi-output systems. Linear optimal based methods in robust control, nonlinear model reference adaptive control. These design methods are currently used in most industry control system design problems. These methods will be designed, analyzed, and simulated using Matlab. Linear Control Theory (review), Robustness Theory (Mu Analysis), Optimal Control and the Robust Servomechanism, H-infinity Optimal Control, Robust Output Feedback Controls, Kalman Filter Theory and Design, Linear Quadratic Gaussian with Loop Transfer Recovery, The Loop Transfer Recovery Method of Lavretsky, Mu Synthesis, Lyapunov Theory (review), LaSalle extensions, Barbalat's Lemma, Model Reference Adaptive Control, Artificial Neural Networks, On-line parameter estimation, convergence, and Persistence of Excitation. Prerequisite: ESE 543 Control Systems Design by State Space Methods or ESE 551 Linear Dynamic Systems or equivalent  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 551 Linear Dynamic Systems I**

Input-output and state-space description of linear dynamic systems. Solution of the state equations and the transition matrix. Controllability, observability, realizations, pole-assignment, observers and decoupling of linear dynamic systems. Prerequisite: ESE 351.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 553 Nonlinear Dynamic Systems**

State space and functional analysis approaches to nonlinear systems. Questions of existence, uniqueness, and stability; Lyapunov and frequency-domain criteria;  $w$ -limits and invariance, center manifold theory and applications to stability, steady state response and singular perturbations. Poincare-Bendixson theory, the van der Pol oscillator and the Hopf Bifurcation theorem. Prerequisite: ESE 551.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 559 Special Topics in Systems and Control**

This course provides a rigorous introduction to recent developments in systems and controls. Focus is on the discussion of interdisciplinary applications of complex systems that motivate emerging topics in dynamics and control as well as state-of-the-art methods for addressing the control and computation problems involving these large-scale systems. Topics to be covered include the control of ensemble systems, pseudospectral approximation and high-dimensional optimization, the mathematics of networks, dynamic learning and topological data analysis, and applications to biology, neuroscience, brain medicine, quantum physics, and complex networks. Both model-based and data-driven approaches are introduced. Students learn about state-of-the-art research in the field, and they ultimately apply their knowledge to conduct a final project. Prerequisites: Math 429 or equivalent, ESE 415, ESE 551, ESE 553, and ESE 520.  
Credit 3 units. EN: TU

---

### **E35 ESE 5591 Special Topics in Engineering and Neuroscience**

Credit 2 units. EN: TU

---

### **E35 ESE 5592 Data-Driven Control Methods and Reinforcement Learning**

Modeling and control approaches of the past decades are usually concerned with analytically described control systems with relatively mild complexity, which allows for a highly successful treatment by rigorous systems theoretic methods. Recent years, however, have witnessed a significant shift towards the consideration of far more complicated control systems in which purely analytical approaches are infeasible. This is a research-focused course that will introduce and explore systematic approaches towards augmenting the core

foundations of systems and control theoretic frameworks with data-integrating and learning-based capabilities to efficiently harness the vast amounts of valuable operational data and computing resources in order to solve challenging control tasks that escape the traditional setting. The starting point for these new developments are specific macroscopic considerations of dynamical systems associated with transfer operators and Koopman operators. After reviewing these operator-theoretic frameworks, we will explore a family of sample-based approaches that emerge out of the macroscopic viewpoint. These sample-based approaches not only mitigate drawbacks of the original operator-theoretic approaches but also facilitate more direct and efficient data-integrated paths for elucidating important features of dynamical systems with applications to control and estimation. Moreover, connections with established methods from Reinforcement Learning will be integrated into the course material. Prereqs: ESE 415 Optimization, ESE 551 Linear Dynamic Systems, ESE 553 Nonlinear Dynamic Systems  
Credit 3 units.

---

### **E35 ESE 560 Computer Systems Architecture I**

An exploration of the central issues in computer architecture: instruction set design, addressing and register set design, control unit design, memory hierarchies (cache and main memories, virtual memory), pipelining, instruction scheduling, and parallel systems. The course emphasizes understanding the performance implications of design choices, using architecture modeling and evaluation using simulation techniques. Prerequisites: CSE 361S and CSE 260M.  
Same as E81 CSE 560M  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 562 Analog Integrated Circuits**

This course focuses on fundamental and advanced topics in analog and mixed-signal VLSI techniques. The first part of the course covers graduate level materials in the area of analog circuit synthesis and analysis. The second part of the course covers applications of the fundamental techniques for designing analog signal processors and data converters. Several practical aspects of mixed-signal design, simulation and testing are covered in this course. This is a project-oriented course and it is expected that the students apply the concepts learned in the course to design, simulate and explore different circuit topologies. Prerequisite: E35 ESE 232  
Credit 3 units. EN: TU

---

### **E35 ESE 566A Modern System-on-Chip Design**

The System-on-Chip (SoC) technology is at the core of most electronic systems: smartphones, wearable devices, autonomous robots and cars, and aerospace and medical electronics. In these SoCs, billions of transistors can be integrated on a single silicon chip containing various components, such as microprocessors, DSPs, hardware accelerators, memories, and I/O interfaces. Topics include SoC architectures, design tools, and methods as well as system-level trade-offs between performance, power consumption, energy efficiency, reliability, and programmability. Students will gain an insight into the early stages of the SoC design process by performing the tasks of developing functional specifications, applying partitions and map functions to hardware and/or software, and then evaluating and validating system performance. Assignments include hands-on design projects. This course is open to both graduate and senior undergraduate students. Prerequisite: ESE 461.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 567 Computer Systems Analysis**

A comprehensive course on performance analysis techniques. The topics include common mistakes, selection of techniques and metrics, summarizing measured data, comparing systems using random data, simple linear regression models, other regression models, experimental

designs, 2\*\*k experimental designs, factorial designs with replication, fractional factorial designs, one factor experiments, two factor full factorial design w/o replications, two factor full factorial designs with replications, general full factorial designs, introduction to queueing theory, analysis of single queues, queueing networks, operational laws, mean-value analysis, time series analysis, heavy tailed distributions, self-similar processes, long-range dependence, random number generation, analysis of simulation results, and art of data presentation. Prerequisites: CSE 260M  
Same as E81 CSE 567M  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 570 Coding Theory**

Introduction to the algebra of finite fields. Linear block-codes, cyclic codes, BCH and related codes for error detection and correction. Encoder and decoder circuits and algorithms. Spectral descriptions of codes and decoding algorithms. Code performances.  
Credit 3 units. EN: TU

---

### **E35 ESE 572 Signaling and Control in Communication Networks**

The operation of modern communications networks is highly dependent on sophisticated control mechanisms that direct the flow of information through the network and oversee the allocation of resources to meet the communication demands of end users. This course covers the structure and operation of modern signaling systems and addresses the major design trade-offs which center on the competing demands of performance and service flexibility. Specific topics covered include protocols and algorithms for connection establishment and transformation, routing algorithms, overload and failure recovery and networking dimensioning. Case studies provide concrete examples and reveal the key design issues. Prerequisites: Graduate standing and permission of instructor.  
Credit 3 units. EN: BME T, TU

---

### **E35 ESE 582 Fundamentals and Applications of Modern Optical Imaging**

Analysis, design, and application of modern optical imaging systems with emphasis on biological imaging. First part of course will focus on the physical principles underlying the operation of imaging systems and their mathematical models. Topics include ray optics (speed of light, refractive index, laws of reflection and refraction, plane surfaces, mirrors, lenses, aberrations), wave optics (amplitude and intensity, frequency and wavelength, superposition and interference, interferometry), Fourier optics (space-invariant linear systems, Huygens-Fresnel principle, angular spectrum, Fresnel diffraction, Fraunhofer diffraction, frequency analysis of imaging systems), and light-matter interaction (absorption, scattering, dispersion, fluorescence). Second part of course will compare modern quantitative imaging technologies including, but not limited to, digital holography, computational imaging, and super-resolution microscopy. Students will evaluate and critique recent optical imaging literature. Prerequisites: ESE 318 and ESE 319 or their equivalents; ESE 330 or PHY 421 or equivalent.  
Credit 3 units. EN: TU

---

### **E35 ESE 5830 Nonlinear Optical Microscopy**

This course will cover the theoretical and practical knowledge needed to design, construct, and use a nonlinear optical microscope. The course will focus on the relevant optical physics and instrumentation for different types of nonlinear optical microscopy, and additionally provide some information on applications and image processing. Topics include: ultrafast lasers, detectors, nonlinear susceptibility, nonlinear wave equation, quantum theory of nonlinear optics,

harmonic generation, multiphoton fluorescence, fluorescence lifetime, optical metabolic imaging, coherent Raman scattering, and multimodal nonlinear optical microscopy. Prerequisites: Electromagnetism, at the level of ESE 330, and familiarity with Python or Matlab  
Credit 3 units.

---

**E35 ESE 585A Sparse Modeling for Imaging and Vision**

Sparse modeling is at the heart of modern imaging, vision, and machine learning. It is a fascinating new area of research that seeks to develop highly effective data models. The core idea in sparse modeling theory is a novel redundant transform, where the number of transform coefficients is larger compared to the original data dimension. Together with redundancy comes an opportunity for seeking the sparsest possible representation or the one with the fewest non-zeros. This core idea leads to a series of beautiful theoretical and practical results with many applications, such as regression, prediction, restoration, extrapolation, compression, detection, and recognition. In this course, we will explore sparse modeling by covering theoretical as well as algorithmic aspects with applications in computational imaging and computer vision. Prerequisites: ESE 318, Math 233, Math 309, and Math 429 (or equivalents), as well as coding experience with MATLAB or Python.

Credit 3 units. EN: BME T, TU

---

**E35 ESE 589 Biological Imaging Technology**

This class will develop a fundamental understanding of the physics and mathematical methods that underlie biological imaging and critically examine case studies of seminal biological imaging technology literature. The physics section will examine how electromagnetic and acoustic waves interact with tissues and cells, how waves can be used to image the biological structure and function, image formation methods and diffraction limited imaging. The math section will examine image decomposition using basis functions (e.g. Fourier transforms), synthesis of measurement data, image analysis for feature extraction, reduction of multi-dimensional imaging datasets, multivariate regression, and statistical image analysis. Original literature on electron, confocal and two photon microscopy, ultrasound, computed tomography, functional and structural magnetic resonance imaging and other emerging imaging technology will be critiqued.

Credit 3 units. EN: BME T, TU

---

**E35 ESE 590 Electrical & Systems Engineering Graduate Seminar**

This satisfactory/unsatisfactory course is required for the master's, DSc, and PhD degrees in Electrical & Systems Engineering. A satisfactory grade is required for each semester of enrollment, and this is achieved by student attendance at regularly scheduled seminars. Master's students must attend at least three seminars per semester, except for first-year master's students, who must attend four. DSc and PhD students must attend at least five seminars per semester, except for first-year PhD students who must attend six. Part-time students are exempt except during their year of residency. Any student under continuing status is also exempt.

---

**E35 ESE 591 Biomedical Optics I: Principles**

This course covers the principles of optical photon transport in biological tissue. This course covers the principles and applications of optical photon transport in biological tissue. Topics include a brief introduction to biomedical optics, single-scatterer theories, Monte Carlo modeling of photon transport, convolution for broad-beam responses, radiative transfer equation, diffusion theory and applications, sensing of optical properties and spectroscopy, and photoacoustic imaging principles and applications. Prerequisite: Familiarity with Differential equations and partial differential equations

Same as E62 BME 591  
Credit 3 units. EN: TU

---

**E35 ESE 5931 Mathematics of Imaging Science**

This course will expose students to a unified treatment of the mathematical properties of images and imaging. This will include an introduction to linear vector space theory, operator theory on Hilbert spaces, and concepts from applied functional analysis. Further, concepts from generalized functions, Fourier analysis, and radon transform will be discussed. These tools will be applied to conduct deterministic analyses of imaging systems that are described as continuous-to-continuous, continuous-to-discrete, and discrete-to-discrete mappings from object properties to image data. In addition, imaging systems will be analyzed in a statistical framework where stochastic models for objects and images will be introduced. Familiarity with Engineering-level mathematics, Calculus, Linear algebra, introduction to Fourier analysis is expected. Prerequisite: Senior standing or permission of instructor.

Same as E62 BME 570

Credit 3 units.

---

**E35 ESE 5932 Computational Methods for Imaging Science**

Inverse problems are ubiquitous in science and engineering, and they form the basis for modern imaging methods. This course will introduce students to the mathematical formulation of inverse problems and modern computational methods employed to solve them. Specific topics covered will include regularization theory, compressive sampling, variational calculus, and a survey of relevant numerical optimization methods. The application of these methods to tomographic imaging problems will be addressed in detail. Prerequisite: ESE 5931 or permission of instructor.

Credit 3 units. EN: BME T, TU

---

**E35 ESE 5933 Theoretical Imaging Science**

Imaging science encompasses the design and optimization of imaging systems to quantitatively measure information of interest. Imaging systems are important in many scientific and medical applications and may be designed for one specific application or for a range of applications. Performance is quantified for any given task through an understanding of the statistical model for the imaging data, the data processing algorithm used, and a measure of accuracy or error. Optimal processing is based on statistical decision theory and estimation theory; performance bounds include the receiver operating characteristic and Cramer-Rao bounds. Bayesian methods often lead to ideal observers. Extensions of methods from finite-dimensional spaces to function space are fundamental for many imaging applications. A variety of methods to assess image quality and resulting imaging system optimization are covered. Prerequisite: permission of instructor.

Credit 3 units. EN: TU

---

**E35 ESE 5934 Practicum in Imaging Science**

Students develop research results in computational imaging and write a conference paper on the results. This course involves the process of research project design and implementation in imaging science, participation in research teams, the development of milestones for a project, and the process of meeting expectations. The role of machine learning, computational methods, theoretical methods, datasets, and experiments in imaging science research are covered. Prerequisite: Permission of instructor.

Credit 3 units. EN: TU

---

**E35 ESE 596 Seminar in Imaging Science and Engineering**

This seminar course consists of a series of tutorial lectures on Imaging Science and Engineering with emphasis on applications of imaging technology. Students are exposed to a variety of imaging applications that vary depending on the semester, but may include multispectral remote sensing, astronomical imaging, microscopic imaging, ultrasound imaging, and tomographic imaging. Guest lecturers come from several parts of the university. This course is required of all

students in the Imaging Science and Engineering program; the only requirement is attendance. This course is graded Pass/Fail. Prerequisite: Admission to Imaging Science and Engineering Program. Same as E81 CSE 596 (when offered) and E62 BME 506. Credit 1 unit.

**E35 ESE 599 Masters Research**

Prerequisite: Students must have the ESE Research Registration Form approved by the department. The form must contain a brief description of the work that is expected to be completed during the course. Credit variable, maximum 3 units.

**E35 ESE 600 Doctoral Research**

Credit variable, maximum 9 units.

**E35 ESE 601 Research Rotation for ESE Doctoral Students**

Doctoral students in Electrical and Systems Engineering are required to complete two rotations during their first year and may complete three rotations, with research mentors acceptable to the department. The rotations must be mutually agreeable to both the student and the faculty member. The grade will be assigned based on a written report from one of the rotations. The rotations allow students to sample different research projects and laboratory working environments and to enable the matching of doctoral students with the research mentors with whom they will carry out PhD dissertation research. Credit 3 units.

## Bachelor of Science in Electrical Engineering

The Bachelor of Science in Electrical Engineering (BSEE) degree program is accredited by the Engineering Accreditation Commission of ABET under the General Criteria and Electrical Engineering Program Criterion.

### Program Educational Objectives

Within a few years of graduation, BSEE degree program recipients are expected to do the following:

- Our graduates will be engaged as practicing professionals in a broad range of careers in industry or government or be pursuing advanced degrees in academic graduate education in engineering or a related field.
- Our graduates will function effectively as members of teams demonstrating sensitivity to professional and societal contexts, integrity and versatility.

### Student Outcomes

Graduates of the BSEE program are expected to know or have the following by the time of graduation:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

## BSEE Degree Requirements

To obtain the BSEE degree, students must complete a minimum of 120 units consistent with the residency and other applicable requirements of Washington University and the McKelvey School of Engineering (p. 1304) and subject to the program requirements below. All courses below must be taken for a letter grade unless otherwise specified.

Code	Title	Units
<b>Electrical Engineering Core Courses <sup>1</sup></b>		<b>38</b>
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 205	Introduction to Engineering Design	3
ESE 217	Differential Equations and Dynamical Systems Modeling in Engineering	3
ESE 2180	Linear Algebra and Component Analysis	3
ESE 2190	Vector Calculus and Dynamics of Physical Systems	3
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 232	Introduction to Electronic Circuits	3
ESE 260	Introduction to Digital Logic and Computer Design	3
ESE 326	Probability and Statistics for Engineering	3
ESE 330	Engineering Electromagnetics Principles	3
ESE 351	Signals and Systems	3
ESE 498	Electrical Engineering Capstone Design Projects	3
<b>Other Electrical Engineering Courses</b>		
Electrical Engineering Electives <sup>2</sup>		15
Electrical Engineering Laboratories <sup>3</sup>		6



<b>Other Engineering Courses</b>		
CSE 131	Introduction to Computer Science <sup>4</sup>	3
Engr 310	Technical Writing	3
Engr 4501	Engineering Ethics and Sustainability	1
Engineering & Science Breadth <sup>5</sup>		9
<b>Mathematics and Physical Sciences</b>		
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1
Chem 111A	General Chemistry I <sup>6</sup>	3
Chem 151	General Chemistry Laboratory I	2
<b>Humanities and Social Sciences <sup>7</sup></b>		<b>18</b>

- <sup>1</sup> The BSEE degree requires a minimum of 45 units of engineering topics (typically satisfied by fulfilling EE core and elective requirements). A course carrying engineering topics units will be marked in the Course Listings with the EN:TU attribute.
- <sup>2</sup> Requirements for the EE electives:
- 15 units in electrical engineering subjects from the following list: ESE 2971, ESE 330–399, ESE 400, ESE 405, ESE 415, ESE 425, ESE 429–4971, and ESE 503–589. (Electives cannot be used to satisfy other requirements in the degree program.)
  - Students must take at least two courses from ESE 429, ESE 4301, ESE 431, ESE 433, ESE 436, ESE 438, ESE 441, ESE 461, ESE 471, and ESE 482.
  - No more than 6 units of the combined units of ESE 2971 Introduction to Research in ESE, ESE 400 Independent Study, ESE 497 Undergraduate Research, and ESE 4971 Honors Thesis Research may be applied.
  - No more than 3 credits of 500-level courses may be applied.
- <sup>3</sup> Two upper-level laboratory courses (6 units) from the following list: ESE 3301, ESE 331, ESE 4480, ESE 4481, ESE 465, and ESE 488. The selection must contain at least one course from ESE 3301, ESE 331, ESE 465, and ESE 488.
- <sup>4</sup> Students are also encouraged to take CSE 247 Data Structures and Algorithms (3 units).
- <sup>5</sup> Engineering and science breadth requirements: 9 units in engineering or science outside of electrical engineering. These units must be taken in the following areas: biomedical engineering, chemical engineering, computer science and engineering, mechanical engineering, systems science and engineering, economics, mathematics, physics, biology, chemistry, earth and planetary sciences, and pre-medicine. These units must be at the 200 level or higher and cannot be used to satisfy the Common Studies requirements or the computer science requirement. Courses in other fields can be arranged with special departmental approval. Engineering and science breadth courses may be taken on a pass/fail basis. See the McKelvey common studies page (p. 1304) for reference.

<sup>6</sup> Chem 111A is preferred, but Chem 105 will be allowed.

<sup>7</sup> Humanities and social sciences courses may be taken on a pass/fail basis.

For more information about the BS in Electrical Engineering curriculum, please visit the ESE website.

## Bachelor of Science in Systems Science & Engineering

Systems Engineering broadly covers how to integrate different components in engineering systems. Applications range from operations research and mathematical solutions to business problems to control engineering, the basic theory and practice used to control diverse systems such as jet airplanes, electric power grids, or the nation's economy. The Systems Science and Engineering program is ideal for students interested in math, physics and computing; business, finance or financial engineering; or applied mathematics.

The Bachelor of Science in Systems Science & Engineering (BSSSE) program lays the engineering and mathematical foundations for modeling, analyzing and designing complex systems and highlights their applications in contemporary engineering and scientific application domains. Graduates will be competent in employing a versatile, interdisciplinary systems perspective to translate practical problem formulations into mathematical models, recognizing structural commonalities across diverse systems, and solving analysis and design objectives using suitable methods at the core of systems science and engineering. The basic methodological knowledge at the core of systems science includes mathematical competence and knowledge of systems analysis, control, design methods, numerical methods, differential equations, dynamic systems theory, automatic control theory, system stability, estimation, optimization, modeling, identification, simulation and basic computer programming. Graduates will have an engineering outlook and be able to interact fully with other engineers. They will also possess sufficient proficiency in computer use to design algorithms for simulation, estimation, control and optimization.

The Bachelor of Science in Systems Science and Engineering (BSSSE) degree program is accredited by the Engineering Accreditation Commission of ABET under the General Criteria.

### Program Educational Objectives

Within a few years of graduation, BSSSE degree program recipients are expected to do the following:

- Our graduates will be engaged as practicing professionals in a broad range of careers in industry or government or be pursuing advanced degrees in academic graduate education in engineering or a related field.
- Our graduates will function effectively as members of teams demonstrating sensitivity to professional and societal contexts, integrity and versatility.

## Student Outcomes

Graduates of the BSSSE program are expected to know or have the following by the time of graduation:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

## BSSSE Degree Requirements

Code	Title	Units
<b>Systems Science and Engineering Core Courses <sup>1</sup></b>		<b>35</b>
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 205	Introduction to Engineering Design	3
ESE 217	Differential Equations and Dynamical Systems Modeling in Engineering	3
ESE 2180	Linear Algebra and Component Analysis	3
ESE 2190	Vector Calculus and Dynamics of Physical Systems	3
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 326	Probability and Statistics for Engineering	3
ESE 351	Signals and Systems	3
ESE 4031 or ESE 415	Optimization for Engineered Planning, Decisions and Operations Optimization	3
ESE 441	Control Systems	3
ESE 499	Systems Science and Engineering Capstone Design Project	3
<b>Other Systems Science Courses</b>		
Systems Science & Engineering Electives <sup>2</sup>		12
Systems Science & Engineering Laboratories <sup>3</sup>		6
<b>Outside Concentration Requirement <sup>4</sup></b>		<b>12</b>

<b>Other Engineering Courses</b>		
CSE 131	Introduction to Computer Science <sup>5</sup>	3
Engr 4501	Engineering Ethics and Sustainability	1
<b>Mathematics &amp; Physical Sciences</b>		
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 233	Calculus III	3
Physics 191	Physics I	3
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1
Chem 111A	General Chemistry I <sup>6</sup>	3
Chem 151	General Chemistry Laboratory I <sup>6</sup>	2
<b>Humanities &amp; Social Sciences <sup>7</sup></b>		

<sup>1</sup> The entire course sequence for the BSSSE, containing engineering topics of at least 45 units, must be completed. The number of engineering topics units assigned to undergraduate courses in the McKelvey School of Engineering vary from none (0) to the number of credits given to the course. For the precise number for each course, please refer to the table of Topics Units — Engineering Courses provided by Engineering Undergraduate Student Services. Courses taken on a pass/fail basis may be used for engineering topics units.

<sup>2</sup> Requirements for the BSSSE electives:

- a. 12 units in elective courses in systems science and engineering are required: ESE 2971, ESE 359, E35 ESE 400–428, ESE 437, ESE 400–459, ESE 470–4971, ESE 502–529; ESE 540–559, and SWCD 5660 System Dynamics Modeling for Strategic Design.
- b. Up to 3 units of the following business courses may be part of the 12 units of systems science and engineering electives: SCOT 356 Operations and Manufacturing Management, SCOT 458 Operations Analytics, SCOT 576 Foundations of Supply Chain Management, and SCOT 577 Information Technology and Supply Chain Management.

<sup>3</sup> Two upper-level laboratory courses (6 units) from the following list: ESE 4480, ESE 4481, ESE 465, ESE 488, and ESE 449. The selection must contain at least one course from ESE 4480 and ESE 4481.

<sup>4</sup> a. 12 units in outside concentration outside of systems science and engineering are required. These units must all be taken in one of the following engineering areas: Biomedical Engineering, Chemical Engineering, Computer Science & Engineering, Electrical Engineering (ESE 102, ESE 230–239, ESE 260–290, ESE 330–339, ESE 360–390, ESE 429–439, ESE 460–469, 490–496, ESE 498, ESE 530–539, ESE 560–589), or Mechanical Engineering & Materials Science.

- b. Sequences for concentrations in economics, mathematics, physics, pre-medicine and other fields can be arranged with special departmental approval to meet a student's specific needs. When a non-engineering discipline is chosen as the outside concentration, the student needs to pay special attention to the engineering topics unit requirement and make sure that enough engineering content is obtained from the other courses.
- c. Of the 12 units, 9 units must be at the 200 level or higher.
- d. Courses used for the outside concentration requirements cannot also be used for other BSSSE requirements.

- <sup>5</sup> Students are also encouraged to take CSE 247 Data Structures and Algorithms (3 units).
- <sup>6</sup> The recommended chemistry sequence is Chem 111A–Chem 151, but Chem 105–Chem 151 will be allowed.
- <sup>7</sup> Humanities and social sciences courses may be taken on a pass/fail basis.

For more information about the BS in Systems Science & Engineering curriculum, please visit the ESE website.

## Bachelor of Science in Computer Engineering

Computer engineering encompasses studies of hardware, software, and systems issues that arise in the design, development, and application of computer systems. Computer engineers are particularly well suited to address the particular challenges that exist as computing systems interact with the real, physical world. This includes sensing, actuation, timing, security, and computing systems with widely varying form factors, ranging from servers to mobile devices to the "internet of things." The degree requires 120 units including core courses, technical electives, a capstone course, and common studies.

The Bachelor of Science in Computer Engineering degree is jointly administered by the Department of Computer Science and Engineering and the Department of Electrical and Systems Engineering.

Students working toward a Bachelor of Science in Computer Engineering degree must meet all requirements for an engineering degree (p. 1304) from the McKelvey School of Engineering. Required courses and technical electives cannot be taken on a pass/fail basis.

### • Core Requirements\*:

The following courses are required of all computer engineering students:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
CSE 132	Introduction to Computer Engineering	3
CSE 247	Data Structures and Algorithms	3
CSE 260M	Introduction to Digital Logic and Computer Design	3
or ESE 260	Introduction to Digital Logic and Computer Design	
CSE 361S	Introduction to Systems Software	3

CSE 362M	Computer Architecture	3
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 232	Introduction to Electronic Circuits	3
ESE 326	Probability and Statistics for Engineering	3
<b>Total Units</b>		<b>32</b>

\* Each of these core courses must be passed with a grade of C- or better.

### • Technical Elective Requirements:

21 units of technical electives that fulfill the following requirements:

- 1. At least two courses from the following list (the "hardware" list):

Code	Title	Units
ESE 330	Engineering Electromagnetics Principles	3
ESE 331	Electronics Laboratory	3
ESE 3301	Electromagnetics Laboratory: Spectrum from Radio to Photonics	3
ESE 351	Signals and Systems	3
ESE 433	Radio Frequency and Microwave Technology for Wireless Systems	3
ESE 436	Semiconductor Devices	3
ESE 4301	Quantum Mechanics for Engineers	3
ESE 431	Introduction to Quantum Electronics	3
ESE 441	Control Systems	3
ESE 444	Sensors and Actuators	3
ESE 446	Robotics: Dynamics and Control	3
ESE 4480	Control Systems Design Laboratory	3
ESE 4481	Autonomous Aerial Vehicle Control Laboratory	3
ESE 463	Digital Integrated Circuit Design and Architecture	3
ESE 465	Digital Systems Laboratory	3
ESE 471	Communications Theory and Systems	3
ESE 482	Digital Signal Processing	3

- 2. At least two courses from the following list (the "software" list):

Code	Title	Units
CSE 231S	Introduction to Parallel and Concurrent Programming	3
CSE 332S	Object-Oriented Software Development Laboratory	3
CSE 365S	Elements of Computing Systems	3
CSE 422S	Operating Systems Organization	3
CSE 425S	Programming Systems and Languages	3
CSE 431S	Translation of Computer Languages	3
CSE 433S	Introduction to Computer Security	3

CSE 434S	Reverse Engineering and Malware Analysis	3
CSE 467S	Embedded Computing Systems	3
CSE 468T	Introduction to Quantum Computing	3
CSE 473S	Introduction to Computer Networks	3

3. The remaining three courses can be any CSE course with an S, M, T, or A suffix; or CSE 347; or any ESE course at the 300 level or higher; or ESE 205, ESE 2180, or ESE 2190. Additional courses (beyond the two required) in the above lists count toward this requirement.

The above can include courses at the graduate level; however, they must still meet one of the two criteria above. Up to 6 units of independent study (CSE 400E, CSE 497-CSE 499, ESE 400, ESE 497) can count toward technical electives. There is no limit as to how many independent study courses can count toward the general 120 units.

- **Capstone Requirement:**

The capstone requirement can be met by taking either CSE 462M or ESE 498.

- **Common Studies Requirements:**

Code	Title	Units
Math 131	Calculus I	3
Math 132	Calculus II	3
Math 217	Differential Equations	3
Math 233	Calculus III	3
Physics 191	Physics I	3
Physics 191F	Physics I - First-Years Only	
Physics 191U	Physics I - Sophomores, Juniors, and Seniors Only	
Physics 191L	Physics I Laboratory	1
Physics 192	Physics II	3
Physics 192L	Physics II Laboratory	1
Natural sciences elective		3
College Writing		3
Engr 310	Technical Writing	3
Humanities and social sciences electives		18
<b>Total Units</b>		<b>47</b>

Upon completing a course in the calculus sequence (Math 131-Math 132-Math 233) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the mathematics department's back credit policy.

The natural sciences requirement is for 3 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. These courses must be completed with a grade of C- or better.

The College Writing Program, humanities and social sciences requirements are those required of all students in the McKelvey School of Engineering.

## Bachelor of Science in Applied Science (Electrical Engineering)

Students who do not plan to pursue a career in electrical engineering but who seek a strong foundation in the principles of electrical engineering may choose the Bachelor of Science in Applied Science (Electrical Engineering). The program ensures that the student learns the foundations of electrical engineering through breadth requirements. In addition, there is flexibility in selecting upper-level courses to meet the student's individual objectives. This program also may be attractive for students interested in obtaining multiple degrees, because the requirements are less strict than for the BSEE degree. Historically, students have matched a degree in electrical engineering with degrees in other engineering disciplines, in the natural sciences, in music, in history and in business; other combinations are possible. This also may be an attractive option for students planning graduate studies in a variety of disciplines, including medicine, law or business. This applied science degree is not accredited by the Engineering Accreditation Commission of ABET.

The degree requirements include the residency and general requirements of the university and the McKelvey School of Engineering as well as the following:

Code	Title	Units
<b>Required courses in Electrical Engineering</b>		<b>29</b>
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 2180	Linear Algebra and Component Analysis	3
ESE 2190	Vector Calculus and Dynamics of Physical Systems	3
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 232	Introduction to Electronic Circuits	3
ESE 260	Introduction to Digital Logic and Computer Design	3
ESE 326	Probability and Statistics for Engineering	3
ESE 330	Engineering Electromagnetics Principles	3
ESE 351	Signals and Systems	3
Upper-level elective courses in electrical engineering (ESE 205, ESE 2971, ESE 330-399, ESE 400, ESE 405, ESE 407, ESE 415, ESE 425, ESE 429-499, ESE 503-589)		18
Free electives		28
Mathematics, science and engineering electives		24
Computer Science requirement (CSE 131)		3
Humanities and social sciences electives		18
<b>Total</b>		<b>120</b>

## Bachelor of Science in Applied Science (Systems Science & Engineering)

This program provides the student with the opportunity to prepare their academic career with maximum flexibility but also with enough organization to ensure substantive, consistent training in systems science methodology and outlook. This program is recommended if students wish to pursue a program that does not follow conventional lines. It is an especially advantageous degree for a double major in association with mathematics, physics, economics or another engineering discipline. The program can be planned to provide a desirable background for graduate work in biological, medical or management fields. This applied science degree is not accredited by the Engineering Accreditation Commission of ABET.

The degree requirements include the residency and general requirements of the university and the McKelvey School of Engineering as well as the following:

Code	Title	Units
<b>Required courses in Systems Science &amp; Engineering</b>		<b>26</b>
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 2180	Linear Algebra and Component Analysis	3
ESE 2190	Vector Calculus and Dynamics of Physical Systems	3
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 326	Probability and Statistics for Engineering	3
ESE 351	Signals and Systems	3
ESE 4031 or ESE 415	Optimization for Engineered Planning, Decisions and Operations Optimization	3
ESE 441	Control Systems	3
Systems science and engineering electives (ESE 205, ESE 2971, ESE 359, ESE 400–428, ESE 437, ESE 440–459, ESE 470–499, ESE 502–529, ESE 540–559, and SWCD 5660)		18
Free electives		40
Mathematics, science and engineering electives		24
Computer Science requirement (CSE 131)		3
Humanities and social sciences electives		18
<b>Total</b>		<b>120</b>

The program must include at least 48 units at the 300 level or higher.

## The Second Major in Electrical Engineering

A second major in electrical engineering is ideal for students majoring in many areas, such as mathematics, physics, chemistry and biology. Students in the McKelvey School of Engineering as well as the other undergraduate divisions at Washington University now have the opportunity to pursue a second major in electrical engineering. Students are not allowed to add this second major to either the BS in Electrical Engineering or the BS in Applied Science (Electrical Engineering).

The requirements for a second major in electrical engineering are as follows:

Code	Title	Units
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 2180	Linear Algebra and Component Analysis	3
ESE 2190	Vector Calculus and Dynamics of Physical Systems	3
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 232	Introduction to Electronic Circuits	3
ESE 260	Introduction to Digital Logic and Computer Design	3
ESE 326	Probability and Statistics for Engineering	3
ESE 330	Engineering Electromagnetics Principles	3
ESE 351	Signals and Systems	3
CSE 131	Introduction to Computer Science	3
<b>Total Units</b>		<b>32</b>

In addition, students must select 18 units of ESE electives from the following list: ESE 205, ESE 2971, ESE 330 through 399, ESE 400, ESE 405, ESE 407, ESE 425, ESE 429 through 499, ESE 503 through 589.

Students may petition to substitute electrical-science-oriented courses from other disciplines in Arts & Sciences (e.g., certain courses in physics or applied mathematics) for up to two of the above required courses. Within this second major in electrical engineering, areas of concentration are possible in devices and circuits, applied physics, signals and imaging, and control systems.

For more information, please contact the director of the program, Chuan Wang.

## The Second Major in Systems Science & Engineering

A second major in systems science and engineering is ideal for study in many areas, including physics, chemistry, economics, finance, supply chain management and computational biology. Students in the McKelvey School of Engineering as well as the other undergraduate

divisions at Washington University have the opportunity to pursue a second major in systems science and engineering in the Preston M. Green Department of Electrical & Systems Engineering in the McKelvey School of Engineering. Students are not allowed to add this second major to either the BS in SSE or the BS in Applied Science (SSE).

The requirements for a second major in systems science and engineering are as follows:

Code	Title	Units
ESE 105	Introduction to Electrical and Systems Engineering	4
ESE 2180	Linear Algebra and Component Analysis	3
ESE 2190	Vector Calculus and Dynamics of Physical Systems	3
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 326	Probability and Statistics for Engineering	3
ESE 351	Signals and Systems	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
or ESE 415	Optimization	
ESE 441	Control Systems	3
CSE 131	Introduction to Computer Science	3
<b>Total Units</b>		<b>29</b>

In addition, 18 units of ESE courses in the systems area are to be chosen from the following list: ESE 205, ESE 2971, ESE 400 through 428, ESE 437, ESE 440 through 459, ESE 470 through 499, ESE 502 through 529, ESE 540 through 559, SWCD 5660

Students may petition to substitute systems-oriented courses from other disciplines in Arts & Sciences for two of these six courses (for example, courses in computational physics, econometrics or computational mathematics).

Within this second major in systems science and engineering, areas of concentration are possible in robotics, control systems and operations research.

For more information, contact the director of the program, Shen Zeng.

## The Second Major in Financial Engineering

A second major in financial engineering is ideal for students who are interested in careers or graduate study in financial engineering, quantitative finance, or related fields. This program covers classes in engineering, computer science, and business. Students interested in the second major must have a 3.3 or higher grade point average to pursue this second major, which includes the cumulative GPA, the Business GPA, and the Engineering GPA. Students must complete 30 total units (15 Engineering units and 15 Olin Business units).

Code	Title	Units
<b>Background Course Work</b>		<b>15</b>
CSE 131	Introduction to Computer Science	3
ESE 326	Probability and Statistics for Engineering	3
or DAT 121	Managerial Statistics II	
or Econ 413	Introduction to Econometrics	
or Econ 413W	Introduction to Econometrics with Writing	
or SDS 439	Linear Statistical Models	
or SDS 493	Probability	
Math 217	Differential Equations	3
or ESE 217	Differential Equations and Dynamical Systems Modeling in Engineering	
or Math 312	Differential Equations and Dynamical Systems	
Math 233	Calculus III	3
Math 309	Matrix Algebra	3
or ESE 2180	Linear Algebra and Component Analysis	
or Math 429	Linear Algebra	

Students must complete 15 Engineering units. At least 6 of those units must be from the Engineering Core Courses:

Code	Title	Units
<b>Engineering Core Courses</b>		
ESE 415	Optimization	3
ESE 417	Introduction to Machine Learning and Pattern Classification	3
or CSE 417T	Introduction to Machine Learning	
ESE 4261	Statistical Methods for Data Analysis with Applications to Financial Engineering	3
ESE 427	Financial Mathematics	3
<b>Engineering Elective Courses</b>		
CSE 247	Data Structures and Algorithms	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 513	Large-Scale Optimization for Data Science	3
ESE 520	Probability and Stochastic Processes	3

Students must complete 15 Olin Business units, including all 9 units of Olin Professional Core Courses and 6 elective units.

Code	Title	Units
<b>Olin Professional Core Courses</b>		<b>9</b>
ACCT 2610	Principles of Financial Accounting	3
FIN 340	Capital Markets and Financial Management	3
FIN 441	Investments	3
<b>Olin Electives</b>		<b>6</b>
FIN 450F	Financial Technology: Methods and Practice	3
FIN 451	Options, Futures and Derivative Securities	3

FIN 452	Advanced Derivative Securities	3
FIN 500Q	Quantitative Risk Management	3
FIN 500R	Topics in Quantitative Finance	1.5
FIN 532B	Data Analysis for Investments	1.5
FIN 539	Mathematical Finance	1.5
FIN 552	Fixed Income Derivatives	1.5

\* At least one of FIN 451 or ESE 427 must be taken to complete the second major. ESE 427, if taken after FIN 340, can be used to satisfy the FIN 451 prerequisite of Olin elective courses.

For more information, contact the director of the program, Vladimir Kurenok.

## The Minor in Electrical Engineering

This minor consists of fundamental courses in core electrical engineering areas of devices and circuits, applied physics, and signals and systems. Elective choices allow further depth in advanced devices, optics, signal processing, and control systems or greater breadth within electrical engineering.

**Units required:** 16

Code	Title	Units
ESE 230	Introduction to Electrical and Electronic Circuits	4
ESE 232 or ESE 330	Introduction to Electronic Circuits Engineering Electromagnetics Principles	3
ESE 351	Signals and Systems	3
<b>Total Units</b>		<b>10</b>

In addition, students must take 6 units from the following list: ESE 105, ESE 205, ESE 2180, ESE 2190, ESE 232, ESE 260, ESE 2971, ESE 330 through 399, ESE 400, ESE 405, ESE 407, ESE 425, ESE 429 through 499, ESE 503 through 589

For more information, contact the director for the minor, Chuan Wang.

## The Minor in Energy Engineering

**Objective:** The goal of this minor is to provide students with a course work experience that will enhance their background, knowledge and skills in the topical area of energy engineering. The minor encompasses courses in several fields of science and engineering, including the Department of Energy, Environmental & Chemical Engineering; the Department of Electrical & Systems Engineering; and the Department of Mechanical Engineering & Materials Science.

A minor in energy engineering requires the completion of 18 units selected from the following lists. It is open to any undergraduate student pursuing an engineering major, a major in the sciences (biology, chemistry, physics) in Arts & Sciences, or the environmental studies major.

Interested departments should expose students to energy and related concepts in their introductory courses.

**Basic and Applied Sciences** (fundamental content) (two courses):

Code	Title	Units
EECE 205	Process Analysis and Thermodynamics (fall) or MEMS 301 Thermodynamics	4 or 3
EECE 301	Transport Phenomena I: Basics and Fluid Mechanics (spring) or MEMS 3410 Fluid Mechanics	3
EECE 307	Transport Phenomena II: Energy and Mass Transfer (fall) or MEMS 3420 Heat Transfer	3 or 4
ESE 332	Power, Energy, and Polyphase Circuits (spring)	3

\* EECE 303 Transport III: Energy Transfer Processes also fulfilled this requirement, but this course is no longer offered.

**Social Science/Policy/Economics Elective** (students choose one course):

Code	Title	Units
Anthro 3472	Global Energy and the American Dream	3
EnSt 347	Sustainable Cities	3
EnSt 350W	Writing Skills for Environmental Professionals (spring)	3
EnSt 357	Multiparty Environmental Decision Making	3
EnSt 407	RESET - Renewable Energy Policy, Engineering and Business	3
EnSt 451	Environmental Policy (fall)	3

**Electives:**

Students choose three courses. One of the courses is required to be chosen from outside of the student's major degree department. A partner department may approve the use of a course listed under basic and applied sciences as an elective.

Code	Title	Units
EECE 311	Green Engineering (fall)	3
EECE 411	International Experience in EECE (summer/fall)	3
EECE 413	Energy Conversion and Storage	3
EECE 512	Combustion Phenomena (fall)	3
EECE 552	Biomass Energy Systems and Engineering (spring)	3

ESE 434	Solid-State Power Circuits and Applications (fall)	3
ESE 435	Electrical Energy Laboratory (spring)	3
MEMS 412	Design of Thermal Systems (spring)	3
MEMS 5422	Solar Thermal Energy Systems (summer)	3
MEMS 5423	Sustainable Environmental Building Systems (fall)	3
MEMS 5424	Thermo-Fluid Modeling of Renewable Energy Systems	3
MEMS 5705	Wind Energy Systems (spring)	3

## Committee to Oversee Energy Engineering Minor

Peng Bai (EECE, Coordinator); Bruno Sinopoli (ESE); David Peters (MEMS)

The committee ensures that any course added to the above lists contains a significant amount of energy topics and that the entire program is cohesive.

## The Minor in Mechatronics

Advancements in power electronics, electronic sensors, and computer hardware and software have led to an expanding role for "smart" systems, which combine electronic and mechanical components. Automotive examples illustrate this point. The replacement of carburetors by fuel injection systems is almost universal, and hybrid/electric cars are replacing traditional automobiles. Not only are auxiliary devices such as fuel pumps, air bags and air-conditioner compressors driven by electric motors controlled by microprocessors, but fundamental components such as intake and outtake valves soon will be driven in this way. The internal combustion engine itself may be replaced by fuel cells and motors. Medical devices, micro-electromechanical systems, robots, fly-by-wire aircraft and wind turbines also all rely on electronic sensing of mechanical parameters and actuation of motion. These examples suggest strongly that engineers who are adept in the design, analysis and simulation of electromechanical systems will be in demand. The minor in mechatronics is created to encourage our students to study this important subject and provide recognition to those who do so.

This program is primarily designed for students in the ESE and MEMS departments and has been approved by the two departments. It is available for others as well.

The proposed minor program consists of four required courses, two electives and one prerequisite:

### Four required courses:

Code	Title	Units
ESE 444	Sensors and Actuators	3
ESE 446	Robotics: Dynamics and Control	3
MEMS 255	Dynamics	3
MEMS 411	Mechanical Engineering Design Project (mechatronics project)	3
<b>Total Units</b>		<b>12</b>

### Two electives chosen from the following:

Code	Title	Units
ESE 436	Semiconductor Devices	3
ESE 482	Digital Signal Processing	3
MEMS 4301	Modeling, Simulation and Control	3
or ESE 441	Control Systems	
MEMS 4310	Vibrations	3

### Prerequisite:

Code	Title	Units
CSE 131	Introduction to Computer Science (basic programming course)	3

For more information about the minor, contact Dennis Mell (ESE) or Jackson Potter (MEMS).

## The Minor in Robotics

Robotic systems have a wide range of applications in modern technology and manufacturing. Robots can vary in complexity and use, from the microrobots used for surgical procedures to the moderate-sized robots common in manufacturing and undersea exploration to the macrorobots used for the disposal of nuclear waste and as arms on space-station modules. The program designed for a minor in robotics provides a fundamental understanding of robotic operation and preliminary training in the design and use of robots.

**Units required:** 18

### Prerequisites:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Math 217	Differential Equations	3
Physics 191 & 191L	Physics I and Physics I Laboratory	4
Physics 192 & 192L	Physics II and Physics II Laboratory	4

### Required courses:



Code	Title	Units
ESE 351	Signals and Systems	3
or MEMS 4310	Vibrations	
ESE 446	Robotics: Dynamics and Control	3
ESE 4480	Control Systems Design Laboratory	3
MEMS 255	Dynamics	3
<b>Total Units</b>		<b>12</b>

Two additional courses must be chosen with the approval of the director of the program for a minor in robotics. Suggested courses include the following:

Code	Title	Units
CSE 417T	Introduction to Machine Learning	3
CSE 546T	Computational Geometry	3
ESE 441	Control Systems	3
or MEMS 4301	Modeling, Simulation and Control	
MEMS 3110	Machine Elements	3

For more information about the minor, contact Dennis Mell (ESE) or Jackson Potter (MEMS).

## The Minor in Systems Science & Engineering

This minor consists of fundamental courses in control systems and operations research. In the area of control systems, students will be introduced to design techniques for controlling engineering and socioeconomic systems such as airplanes, automobiles, nuclear reactors, ecological systems, communication networks, the nation's economy and biological systems. In the area of operations research, students are introduced to techniques for optimally managing business resources and controlling business networks such as supply chains.

**Units required:** 15

Code	Title	Units
ESE 217	Differential Equations and Dynamical Systems Modeling in Engineering	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
or ESE 415	Optimization	
ESE 441	Control Systems	3
<b>Total Units</b>		<b>9</b>

In addition, students must take 6 units from the following list: ESE 105, ESE 205, ESE 2180, ESE 2190, ESE 2971, ESE 351, ESE 4031, ESE 415, ESE 400 through 428, ESE 437, ESE 440 through 459, ESE 470 through 499, ESE 502 through 529, ESE 540 through 559

For more information, contact the director for the minor, Shen Zeng.

## The Minor in Quantum Engineering

Quantum engineering is an emerging field that fuses physics, engineering, and computer science. It incorporates radical new ideas for computing, materials, devices and sensors. Advances in quantum sensing, encryption, and computing will transform science and engineering and have a far-reaching impact on the industry, the economy, and other aspects of our society.

The Minor in Quantum Engineering integrates quantum knowledge — quantum physics, quantum information science, and quantum technologies — into the engineering education at Washington University. The curriculum encompasses both fundamental physics and the broad engineering skill set necessary to meet the practical challenges of the future.

Students with background in applied physics or electrical engineering are ideal candidates for this program, but the minor is open to any undergraduate student enrolled in a degree program at Washington University in St. Louis.

### Prerequisites

The course ESE 4301 Quantum Mechanics for Engineers is designed to be the entry course for the quantum engineering curriculum, which provides the foundations — that is, the mathematical and physical knowledge — required for all subsequent core courses. By design, this course is made to be accessible to second-year engineering undergraduates with knowledge of linear algebra and calculus at the level of ESE 318/ESE 319 Engineering Mathematics A/B or the equivalent.

### Required Courses

The Minor in Quantum Engineering requires the completion of 15 units from the courses listed below. At least two courses must be from the Core Courses list.

### Core Courses

Students select at least two courses from this list:

Code	Title	Units
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
or ESE 536	Introduction to Quantum Optics	
ESE 4301	Quantum Mechanics for Engineers	3
ESE 431	Introduction to Quantum Electronics	3
CSE 468T	Introduction to Quantum Computing	3

## Program Electives

Code	Title	Units
Physics 318	Introduction to Quantum Physics II	3
or Physics 471	Quantum Mechanics	
or Physics 523	Quantum Mechanics I	
ESE 436	Semiconductor Devices	3
ESE 439	Introduction to Quantum Communications	3
ESE 532	Introduction to Nano-Photonic Devices	3
ESE 582	Fundamentals and Applications of Modern Optical Imaging	3
Chem 401	Physical Chemistry I	3
Chem 533	Time-Dependent Quantum Mechanics & Spectroscopy	3
Chem 543	Physical Properties of Quantum Nanostructures	3
Math 444	The Mathematics of Quantum Theory	3
Math 528	Topics in Functional Analysis II	3
Physics 472	Solid State Physics	3
Physics 589	Selected Topics in Physics I	3

For more information, contact the director for the minor, Jung-Tsung Shen.

# Energy, Environmental & Chemical Engineering

## About Energy, Environmental & Chemical Engineering

Our department focuses on environmental engineering, energy systems engineering and chemical engineering. We provide integrated and multidisciplinary programs of scientific education. Our mission is accomplished by instilling a tradition of lifelong learning; offering a curriculum of fundamental education coupled with applications in advanced focal areas and strengthened by our breadth in other disciplinary areas; participating in cutting-edge research with faculty and industrial partners; and providing access to state-of-the-art facilities and instrumentation. Most undergraduate students in the department will pursue the BS in Chemical Engineering degree, accredited by the Engineering Accreditation Commission of ABET, or the BS in Environmental Engineering degree (launched spring 2019). Other students may pursue the BS in Applied Science degree with a major in chemical engineering. The department offers a minor in environmental engineering science, and, in collaboration with other engineering departments, we co-sponsor a minor in energy engineering and a minor in nanoscale science and engineering. Graduate degrees (Master of Engineering, Master of Science and Doctor of Philosophy) in Energy, Environmental & Chemical Engineering are also offered by the department.

Chemical engineers are involved in the transfer of scientific discoveries to modern technologies and novel products that benefit society and minimize the impact on the environment. They deal with multiscale aspects of generating clean energy, producing novel and superior materials, and utilizing the biological revolution to manufacture new products. They are involved in the development and manufacture of consumer products as well as in the design, operation and control of processes in a variety of industries (e.g., petroleum, petrochemical, chemical, consumer products, food, feed, pharmaceuticals). Their broad training in basic sciences (e.g., chemistry, physics, biology, mathematics) coupled with a strong foundation in chemical engineering principles (e.g., thermodynamics, mass and energy balances, transport phenomena, kinetics, separations, reaction engineering, control, product development, process design) makes them invaluable team members and leaders in any engineering enterprise. It also prepares them well for graduate studies in biochemical, biomedical, chemical, environmental and materials engineering. In addition, the BS in Chemical Engineering is a great starting point for pursuing a degree in business, law or medicine.

Environmental engineers apply scientific and engineering principles to assess, manage and design sustainable systems for the protection of human and ecological health. The designs and technologies that they develop provide safe and sufficient public water supplies, enable effective and efficient treatment and resource recovery from wastewater and other wastes, and control pollutant releases that protect water, soil and air quality. Environmental engineers also seek to understand the effect of technological advances on the environment and to identify opportunities to improve the environmental sustainability of new technologies. Environmental engineers have broad training in basic sciences, mathematics and computational approaches as well as an engineering foundation that includes mass and energy balances, thermodynamics, transport phenomena, and chemical, physical and biological treatment processes. The training of environmental engineers also includes natural science and environmental social science and the humanities. This training prepares environmental engineers to apply technological solutions within specific environmental and societal contexts. Environmental engineering graduates are prepared to enter professional practice and to pursue graduate study in environmental engineering and allied fields.

The curricula are planned to provide students with a strong background in basic engineering concepts while allowing students individual latitude to emphasize study in a specialized area or to obtain added breadth both within and outside of chemical or environmental engineering.

## Mission Statement

The mission of the department is to teach energy, environmental and chemical engineering principles and their application in an inspiring learning environment; to prepare students for engineering careers by developing the skills of critical thinking, analysis and communication proficiency; and to instill a sense of professional ethics and societal responsibility.

## Advising

The department takes pride in its mentoring of undergraduate students. Each student who declares chemical or environmental engineering as a (potential) major is assigned an academic advisor from the full-time department faculty. Typically, the same advisor follows the student's academic progress and serves as a mentor from the first year through graduation.

Phone: 314-935-5545  
Website: <https://eece.wustl.edu/academics/undergraduate-programs/index.html>

## Faculty

### Department Chair and Professor

#### Joshua Yuan

Lucy & Stanley Lopata Professor  
PhD, University of Tennessee  
Design-based engineering to address challenges in energy, the environment and health

### Endowed Professors

#### Richard L. Axelbaum

The Stifel & Quinette Jens Professor of Environmental Engineering Science  
PhD, University of California, Davis  
Combustion, advanced energy systems, clean coal, aerosols, nanoparticle synthesis, rechargeable battery materials, thermal science

#### Daniel E. Giammar

Walter E. Browne Professor of Environmental Engineering  
Director, Center for the Environment  
PhD, California Institute of Technology  
Aquatic chemistry, environmental engineering, water quality, water treatment

#### Zhen (Jason) He

Laura and William Jens Professor of Energy, Environmental & Chemical Engineering  
Director of Graduate Studies  
PhD, Washington University  
Environmental biotechnology, bioenergy production, biological wastewater treatment, resource recovery, bioelectrochemical systems, sustainable desalination technology, anaerobic digestion, forward osmosis, membrane bioreactors

#### Feng Jiao

Elvera and William R. Stuckenberg Professor  
Director, Center for Carbon Management  
PhD, University of St. Andrews  
Electrocatalysis, carbon dioxide utilization, electrochemical devices, energy storage

#### Randall Martin

Raymond R. Tucker Distinguished Professor  
PhD, Harvard University  
Characterizing atmospheric composition to inform effective policies surrounding major environmental and public health challenges ranging from air quality to climate change

#### Vijay Ramani

Vice Provost for Graduate Education and International Affairs  
Roma B. and Raymond H. Wittcoff Distinguished University Professor  
PhD, University of Connecticut  
Electrochemical engineering, energy conversion

#### Jay R. Turner

Head of the Division of Engineering Education  
Vice Dean for Education  
James McKelvey Professor of Engineering Education  
DSc, Washington University  
Air quality planning and management, aerosol science and engineering, green engineering

## Professors

#### Young-Shin Jun

PhD, Harvard University  
Aquatic processes, molecular issues in chemical kinetics, environmental chemistry, surface/physical chemistry, environmental engineering, biogeochemistry, nanotechnology

#### Xinhua Liang

PhD, University of Colorado Boulder  
Gas-phase synthesis, surface science and catalysis, nanostructured films and devices, energy and environmental applications

#### Yinjie Tang

PhD, University of Washington  
Metabolic modeling, fermentation engineering, algal bioprocesses

#### Jian Wang

Director of the Center for Aerosol Science and Engineering (CASE)  
PhD, California Institute of Technology  
Aerosol properties and processes, nucleation and new particle formation, aerosols in the marine environment, effects of aerosols on cloud microphysical properties and macrophysical structure

#### Fuzhong Zhang

PhD, University of Toronto  
Metabolic engineering, protein engineering, synthetic and chemical biology

## Associate Professors

#### Peng Bai

PhD, Tsinghua University, China  
Develop next-generation batteries; probe the in situ electrochemical dynamics of miniature electrodes down to nanoscales; capture the heterogeneous and stochastic nature of advanced electrodes; identify the theoretical pathways and boundaries for the rational design of materials, electrodes, and batteries through physics-based mathematical modeling and simulation

#### **Rajan Chakrabarty**

Harold D. Jolley Career Development Associate Professor  
PhD, University of Nevada, Reno  
Characterizing the radiative properties of carbonaceous aerosols in the atmosphere, researching gas-phase aggregation of aerosols in cluster-dense conditions

#### **Marcus Foston**

Director of Diversity Initiatives  
PhD, Georgia Institute of Technology  
Utilization of biomass resources for fuel and chemical production, renewable synthetic polymers, development of advanced aerosol instruments

#### **Elijah Thimsen**

PhD, Washington University in St. Louis  
Gas-phase synthesis of inorganic nanomaterials for energy applications, novel plasma synthesis approaches

### Assistant Professors

#### **Christopher Cooper**

PhD, Stanford University  
Responsive, soft materials for applications in energy storage, environmental sustainability and human health

#### **Jenna Ditto**

PhD, Yale University  
Chemical composition of indoor and outdoor air, indoor air chemistry, health impacts of air pollution exposure

#### **Fangqiong Ling**

PhD, University of Illinois at Urbana-Champaign  
Microbial ecosystem analysis and modelling, process modelling, machine learning, NextGen sequencing bioinformatics, environmental microbiology, bioreactor design

#### **Kimberly M. Parker**

PhD, Stanford University  
Investigation of environmental organic chemistry in natural and engineered systems

#### **Lu Xu**

PhD, Georgia Institute of Technology  
Air quality, climate change, atmospheric chemistry

### Research Assistant Professor

#### **Benjamin Kumfer**

DSc, Washington University  
Advanced coal technologies, biomass combustion, aerosol processes and health effects of combustion-generated particles

### Senior Lecturers

#### **Janie Brennan**

Director of Undergraduate Studies  
PhD, Purdue University  
Chemical engineering education, biomaterials

#### **Raymond Ehrhard**

BS, Missouri University of Science and Technology  
Water and wastewater treatment technologies, process energy management

#### **Trent Silbaugh**

PhD, University of Washington  
Chemical engineering education, catalysis, carbon capture and conversion

#### **Kristen Wyckoff**

PhD, University of Tennessee  
Environmental engineering education, stormwater runoff, environmental microbiology

### Lecturer

#### **Kurt Russell**

PhD, Purdue University  
Chemical engineering education, catalysis

### Affiliated Faculty

#### **Gary Moore**

Senior Lecturer for the Joint Engineering Program  
MS, Missouri University of Science and Technology  
Environmental management

### Adjunct Faculty

#### **Grigoriy Yablonsky**

PhD, Boreskov Institute of Catalysis  
Chemical reaction engineering and heterogeneous catalysis

### Emeritus Professor

#### **Milorad P. Dudukovic**

Laura and William Jens Emeritus Professor  
PhD, Illinois Institute of Technology  
Chemical reaction engineering, multiphase reactors, visualization of multiphase flows, tracer methods, environmentally benign processing

### Majors

Please visit the following pages for information about the energy, environmental and chemical engineering majors:

- Bachelor of Science in Chemical Engineering (p. 1282)
- Bachelor of Science in Environmental Engineering (p. 1283)
- Bachelor of Science in Applied Science (Chemical Engineering) (p. 1284)
- Double Majors and the Pre-Medical Program (p. 1284)

### Minors

Please visit the following pages for information about the energy, environmental and chemical engineering minors:

- Minor in Environmental Engineering Science (p. 1284)
- Minor in Energy Engineering (p. 1285)
- Minor in Nanoscale Science & Engineering (p. 1286)

## Courses

Visit online course listings to view semester offerings for E44 EECE.

---

### E44 EECE 100 Independent Study

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience.

Credit variable, maximum 3 units.

---

### E44 EECE 101 Introduction to Energy, Environmental and Chemical Engineering

Key technical issues that face our society and some of the emerging technologies that hold promise for the future are examined and discussed. Relationship to chemical engineering principles is emphasized. Prerequisite: Freshman standing or permission of instructor.

Credit 3 units. EN: TU

---

### E44 EECE 103 Topics in Energy, Environmental and Chemical Engineering

Key technical issues that face our society and some of the emerging technologies that hold promise for the future are examined and discussed. Emphasizes providing a broader context for content delivered in concurrent core chemical and environmental engineering courses. Prerequisite: Sophomore or higher standing or permission on instructor.

Credit 1 unit. EN: TU

---

### E44 EECE 200 Independent Study

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience.

Credit variable, maximum 3 units.

---

### E44 EECE 202 Computational Modeling in Energy, Environmental and Chemical Engineering

Computational tools to solve engineering, design and scientific problems encountered in thermodynamics, transport phenomena, separation processes and reaction kinetics. Introduction to programming skills in MATLAB and use of various MATLAB toolboxes. Theory and application of numerical methods for solution of common problems, including methods for root-finding/optimization, curve fitting (regression, interpolation, and spline), integration, differentiation, and ordinary differential equations and boundary value problems. Illustrative application examples. Prerequisites: E81 CSE 131 and L24 Math 217, or permission of instructor

Credit 3 units. EN: TU

---

### E44 EECE 204 Thermodynamics II in EECE

Molecular motions, kinetic theory of gases, kinetic theory of dense phases, chemical kinetics. Prerequisite: EECE 205 or permission of instructor.

Credit 3 units. EN: TU

---

### E44 EECE 205 Process Analysis and Thermodynamics

This course is an introduction to the use of mathematics and methods of engineering in the analysis of chemical and physical processes. It will address the use of balances (e.g., mass, energy, entropy) to describe processes with and without chemical reactions in both transient and steady-state conditions as well as classical thermodynamics focused on processes, first and second laws, and properties of pure substances. Prerequisite: L07 Chem 112A or Chem 106. Corequisite: L24 Math 217 or permission of instructor.

Credit 4 units. EN: TU

---

### E44 EECE 210 Introduction to Environmental Engineering

The objective of this course is to introduce students to the field of environmental engineering. The course will emphasize basic principles of mass and energy conservation which govern physical, chemical and biological processes. Applications include the estimation of contaminant concentrations and the design of environmental controls. Prerequisites: (L07 Chem 112A or L07 Chem 106), and L24 Math 132, or permission of instructor. Students considering taking this course without all prerequisites should contact the instructor for a list of concepts required for the course.

Credit 3 units. EN: BME T, TU

---

### E44 EECE 300 Independent Study

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience.

Credit variable, maximum 3 units.

---

### E44 EECE 301 Transport Phenomena I: Basics and Fluid Mechanics

Engineering principles involved in the exchange of heat and matter in chemical processes. Laws governing the flow of liquids and gases in laboratory and plant equipment. Corequisite: E35 ESE 318; Prerequisites: E44 EECE 205 or permission of instructor.

Credit 3 units. EN: BME T, TU

---

### E44 EECE 304 Mass Transfer Operations

Stagewise and continuous mass transfer operations, including distillation, gas absorption, humidification, leaching, liquid extraction, and membrane separations. Corequisites: E44 EECE 204, E44 EECE 202, or permission of instructor

Credit 3 units. EN: BME T, TU

---

### E44 EECE 305 Materials Science

Introduces the chemistry and physics of engineering materials. Emphasis on atomic and molecular interpretation of physical and chemical properties, the relationships between physical and chemical properties, and performance of an engineering material. Prerequisite: L07 Chem 111A or L07 Chem 105, or permission of instructor.

Credit 3 units. EN: BME T, TU

---

### E44 EECE 306 Biology in EECE

The course provides an introduction to molecular biology, biochemistry, microbiology, and biotechnology. The course focuses on an engineering approach to microbiology and molecular biology. Topics include basics of molecular biology, mathematical analysis of biological systems, genetic engineering, and biotechnological applications. Corequisite: E44 EECE 205, or permission of instructor

Credit 3 units. EN: TU

---

**E44 EECE 307 Transport Phenomena II: Energy and Mass Transfer**

This course covers introductory treatment of the principles of heat transfer by conduction, convection, and radiation; mathematical analysis of steady and unsteady conduction along with numerical methods; analytical and semi-empirical methods of forced and natural convection systems; boiling and condensation heat transfer; and principles of mass transfer (diffusion and convection) introduced by analogy to heat transfer. Prerequisite: E44 EECE 301; corequisite: E35 ESE 319.

Credit 4 units. EN: BME T, TU

---

**E44 EECE 308 Water Resources Engineering**

This course further develops student knowledge of water resources engineering specific to the movement of water through natural and built environments. Combines existing fluid mechanics knowledge with hydrology and hydrogeology to introduce students to the design and analysis of surface water, open channel flow, pipe flow, and groundwater systems. Students will have an opportunity to describe, model, and calculate surface water and stormwater runoff hydrology; design and analyze open channel flow; quantify flow in partially full pipes; predict and analyze groundwater flow conditions for confined and unconfined aquifers using hydrogeology; and calculate groundwater flow and well drawdown.

Credit 3 units.

---

**E44 EECE 309 Environmental Engineering Fate and Transport**

The objective of this course is to introduce students to the fundamental processes that control contaminant fate and transport in the natural and built environment. The course will highlight mass transport and transformation in surface water, soil and groundwater, and atmosphere. Students will be introduced to environmental transport modeling software to solve applied problems. Prerequisites: E44 EECE 210, E44 EECE 301, or permission of instructor.

Credit 3 units. EN: TU

---

**E44 EECE 311 Green Engineering**

Strategies and methods for waste minimization and pollutant emission reduction. Principles of green engineering. Environmental transport and fate modeling. Design of heat and mass exchange networks for energy and waste reduction. Prerequisite: L24 Math 217 or permission of instructor.

Credit 3 units. EN: BME T, TU

---

**E44 EECE 314 Air Quality Engineering with Lab**

Introduction to air quality and pollution control. Pollutant emissions, atmospheric chemistry, and fate. Air pollution meteorology and atmospheric dispersion. Application of chemistry, thermodynamics, and fluid mechanics in the selection and design of air pollution control equipment. Labs to measure air quality and demonstrate control principles. Prerequisite: E44 EECE 205 or permission of instructor

Credit 4 units. EN: TU

---

**E44 EECE 401 Chemical Process Dynamics and Control**

A state-of-the-art industrial virtual plant is used for the development of dynamic simulations, selection of instrumentation, statistical analysis of variability, and implementation of process control to improve process operation and efficiency. Prerequisite: E44 EECE 301, E44 EECE 304, or permission of instructor

Credit 3 units. EN: BME T, TU

---

**E44 EECE 402 ChE Capstone**

Application of engineering science and design, fundamentals of process and product development, computational techniques and economic principles to design of chemical and biological processes and procedures. A design project and/or an AIChE national design contest is included. Prerequisites: E44 EECE 304, E44 EECE 401, E44 EECE 403, E44 EECE 409, or permission of instructor.

Credit 3 units. EN: BME T, TU

---

**E44 EECE 403 Chemical Reaction Engineering**

Introduction to chemical reaction engineering principles and applications in process and product development. Evaluation of reaction rates from mechanisms and experimental data, quantification of pertinent transport effects and application to reactor and product design. Prerequisite: E44 EECE 204; Corequisite: E44 EECE 307 or permission of instructor

Credit 3 units. EN: BME T, TU

---

**E44 EECE 404 Environmental Engineering Capstone**

Methodology for formulating and solving open-ended design problems. The methodology is illustrated through a series of team projects drawn from multiple areas of environmental engineering practice. Topics addressed include the design process, cost estimation, consideration of codes and regulations, sustainability, and reliability. The course also provides content on professional practice, ethics, and professional licensure. Prerequisites: E44 EECE 314, E44 EECE 407, E44 EECE 409, or permission of instructor

Credit 3 units. EN: TU

---

**E44 EECE 405 Unit Operations Laboratory**

This course involves laboratory projects focused on the application of chemical engineering principles (e.g., transport, thermodynamics, separations). Student teams design multi-week experiments using unit operations equipment to solve realistic engineering problems, including the analysis of safety and instrumentation. The course has one laboratory period each week, with supplemental lecture sessions. Emphasis is on independent learning, teamwork, and technical communication skills. Prerequisites: E44 EECE 301, E44 EECE 304, and (E35 ESE 326 or E60 ENGR 328) Corequisites: E44 EECE 307, E44 EECE 403, E60 Engr 310 or permission of instructor.

Credit 4 units. EN: TU

---

**E44 EECE 407 Environmental Biotechnology**

This course aims to provide students with a background in current environmental biotechnology and to stimulate ideas about future potential new technologies. Students will gain qualitative and quantitative skills related to bioreactor designs in environmental applications (e.g., activated sludge, anaerobic digester, membrane bioreactors). Special focus will be placed on the application of mathematical models that are currently widely used in wastewater engineering, such as the International Water Association models. Hands-on experience with biological water treatment process modeling will be provided. Finally, students will be encouraged to explore links between environmental biotechnologies and a "one health" approach to public health. Prerequisites: (L41 Biol 2960 or E44 EECE 306), (E35 ESE 326 or E60 ENGR 328), E44 EECE 205, E44 EECE 210, or permission of instructor.

Credit 3 units. EN: BME T, TU

---

**E44 EECE 409 Process Design, Economics and Simulation**

This is a lecture and computer lab-based course covering engineering science and design, fundamentals of process and product development, process safety and sustainability, computational techniques, and economic principles used for the design of chemical, biological, and environmental processes and procedures. A guided design project is included. Prerequisite: E44 EECE 304 or E44 EECE 533 or permission of instructor.

Credit 2 units. EN: TU

---

**E44 EECE 411 International Experience in EECE**

This course will provide undergraduate students with an international experience related to energy, environmental and/or chemical engineering. The country visited will vary from year to year with one or more EECE faculty members developing the program in collaboration with McDonnell Global Energy and Environment Partnership (MAGEEP) universities. Example activities include conducting field or laboratory research, attending short courses taught by MAGEEP university faculty members, and visiting attractions relevant to the course focus (e.g., industrial facilities). Students will also gain an understanding of the local culture and history of the country visited. Course content will include a seminar series in the spring semester prior to the international experience, a two-to-three week visit to the location of study, and a follow-up student project and presentations during the fall semester which draws upon the experience. Students will enroll in EECE 411 for the fall semester following the trip.

Credit 3 units. EN: BME T, TU

---

**E44 EECE 413 Energy Conversion and Storage**

Renewable electricity from solar and wind will be the primary energy source for our future distributed energy and mobility system. At the foundation of that energy system are the electrochemical energy devices including fuel cells, electrolyzers and batteries. The objectives of this course are to introduce basic concepts and principles of electrochemistry as well as their potential applications. The chemical engineering fundamentals (e.g., mass & energy balances, thermodynamics, and mass & heat transport) will be applied to describe in mathematical terms the catalytic and mass transport processes. Prerequisites: (EECE 205 and EECE 301) or permission of instructor

Credit 3 units. EN: BME T, TU

---

**E44 EECE 416 Industrial Process Safety**

This course covers the analysis and management of fire and explosion hazards; control of human exposure to toxic materials; codes, standards, and regulations; transportation and disposal of noxious substances; analysis of drift from clouds, flares, and stacks; venting of pressure vessels; hazard evaluation and safety review of processes; and emergency plans for accidents and disasters. Prerequisites: E44 EECE 204 and E44 EECE 307, or graduate standing or permission of instructor.

Credit 3 units. EN: TU

---

**E44 EECE 423 Senior Thesis**

Research project to be selected by the student in senior standing with the permission and recommendation of a faculty supervisor and the approval of the department chair. At conclusion of project, student prepares a report in the form of a senior thesis.

Credit variable, maximum 6 units.

---

**E44 EECE 424 Digital Process Control Laboratory**

Applications of digital control principles to laboratory experiments supported by a networked distributed control system. Lecture material reviews background of real-time programming, data acquisition, process dynamics, and process control. Exercises in data acquisition

and feedback control design using simple and advanced control strategies. Experiments in flow, liquid level, temperature, and pressure control. Term project. Prerequisite: E35 ESE 441 or E44 EECE 401 or permission of instructor

Credit 3 units. EN: BME T, TU

---

**E44 EECE 425 Environmental Engineering Laboratory**

This course includes laboratory experiments to illustrate the application of engineering fundamentals to environmental systems. Applications of experimental design and data analysis principles are also included, and relevant analytical instrumentation and laboratory techniques are introduced. Laboratory work supported by theoretical analysis and modeling is performed as appropriate. Prerequisite: E44 EECE 210 or E44 EECE 205 Corequisite: E35 ESE 326 or E60 ENGR 328, or permission of instructor.

Credit 3 units. EN: BME T, TU

---

**E44 EECE 428 Introduction into Zymurgy**

This course will introduce students to beer brewing and fermentation by combining clear and detailed lectures with practical, hands-on brewing and laboratory tests. This course presents the fundamentals of the underlying chemistry critical to successful extract and all-grain brewing. Topics covered in this course include beer brewing terminology, brewing materials and supplies, laboratory tests, and basic chemical and biochemical interactions. The students will select and brew three batches of beer typically used in home brew recipes using a malt extract method and all grain methods. The class will attend field trips to a large brewer and a small craft brewer to gain experience in this growing industry. This class prepares students for further instruction and for positions as brewers in commercial breweries and microbreweries. Prerequisite: Age of 21 or approval by instructor. Students registering for this course will be placed on a waitlist. A separate course application will be provided to the students to be submitted to the course instructor for approval. Prerequisites: (L07 Chem 106 or L07 Chem 112A), L07 Chem 152, E44 EECE 205; Corequisites: E44 EECE 301, (E44 EECE 304 or E44 EECE 533); Students must be age 21 or obtain approval by instructor.

Credit 3 units. EN: TU

---

**E44 EECE 480 Entrepreneurial Engineering**

Quality education with a background in engineering and science can lead engineers to create innovations with high potential value. Nevertheless, unlocking value from innovation is not an entirely intuitive enterprise, and success is not guaranteed. This course is created to better prepare students for a future of innovation and entrepreneurial success. The course outline comprises three phases of entrepreneurship: the creative phase, the critical phase, and the crusader phase. It endeavors to provide students with useful skills and practical experiences that are relevant to each phase. Each week will include a brief presentation to set the direction, followed by short discussions of the assigned case studies and a review of fundamental principles from the core text. Student teams will regularly present work to the group, create success metrics, and chart progress. The Creative Phase: The class will work in small groups to create a new business concept. Students will learn brainstorming techniques, leadership, teamwork, and business model innovation. With core values set as a foundation, teams will present their proposed business models and rational basis for income forecasting. The Critical Phase: The class will identify and challenge assumptions to assess commercial viability. Students will find third-party market research to size up the opportunity and gather real customer feedback to refine their strategy. Skills gaps will be appreciated and negotiated solutions sought. Financial and growth metrics will be established to measure success, and threats will be faced. Students will present their SWOT analysis (strengths, weaknesses, opportunities, and threats) and link this to their revised strategy (business model). The Crusader Phase: Students will learn what is "acceptable risk" and develop a growth mindset (in contrast

with fixed mindset), gain power from emotional intelligence, deal with failures (decide to pivot or punt), and learn the difference between ideation and implementation. Students will make progress and get the word out, and they will prepare a short proposal for grant funding or investment with a suitable income stream. By the end of the semester, students will know how to create business model, how to work with teams, how to assess commercial viability, how to establish a rationale for financial forecast, how to assess skills and resource gaps, how to negotiate to fill in gaps, and how to write high-level proposals. Students will demonstrate their knowledge through written submissions and oral presentations.

Credit 3 units.

---

#### **E44 EECE 500 Independent Study**

Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience. Prerequisite: graduate level standing.

Credit variable, maximum 9 units.

---

#### **E44 EECE 501 Transport Phenomena in EECE**

The aim of the course is for students to develop skills in applying principles of momentum, heat and mass transport in a unified manner to problems encountered in the areas of energy, environmental and chemical processes. A systems approach will be followed so that the general principles can be grasped and the skills to develop mathematical models of seemingly different processes will be emphasized. This provides the students with a general tool which they can apply later in their chosen field of research. Prerequisite: graduate level standing or permission of instructor

Credit 3 units.

---

#### **E44 EECE 502 Advanced Thermodynamics in EECE**

The objective of this course is to understand classical thermodynamics at a deeper level than is reached during typical undergraduate work. Emphasis will be placed on solving problems relevant to chemical engineering materials science. Prerequisite: E44 EECE 205 or graduate level standing or permission of instructor

Credit 3 units.

---

#### **E44 EECE 504 Aerosol Science and Technology**

Fundamental properties of particulate systems - physics of aerosols, size distributions, mechanics and transport of particles: diffusion, inertia, external force fields. Visibility and light scattering. Aerosol dynamics - coagulation, nucleation, condensation. Applications to engineered systems: Nanoparticle synthesis, atmospheric aerosols, combustion aerosols, pharmaceutical aerosols. Prerequisites: E44 EECE 301, E35 ESE 318 and E35 ESE 319 or graduate level standing or permission of instructor.

Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 505 Aquatic Chemistry**

Aquatic chemistry governs aspects of the biogeochemical cycling of trace metals and nutrients, contaminant fate and transport, and the performance of water and wastewater treatment processes. This course examines chemical reactions relevant to natural and engineered aquatic systems. A quantitative approach emphasizes the solution of chemical equilibrium and kinetics problems. Topics covered include chemical equilibrium and kinetics, acid-base equilibria and alkalinity, dissolution and precipitation of solids, complexation of metals, oxidation-reduction processes, and reactions on solid surfaces. A primary objective of the course is to be able to formulate and solve chemical equilibrium problems for complex environmental systems. In

addition to solving problems manually to develop chemical intuition regarding aquatic systems, software applications for solving chemical equilibrium problems are also introduced. Prerequisite: Senior or graduate-level standing or permission of instructor. Students enrolling in this course should have a knowledge of general chemistry.

Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 506 Bioprocess Engineering I: Fundamentals & Applications**

The course covers the fundamentals and provides the basic knowledge needed to understand and analyze processes in biotechnology in order to design, develop and operate them efficiently and economically. This knowledge is applied to understand various applications and bioprocesses, such as formation of desirable bio and chemical materials and products, production of bioenergy, food processing and waste treatment. The main objective of the course is to introduce the essential concepts and applications of bioprocessing to students of diverse backgrounds. An additional project is required to obtain graduate credit. Prerequisites: L41 Biol 2960 or E44 EECE 306 or graduate level standing permission of instructor.

Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 507 Kinetics and Reaction Engineering Principles**

The course is aimed at a modern multiscale treatment of kinetics of chemical and biochemical reactions and application of these fundamentals to analyze and design reactors. Application of reaction engineering principles in the areas related to energy generation, pollution prevention, chemical and biochemical processes will be studied and illustrated with case studies and computer models. Description of the role of mass and heat transport in reacting systems is also provided with numerous examples. Prerequisites: (E44 EECE 503 or (E35 ESE 318 and E35 ESE 319)) and E44 EECE 403 or permission of instructor

Credit 3 units.

---

#### **E44 EECE 508 Research Rotation**

First-year doctoral students in EECE should undertake this rotation as a requirement prior to choosing a permanent research adviser. The rotation will require the student to work under the guidance of a faculty member.

---

#### **E44 EECE 509 Seminar in Energy, Environmental, and Chemical Engineering**

All graduate students in EECE should attend the departmental seminar series to gain exposure in various diverse fields of research. Students are also expected to participate in journal clubs and other discussion formats to discuss topical research areas. This course is required of all graduate students every semester of residency in the program.

Credit 1 unit.

---

#### **E44 EECE 510 Advanced Topics in Aerosol Science & Engineering**

This course will be focused on the discussion of advanced topics in aerosol science and engineering and their applications in a variety of fields, including materials science, chemical engineering, mechanical engineering, and environmental engineering. Prerequisite: EECE 504 or permission of instructor

Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 512 Combustion Phenomena**

This course provides an introduction to fundamental aspects of combustion phenomena, including relevant thermochemistry, fluid mechanics, and transport processes as well as the interactions among them. Emphasis is on elucidation of the physico-chemical processes, problem formulation and analytic techniques. Topics



covered include non-premixed and premixed flames, deflagrations and detonations, particle combustion, flame extinction, flame synthesis, pollutant formation and methods of remediation. Contemporary topics associated with combustion are discussed throughout. Prerequisite: Senior or graduate standing or permission of instructor.  
Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 514 Atmospheric Science and Climate**

This course will cover current research topics in atmospheric chemistry and climate change. Topics include atmospheric composition, chemistry, transport, dynamics, radiation, greenhouse gases, natural and anthropogenic primary pollution sources and secondary aerosol production, and measurement techniques. Focus will be placed on how our atmosphere and climate are altered in a world of changing energy production and land use. Suggested prerequisites: 1 year of general chemistry (Chem 111A-112A or 105-106) and 1 year of general physics (191/191L-191/192L). Prereqs: Junior, senior or graduate level standing or permission of instructor  
Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 516 Measurement Techniques for Particle Characterization**

The purpose of this course is to introduce students to the principles and techniques of particle measurement and characterization. Practical applications of particle technology include air pollution measurement, clean manufacturing of semiconductors, air filtration, indoor air quality, particulate emission from combustion sources, and so on. The course will focus on the following: (1) integral moment measurement techniques; (2) particle sizing and size distribution measuring techniques; and (3) particle composition measurement techniques. Related issues such as particle sampling and transportation, instrument calibration, and particle standards will also be covered. Prerequisites: E44 EECE 504 or graduate level standing or permission of instructor  
Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 520 Special Topics: Plasma Science and Engineering**

This course will focus on a select set of fundamentals and technology related to nonequilibrium plasmas, which are partially ionized gases. Fundamental discussion will focus on the set of state variables that define the plasma and the interaction of the plasma with surfaces, suspended dust particles, and chemically reactive molecular species. The technology used to generate and sustain plasma will be discussed. Diagnostic probes that can be used to ascertain key aspects of the discharge will be covered. Envisioned application areas for the knowledge include semiconductor processing and electrified chemical processing (e.g., advanced oxidation processes). Students enrolling in this course should have a knowledge of chemical engineering thermodynamics; the physics of electricity and magnetism and electrical circuits; aerosol science and technology; chemical reaction engineering and reactor design; and physical chemistry. Prerequisites: Graduate level standing or permission of instructor  
Credit 3 units. EN: TU

---

#### **E44 EECE 521 Air Quality Engineering with Lab**

Introduction to air quality and pollution control. Pollutant emissions, atmospheric chemistry, and fate. Air pollution meteorology and atmospheric dispersion. Application of chemistry, thermodynamics, and fluid mechanics in the selection and design of air pollution control equipment. Labs to measure air quality and demonstrate control principles. Prerequisite: E44 EECE 205 or permission of instructor Same as E44 EECE 314  
Credit 4 units. EN: TU

---

#### **E44 EECE 531 Environmental Organic Chemistry**

This course covers the fundamental physical-chemical examination of organic molecules (focused on anthropogenic pollutants) in aquatic (environmental) systems. Students learn to calculate and predict the chemical properties that are influencing the partitioning of organic chemicals within air, water, sediments and biological systems. This knowledge will be based on understanding intermolecular interactions and thermodynamic principles. Mechanisms of important thermochemical, hydrolytic, redox, and biochemical transformation reactions are also investigated, leading to the development of techniques (e.g., structure-reactivity relationships) for assessing environmental fate or human exposure potential. Prerequisites: (E44 EECE 210 or E44 EECE 205) and L07 Chem 261, or graduate level standing or permission of instructor.  
Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 533 Physical and Chemical Processes for Water Treatment**

Water treatment is examined from the perspective of the physical and chemical unit processes used in treatment. The theory and fundamental principles of treatment processes are covered and are followed by the operation of treatment processes. Processes covered include gas transfer, adsorption, precipitation, oxidation-reduction, flocculation, sedimentation, filtration, and membrane processes. Prerequisite: E44 EECE 205 Corequisite: E44 EECE 210 or graduate level standing or permission of instructor  
Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 534 Environmental Nanochemistry**

This course involves the study of nanochemistry at various environmental interfaces, focusing on colloid, nanoparticle, and surface reactions. The course would also (1) examine the thermodynamics and kinetics of nanoscale reactions at solid-water interfaces in the presence of inorganic or organic compounds and microorganisms; (2) investigate how nanoscale interfacial reactions affect the fate and transport of contaminants; (3) introduce multidisciplinary techniques for obtaining fundamental information about the structure and reactivity of nanoparticles and thin films, and the speciation or chemical form of environmental pollutants at the molecular scale; (4) explore connections between environmental nanochemistry and environmental kinetic analysis at larger scales. This course will help students attain a better understanding of the relationship between nanoscience/technology and the environment—specifically how nanoscience could potentially lead to better water treatments, more effective contaminated-site remediation, or new energy alternatives. Students enrolling in this course should have a knowledge of general chemistry. Prerequisites: Senior or graduate level standing or permission of instructor  
Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 535 Environmental Data Science**

Many of the grand challenges that we face today require understanding and manipulation of processes at the interface of natural and manmade environments. Oftentimes, such knowledge is acquired through data. Skills to effectively visualize and analyze data and build predictive models are valued across different sectors of the society. This is an application-driven course. Prerequisites: L24 Math 217, E35 ESE 318 and (E35 ESE 326 or E60 ENGR 328) or graduate level standing or permission of instructor.  
Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 537 Environmental Resource Recovery**

This course will focus on key concepts of resource recovery from wastes. Topics include energy, water, nutrient, and value-added compounds. The course will discuss technological advancements, environmental impacts, and techno-economic assessment of

environmental resource recovery. The cutting-edge recovery technologies in full-scale applications or laboratory studies will be introduced. Students will be trained for critical thinking and review of literature information, practice technical analysis and writing, and conduct a concept design of recovery systems using the data from local wastewater treatment facilities. The course is valuable as a prerequisite to more advanced research in environmental engineering, as a technical education to stimulate graduate students' interest in environmental sustainability, and as an introduction to environmental constraints that are increasingly important to other engineering disciplines. Prerequisites: E44 EECE 210 and E44 EECE 409 or graduate level standing or permission of instructor  
Credit 3 units. EN: TU

---

#### **E44 EECE 551 Metabolic Engineering and Synthetic Biology**

Synthetic Biology is a transformative view of biology from "observation approach" to "synthesis approach." It is new "engineering" discipline and aims to make the engineering of new biological function predictable, safe, and quick. It will pave a wide range of applications to transform our views on production of sustainable energy and renewable chemicals, environmental problems, and human disease treatments. The field intersects with Metabolic Engineering in areas such as the design of novel pathways and genetic circuits for product generation and toxic chemical degradation. In this course, the field and its basis are introduced. First, relevant topics in biology, chemistry, physics, and engineering are covered. Second, students will participate in brain-storming and discussion on new biology-based systems. Last, students will design and present new synthetic biology systems to solve real-world problems. No prerequisite. Both undergrad and graduate students can take this course.  
Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 552 Biomass Energy Systems and Engineering**

This course offers background in the organic chemistry, biology and thermodynamics related to understanding the conversion of biomass. In addition includes relevant topics relating to biomass feedstock origin, harvest, transportation, storage, processing and pretreatment along with matters concerning thermo- and bio-chemical conversion technologies required to produce fuels, energy, chemicals, and materials. Also, various issues with respect to biomass characterization, economics and environmental impact will be discussed. The main objective of the course is to introduce concepts central to a large-scale integrated biomass bioconversion system. Prerequisites: Senior or graduate level standing or permission of instructor  
Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 554 Molecular Biochemical Engineering**

This course is set for junior level graduate students to bridge the gap between biochemical engineering theory and academic research in bioengineering. It will cover common molecular biotechnologies (molecular biology, microbiology, recombinant DNA technology, protein expression etc), biochemical models (enzyme catalysis, microbial growth, bioreactor etc) and bioengineering methodologies (protein engineering, expression control systems etc). These theories and technologies will be introduced in a manner closely related to daily academic research or biochemical industry. Areas of application include biofuel and chemical production, drug discovery and biosynthesis, bioremediation, and environmental applications. This course also contains a lab section (20~30%) that requires students to apply the knowledge learned to design experiments, learn basic experimental skills and solve current research problems. Prerequisites: (E44 EECE 101 or E44 EECE 103), (L41 Biol 2960 or E44 EECE 306), L41 Biol 4810, or graduate level standing or permission of instructor.  
Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 572 Advanced Transport Phenomena**

Analytical tools in transport phenomena: Scaling, perturbation and stability analysis. Numerical computations of common transport problem with MATLAB tools. Low Reynolds number flows and applications to microhydrodynamics. Turbulent flow analysis and review of recent advances in numerical modeling of turbulent flows. Convective heat and mass transfer in laminar and turbulent flow systems. Introduction to two phase flow and multiphase reactors. Pressure-driven transport and transport in membranes, electrochemical systems, double layer effects and flow in microfluid devices. Prerequisites: E44 EECE 501 or (E44 EECE 301 and E44 EECE 307), or permission of instructor  
Credit 3 units. EN: BME T, TU

---

#### **E44 EECE 573 Polymers for Energy, Sustainability, and Human Health**

Polymeric materials are critical to solving global challenges related to energy (e.g., batteries, membranes, and energy harvesting devices), sustainability (e.g., upcycling, compatibilizers, water purification, and bio-based plastics), and human health (e.g., wearable and implantable bioelectronics, stimuli-responsive soft robots, and hydrogels for drug delivery). This course covers how polymers are designed and processed across many length and time scales to achieve specific target properties for applications in energy, sustainability, and human health. Ideal and real chain conformations, persistence length, polymer architectures, scaling and blob theories, dispersity, networks and defects, and programmed interactions in heteropolymers will be covered. Analysis of polymer structure and dynamics will include: macroscopic and microscopic phase separation, crystallization and melting, glass transition behavior, rouse dynamics, linear viscoelasticity, processing methods, and network elasticity. Key polymer characterization methods including rheology and small- and wide-angle x-ray scattering will be introduced. The course will emphasize individual problem sets, in-class journal club participation, and team-based project work. Prerequisites: EECE 204 or MEMS 301 or equivalent; EECE 301 or MEMS 3410 or equivalent  
Credit 3 units.

---

#### **E44 EECE 574 Electrochemical Engineering**

This course will teach the fundamentals of electrochemistry and the application of the same for analyzing various electrochemical energy sources/devices. The theoretical frameworks of current-potential distributions, electrode kinetics, porous electrode and concentrated solution theory will be presented in the context of modeling, simulation and analysis of electrochemical systems. Applications to batteries, fuel cells, capacitors, copper deposition will be explored. Prerequisites: E44 EECE 501 or (E44 EECE 301 and E44 EECE 307) or permission of instructor  
Credit 3 units.

---

#### **E44 EECE 576 Chemical Kinetics and Catalysis**

This course reflects the fast, contemporary progress being made in decoding kinetic complexity of chemical reactions, in particular heterogeneous catalytic reactions. New approaches to understanding relationships between observed kinetic behaviour and reaction mechanism will be explained. Present theoretical and methodological knowledge will be illustrated by many examples taken from heterogeneous catalysis (complete and partial oxidation), combustion and enzyme processes. Prerequisite: senior or graduate student standing, or permission of instructor.  
Credit 3 units. EN: BME T, TU

#### E44 EECE 597 EECE Project Management

An introduction to the theory and practice of engineering project management, with an emphasis on projects related to environmental protection and occupational health and safety. Topics include: project definition and justification; project evaluation and selection; financial analysis and cost estimation; project planning, including scheduling, resourcing, and budgeting; project oversight, auditing, and reporting; and effective project closure. Students will be introduced to commonly used project management tools and systems, such as work breakdown structures, network diagrams, Gantt charts, and project management software. Topics will also include project management in different organizational structures and philosophies; creating effective project teams; and managing projects in international settings. Prerequisites: Enrolled in MEng program; senior or graduate level standing or permission of instructor

Credit 3 units.

#### E44 EECE 599 Masters Research

Credit variable, maximum 9 units.

## Bachelor of Science in Chemical Engineering

The Bachelor of Science in Chemical Engineering (BSChE) degree program is designed to provide students with comprehensive training in chemical engineering fundamentals. This degree program is accredited by the Engineering Accreditation Commission of ABET under the General Criteria and the Chemical Engineering Program Criteria. The BSChE degree requires the satisfactory completion of a minimum of 126 units as indicated in the BSChE Requirements table below. Of the courses listed in that table, the humanities and social sciences courses (except Engr 450X courses) may be taken pass/fail.

The program of study consists of 25 units of physical and biological sciences (i.e., biology, chemistry and physics); 24 units of mathematics and engineering computing; 38 units of core chemical engineering courses; 21 units of humanities, social sciences and technical writing; and 18 units of chemical engineering electives. The chemical engineering electives permit students to tailor their studies toward specific goals such as obtaining more depth in a chemical engineering subdiscipline (e.g., materials) or increasing breadth by choosing courses from different subdisciplines. Some of these 18 units may be taken in other engineering departments or in the natural sciences or physical sciences. Students, in collaboration with their advisors, design a course of study (subject to certain requirements) for the chemical engineering electives. Consult the EECE department website for more details, including the requirements that must be satisfied by these chemical engineering electives.

### BSChE Requirements

**Total Units Required:** 126

Biological Science	Units
Biology in EECE (EECE 306) or Principles of Biology I (Biol 2960)	3 or 4
<b>Unit Subtotal</b>	<b>3 or 4</b>

Mathematics & Computing	Units
Calculus II, III (Math 132, Math 233)	6
Differential Equations (Math 217)	3
Engineering Mathematics A, B (ESE 318, ESE 319)	6
Introduction to Computer Science (CSE 131)	3
Engineering Statistics with Probability (Engr 328) or Probability and Statistics for Engineering (ESE 326)	3
Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 202)	3
<b>Unit Subtotal</b>	<b>24</b>

Chemical Engineering Core	Units
Introduction to Energy, Environmental and Chemical Engineering (EECE 101)	3
Process Analysis and Thermodynamics (EECE 205)	4
Thermodynamics II in EECE (EECE 204)	3
Transport Phenomena I: Basics and Fluid Mechanics (EECE 301)	3
Transport Phenomena II: Energy and Mass Transfer (EECE 307)	4
Mass Transfer Operations (EECE 304)	3
Materials Science (EECE 305)	3
Chemical Process Dynamics and Control (EECE 401)	3
Chemical Reaction Engineering (EECE 403)	3
Unit Operations Laboratory (EECE 405)	4
Process Design, Economics and Simulation (EECE 409)	2
ChE Capstone (EECE 402)	3
<b>Unit Subtotal</b>	<b>38</b>

Other	Units
Chemical Engineering electives (some of these courses can be taken outside the EECE department)	18
Engineering Ethics and Sustainability (Engr 4501)	1
Engineering Leadership and Team Building (Engr 4502)	1
Conflict Management and Negotiation (Engr 4503)	1
Humanities and social sciences electives	15
Technical Writing (Engr 310)	3
<b>Unit Subtotal</b>	<b>39</b>

### Program Educational Objective

The Program Educational Objective for the BSChE degree program is that, within a few years of graduation, graduates will do the following:

1. Thrive in their professional practice or graduate education, leveraging their knowledge and skills to address complex challenges in chemical engineering or their chosen field.
2. Foster a lifelong commitment to learning, growth, and professional development, seeking opportunities to advance their expertise and contribute to their chemical engineering practice or chosen field.
3. Be dedicated to positively advancing society by promoting equity, diversity, sustainability, and ethical practices in their professional endeavors.

## Bachelor of Science in Environmental Engineering

The Bachelor of Science in Environmental Engineering (BSEnVE) degree program is designed to provide students with comprehensive training in environmental engineering fundamentals. The program has been designed with the goal of receiving accreditation by the Engineering Accreditation Commission of ABET under the General Criteria and the Environmental Engineering Program Criteria. Accreditation can be sought once the program has had its first graduates; the program was launched at the start of the 2018-19 spring semester. The EnvE degree requires satisfactory completion of a minimum of 126 units as indicated in the BSEnVE Requirements table below. Of the courses listed in that table, the humanities and social sciences courses (except Engr 450X courses) may be taken pass/fail.

The program of study consists of 26 units of physical and biological sciences (i.e., biology, chemistry and physics); 21 units of mathematics and engineering computing; 43 units of core environmental engineering courses; 21 units of humanities, social sciences and technical writing; and 15 units of environmental engineering and science electives. The environmental engineering electives permit students to tailor their studies toward specific goals. Some of these 15 units may be taken in other engineering departments, and one course is explicitly required to be chosen from a set of natural science options. Students, in collaboration with their advisors, design a course of study (subject to certain requirements) for the environmental engineering and science electives. Consult the EECE department website for more details, including the requirements that must be satisfied by these environmental engineering and science electives.

### BSEnVE Requirements

**Total Units Required:** 126

Physical Sciences	Units
General Chemistry (Chem 111A or Chem 105, Chem 112A 6 or Chem 106) (111A and 112A Recommended)	
General Chemistry Laboratory (Chem 151, Chem 152)	4
General Physics (Physics 191 or Physics 193, Physics 192 6 or 8 or Physics 194)	

Physics Laboratory (Physics 191L or Physics 193L, Physics 192L or Physics 194L)	2
Organic Chemistry I (Chem 261)	4
<b>Unit Subtotal</b>	<b>22</b>

Biological Science	Units
Principles of Biology I (Biol 2960)	4
<b>Unit Subtotal</b>	<b>4</b>

Mathematics & Computing	Units
Calculus II, III (Math 132, Math 233)	6
Differential Equations (Math 217)	3
Engineering Mathematics A (ESE 318)	3
Introduction to Computer Science (CSE 131)	3
Engineering Statistics with Probability (Engr 328) or Probability and Statistics for Engineering (ESE 326)	3
Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 202)	3
<b>Unit Subtotal</b>	<b>21</b>

Environmental Engineering Core	Units
Introduction to Energy, Environmental and Chemical Engineering (EECE 101)	3
Process Analysis and Thermodynamics (EECE 205)	4
Introduction to Environmental Engineering (EECE 210)	3
Transport Phenomena I: Basics and Fluid Mechanics (EECE 301)	3
Water Resources Engineering (EECE 308)	3
Environmental Engineering Fate and Transport (EECE 309)	3
Green Engineering (EECE 311)	3
Air Quality Engineering with Lab (EECE 314)	4
Environmental Biotechnology (EECE 407)	3
Environmental Engineering Laboratory (EECE 425)	3
Environmental Chemistry Selection (EECE 505 or EECE 531)	3
Physical and Chemical Processes for Water Treatment (EECE 533)	3
Process Design, Economics and Simulation (EECE 409)	2
Environmental Engineering Capstone (EECE 404)	3
<b>Unit Subtotal</b>	<b>43</b>

Other	Units
Environmental Engineering electives (some of these courses can be taken outside the EECE department)	12
Natural science elective	3
Engineering Ethics and Sustainability (Engr 4501)	1
Engineering Leadership and Team Building (Engr 4502)	1
Conflict Management and Negotiation (Engr 4503)	1

Environmental humanities or social sciences elective	3
Other humanities and social sciences electives	12
Technical Writing (Engr 310)	3
<b>Unit Subtotal</b>	<b>36</b>

## Program Educational Objective

The Program Educational Objective for the BSEnvE degree program is that, within a few years of graduation, graduates will do the following:

1. Thrive in their professional practice or graduate education, leveraging their knowledge and skills to address complex challenges in environmental engineering or their chosen field.
2. Foster a lifelong commitment to learning, growth, and professional development, seeking opportunities to advance their expertise and contribute to their environmental engineering practice or chosen field.
3. Be dedicated to positively advancing society by promoting equity, diversity, sustainability, and ethical practices in their professional endeavors.

## Bachelor of Science in Applied Science (Chemical Engineering)

This degree serves students who wish to be exposed to key chemical engineering principles yet seek a more flexible curriculum. In addition to the general requirements for a McKelvey Applied Science Degree (p. 1305), the Bachelor of Science in Applied Science (Chemical Engineering) requires 25 units of core courses as well as at least 8 units of upper-level chemical engineering courses from a list of options. Consult the EECE department website for the specific courses that can be taken to fulfill the requirements of this degree.

## Double Majors and the Pre-Medical Program

### Double Majoring in the EECE Department

The Applied Science/Chemical Engineering (BSAS-ChE) degree cannot be combined as a double major with either environmental engineering (BSEnvE) or chemical engineering (BSChE). Students may, in principle, double major in both environmental engineering (BSEnvE) and chemical engineering (BSChE), but this is not recommended for logistical and course load reasons. Specifically, in the third and fourth years, each of the two majors will have multiple required courses in the same semester, possibly at conflicting times. For example, both Capstone courses would be required.

For students wishing to combine chemical and environmental interests, it is recommended that they major in chemical engineering (BSChE) and minor in environmental engineering science.

## Double Majors & Premedicine

Some students may be able to take more than the 126-unit minimum during a four-year program, especially if they have Advanced Placement units. This permits the choice of additional free electives from such areas as biology, computer science, humanities, social sciences or other engineering courses. It also provides an opportunity to pursue a double major. The rules for combining majors in engineering and multiple majors involving other university divisions are described in the Combined Majors and/or Multiple Degrees (p. 1197) section of the McKelvey School of Engineering *Bulletin*.

Traditionally, the department's undergraduate degrees have been popular with students interested in medicine because the curriculum automatically satisfies many of the premedical requirements. Many of the additional needed courses can be taken as electives.

## The Minor in Environmental Engineering Science

The EECE department sponsors an undergraduate minor in environmental engineering science. This 21-unit program prepares the student to seek an entry-level position as an environmental engineer, scientist or analyst. The minor also provides a solid foundation for undertaking graduate study in environmental engineering. Visit the EECE department website for more information.

**Units required:** 21

**Required courses:**

Select from the following menus:

**Introduction\* (3 units):**

Code	Title	Units
EECE 101	Introduction to Energy, Environmental and Chemical Engineering (fall)	3
EECE 210	Introduction to Environmental Engineering (spring)	3

**Environmental Chemistry\*\* (3 units):**

Code	Title	Units
EECE 505	Aquatic Chemistry (fall)	3
EECE 531	Environmental Organic Chemistry (fall)	3

**Environmental Engineering electives\*\* (9 units):**

Code	Title	Units
EECE 308	Water Resources Engineering (fall)	3
EECE 309	Environmental Engineering Fate and Transport (spring)	3
EECE 311	Green Engineering (fall)	3
EECE 314	Air Quality Engineering with Lab (fall)	4
EECE 407	Environmental Biotechnology (fall)	3

EECE 425	Environmental Engineering Laboratory (spring)	3
EECE 504	Aerosol Science and Technology (fall)	3
EECE 514	Atmospheric Science and Climate (spring)	3
EECE 533	Physical and Chemical Processes for Water Treatment (spring)	3

Additional eligible courses (new courses, special offerings) will be posted on the EECE website as they become available.

**Natural Science (3 units):**

Code	Title	Units
Biol 381	Introduction to Ecology (spring)	3
EEPS 323	Biogeochemistry (spring)	3
EEPS 342	Environmental Systems	3
EEPS 386	The Earth's Climate System	3
EEPS 413	Introduction To Soil Science	3
EEPS 428	Hydrology (fall, most years)	3
EEPS 442	Aqueous Geochemistry	3

**Environmental Policy and Social Science (3 units):**

Code	Title	Units
Econ 451	Environmental Policy (fall)	3
EnSt 310	Ecological Economics (fall)	3
EnSt 346	Environmental Justice (spring)	3
EnSt 347	Sustainable Cities (spring)	3
EnSt 357	Multiparty Environmental Decision Making (spring)	3
EnSt 452	International Climate Negotiation Seminar (fall)	4
EnSt 461	Intro to Environmental Law	3
EnSt 539	Interdisciplinary Environmental Clinic (fall, spring)	var.; max 3

\* First-year students potentially interested in majoring in chemical engineering should take EECE 101; all other students working toward the minor in environmental engineering science should take EECE 210.

\*\*Students taking both environmental chemistry courses can count one of them toward the environmental engineering electives.

## Committee to Oversee Environmental Engineering Science Minor

Daniel Giammar (EECE, Coordinator); Kristen Wyckoff (EECE)

# The Minor in Energy Engineering

**Objective:** The goal of this minor is to provide students with a course work experience that will enhance their background, knowledge and skills in the topical area of energy engineering. The minor encompasses courses in several fields of science and engineering, including the Department of Energy, Environmental & Chemical Engineering; the Department of Electrical & Systems Engineering; and the Department of Mechanical Engineering & Materials Science.

A minor in energy engineering requires the completion of 18 units selected from the following lists. It is open to any undergraduate student pursuing an engineering major, a major in the sciences (biology, chemistry, physics) in Arts & Sciences, or the environmental studies major.

Interested departments should expose students to energy and related concepts in their introductory courses.

**Basic and Applied Sciences (fundamental content) (two courses):**

Code	Title	Units
EECE 205	Process Analysis and Thermodynamics (fall)	4 or 3
or MEMS 301	Thermodynamics	
EECE 301	Transport Phenomena I: Basics and Fluid Mechanics (spring)	3
or MEMS 3410	Fluid Mechanics	
EECE 307	Transport Phenomena II: Energy and Mass Transfer (fall)	3 or 4
or MEMS 3420	Heat Transfer	
ESE 332	Power, Energy, and Polyphase Circuits (spring)	3

\* EECE 303 Transport III: Energy Transfer Processes also fulfilled this requirement, but this course is no longer offered.

**Social Science/Policy/Economics Elective (students choose one course):**

Code	Title	Units
Anthro 3472	Global Energy and the American Dream	3
EnSt 347	Sustainable Cities	3
EnSt 350W	Writing Skills for Environmental Professionals (spring)	3
EnSt 357	Multiparty Environmental Decision Making	3
EnSt 407	RESET - Renewable Energy Policy, Engineering and Business	3
EnSt 451	Environmental Policy (fall)	3

**Electives:**

Students choose three courses. One of the courses is required to be chosen from outside of the student's major degree department. A partner department may approve the use of a course listed under basic and applied sciences as an elective.

Code	Title	Units
EECE 311	Green Engineering (fall)	3
EECE 411	International Experience in EECE (summer/fall)	3
EECE 413	Energy Conversion and Storage	3
EECE 512	Combustion Phenomena (fall)	3
EECE 552	Biomass Energy Systems and Engineering (spring)	3
ESE 434	Solid-State Power Circuits and Applications (fall)	3
ESE 435	Electrical Energy Laboratory (spring)	3
MEMS 412	Design of Thermal Systems (spring)	3
MEMS 5422	Solar Thermal Energy Systems (summer)	3
MEMS 5423	Sustainable Environmental Building Systems (fall)	3
MEMS 5424	Thermo-Fluid Modeling of Renewable Energy Systems	3
MEMS 5705	Wind Energy Systems (spring)	3

## Committee to Oversee Energy Engineering Minor

Peng Bai (EECE, Coordinator); Bruno Sinopoli (ESE); David Peters (MEMS)

The committee ensures that any course added to the above lists contains a significant amount of energy topics and that the entire program is cohesive.

## The Minor in Nanoscale Science & Engineering

Nanotechnology deals with materials, structures and devices with dimensions that are in the 1- to 100-nm length scale. These entities have properties (physical, chemical and biological) that are very different from their bulk counterparts, and they can be tuned to obtain novel and desired functionalities. The goal of this minor is to enhance the student's background, knowledge and skills in the topical area of nanotechnology. The minor includes courses in several fields of science and engineering; it encompasses all of the departments in the McKelvey School of Engineering as well as several departments in Arts & Sciences. It is open to undergraduate students pursuing an engineering degree or a related Arts & Sciences major (e.g., chemistry, physics, biology, environmental studies, pre-med).

The minor in nanoscale science and engineering involves the following components. Starting with courses covering the fundamentals, students gain knowledge in synthesis and applications as well as characterization, structure and modeling. Two additional requirements are the cleanroom lab class (MEMS 5801 Micro-Electro-Mechanical

Systems I) and the completion of a faculty-supervised independent study project over the course of at least two semesters. The mix of courses should provide the student with a significant background in nanotechnology, and it should promote independent thinking through the student's work on a research or educational project.

**Units required:** 18

**Required courses:** Select from the following menus:

**Fundamentals** (choose one course):

Code	Title	Units
Biol 4810	General Biochemistry I	3
Chem 401	Physical Chemistry I	3
Chem 465	Solid-State and Materials Chemistry	3
EECE 305	Materials Science	3
MEMS 3610	Materials Science	3
MEMS 5618	Electronic Behavior of Materials	3
Physics 217	Introduction to Quantum Physics	3
Physics 352	Physics of Biomolecules	3
Physics 472	Solid State Physics	3

**Synthesis and Applications** (choose one course):

Code	Title	Units
EECE 504	Aerosol Science and Technology	3
EECE 534	Environmental Nanochemistry	3
EECE 595	Principles of Methods of Micro and Nanofabrication	3
ESE 436	Semiconductor Devices (EECE 595::Principles of Methods of Micro and Nanofabrication)	3
ESE 438	Applied Optics	3
ESE 532	Introduction to Nano-Photonic Devices	3
MEMS 463	Nanotechnology Concepts and Applications	3
MEMS 5606	Soft Nanomaterials	3

**Characterization, Structure and Modeling** (choose one course):

Code	Title	Units
Chem 4050/5050	Computational Problem Solving in the Chemical Sciences	3
Chem 543	Physical Properties of Quantum Nanostructures	3
Chem 550	Mass Spectrometry	3
EECE 516	Measurement Techniques for Particle Characterization	3
MEMS 5602	Non-metallics	3
MEMS 5603	Materials Characterization Techniques I	3
MEMS 5604	Materials Characterization Techniques II	3
MEMS 5612	Atomistic Modeling of Materials	3

**Cleanroom Laboratory/Theory Class** (choose one course):

Code	Title	Units
MEMS 5801	Micro-Electro-Mechanical Systems I	3
EECE 595	Principles of Methods of Micro and Nanofabrication	3

**Independent Study Project** (required):

Students should sign up for at least **two semesters** of independent study and work on a project related to nanotechnology under the supervision of a faculty member. A list of projects with potential faculty mentors will be circulated during the spring semester each year. Before completing the independent study project, students must be registered for the nanoscale science and engineering minor program, and they must have completed at least two of the courses from the above categories. Students can also come up with their own ideas for projects, but these require approval from the Nanoscale Science and Engineering Minor Committee and a faculty mentor. All independent study projects should address one of the following two criteria:

- Connect material processing to structural features on the length scale of 1 to 100 nm
- Connect structural features on the 1-to-100-nm length scale in a material to its physical or chemical properties

*The courses listed above will count for elective credit for all Engineering majors; however, students should check with their major advisors to confirm this.*

## Committee to Oversee Nanoscale Science and Engineering Minor

Rohan Mishra (MEMS, Coordinator), Elijah Thimsen (EECE)

Visit the EECE website for more information.

# Mechanical Engineering & Materials Science

## About Mechanical Engineering & Materials Science

The Department of Mechanical Engineering & Materials Science (MEMS) offers the Bachelor of Science in Mechanical Engineering (BSME) and the Bachelor of Science in Applied Science (Mechanical Engineering). In addition, minors in aerospace engineering, energy engineering, environmental engineering science, materials science & engineering, nanoscale science & engineering, robotics, mechatronics, and mechanical engineering as well as in related scientific and engineering fields are available to students.

The MEMS curriculum emphasizes the core principles of mechanics (i.e., the study of forces, materials and motion) that underlie mechanical engineering. The common curriculum during the student's early academic development encourages breadth of understanding, interdisciplinary thinking and creativity. During their first, sophomore and early junior years, students are focused on learning fundamental concepts in statics, dynamics, fluid mechanics and thermodynamics. During the junior and senior years, students choose electives that

emphasize their specific interests and prepare them for a particular professional or academic career. The undergraduate curriculum for the BSME degree provides MEMS students with a strong base in fundamental mathematics, science and engineering. It exposes the students to diverse applications of mechanics and materials, and it provides them with the flexibility to explore creative ideas through undergraduate research and project-based courses.

Mechanical engineering is critical to a variety of important emerging technologies. Mechanical engineers design and develop artificial organs, prosthetic limbs, robotic devices, adaptive materials, efficient propulsion mechanisms, high-performance aerospace structures, and advanced renewable energy systems. The core concepts of mechanics, thermal systems and materials science are at the heart of these technologies.

## Mission Statement

The MEMS faculty is committed to providing the best possible undergraduate mechanical engineering education possible. We strive to nurture the intellectual, professional and personal development of the students, to continually improve the curriculum, to be professionally current, and to maintain state-of-the-art facilities for teaching and learning.

We seek to prepare students for professional practice with a scientifically grounded foundation in the major topics of mechanical engineering: solid mechanics, mechanical design, dynamics and vibrations, systems control, fluid mechanics, thermal science and materials science.

## Graduate Programs

The department offers programs for graduate study at both the master's and doctoral levels. All programs are designed to direct advanced study into an area of specialization and original research that includes recent scientific and technological advances.

A graduate degree can provide significant advantages and rewards to a mechanical engineer, including increased income and a wider range of career options. Graduate programs include professional, course-option master's degrees (MS and MEng) as well as research-based master's (MS) and doctoral (PhD) degrees. The undergraduate curriculum provides an excellent foundation for graduate study, and a careful selection of electives during the third and fourth years can facilitate the transition to graduate work. The master's degrees can be pursued on a part-time or full-time basis, whereas the PhD degrees are typically pursued by full-time students.

Website: <https://mems.wustl.edu/academics/undergraduate/index.html>



## Faculty

### Chair

**Philip V. Bayly**

The Lee Hunter Distinguished Professor of Mechanical Engineering  
PhD, Duke University  
Nonlinear dynamics, vibrations, biomechanics

### Associate Chairs

**David A. Peters (Mechanical Engineering)**

McDonnell Douglas Professor of Engineering  
PhD, Stanford University  
Aeroelasticity, vibrations, helicopter dynamics, aerodynamics

**Katharine M. Flores (Materials Science)**

Christopher I. Byrnes Professor of Engineering  
PhD, Stanford University  
Mechanical behavior of structural materials

### Endowed Professors

**Ramesh K. Agarwal**

William Palm Professor of Engineering  
PhD, Stanford University  
Computational fluid dynamics, computational physics

**Guy M. Genin**

Harold & Kathleen Faught Professor of Mechanical Engineering  
PhD, Harvard University  
Solid mechanics, fracture mechanics

**Jianjun Guan**

Earl E. & Myrtle E. Walker Professor of Engineering  
PhD, Zhejiang University  
Biomimetic biomaterials synthesis, scaffold fabrication

**Mark J. Jakiela**

Lee Hunter Professor of Mechanical Design  
PhD, University of Michigan  
Mechanical design, design for manufacturing, optimization, evolutionary computation

**Srikanth Singamaneni**

Lilyan and E. Lisle Hughes Professor of Mechanical Engineering  
PhD, Georgia Institute of Technology  
Microstructures of cross-linked polymers

### Professors

**Amit Pathak**

PhD, University of California, Santa Barbara  
Cellular biomechanics

**Jessica E. Wagenseil**

DSc, Washington University  
Arterial biomechanics

### Associate Professors

**Spencer P. Lake**

PhD, University of Pennsylvania  
Soft-tissue biomechanics

**Xianglin Li**

PhD, University of Connecticut  
Multiphase heat and mass transfer in energy systems; computational fluid dynamics

**J. Mark Meacham**

PhD, Georgia Institute of Technology  
Micro-/nanotechnologies for thermal systems and the life sciences

**Rohan Mishra**

PhD, The Ohio State University  
Computational materials science

**Patricia B. Weisensee**

PhD, University of Illinois at Urbana-Champaign  
Thermal fluids

### Assistant Professors

**Sang-Hoon Bae**

PhD, University of California, Los Angeles  
Materials growth, optoelectronics, renewable energy

**Matthew R. Bersi**

PhD, Yale University  
Biomedical engineering

### Professor of the Practice

**Swami Karunamoorthy**

DSc, Washington University  
Helicopter dynamics, engineering education

### Teaching Professors

**Emily J. Boyd**

PhD, University of Texas at Austin  
Thermofluids

**Ruth J. Okamoto**

DSc, Washington University  
Biomechanics, solid mechanics

### Research Professor

**Anders E. Carlsson**

PhD, Harvard University  
Biophysical Modeling, Mechanobiology

## Joint Faculty

### **Richard L. Axelbaum (Energy, Environmental & Chemical Engineering)**

Stifel & Quinette Jens Professor of Environmental Engineering Science  
PhD, University of California, Davis  
Combustion, nanomaterials

### **Christopher Cooper (Energy, Environmental & Chemical Engineering)**

PhD, Stanford University  
Responsive, soft materials for applications in energy storage, environmental sustainability and human health

### **Elliot L. Elson (Biochemistry & Molecular Biophysics)**

Professor Emeritus of Biochemistry & Molecular Biophysics  
PhD, Stanford University  
Biochemistry, molecular biophysics

### **Michael D. Harris (Physical Therapy, Orthopaedic Surgery, and Mechanical Engineering & Materials Science)**

PhD, University of Utah  
Whole body and joint-level orthopaedic biomechanics

### **Kenneth F. Kelton (Physics)**

Arthur Holly Compton Professor of Arts & Sciences  
PhD, Harvard University  
Study and production of titanium-based quasicrystals and related phases

### **Eric C. Leuthardt (Neurological Surgery and Biomedical Engineering)**

MD, University of Pennsylvania School of Medicine  
Neurological surgery

### **Lori Setton (Biomedical Engineering)**

Lucy and Stanley Lopata Distinguished Professor of Biomedical Engineering  
PhD, Columbia University  
Biomechanics for local drug delivery, tissue regeneration specific to the knee joints and spine

### **Matthew J. Silva (Orthopaedic Surgery)**

Julia and Walter R. Peterson Orthopaedic Research Professor  
PhD, Massachusetts Institute of Technology  
Biomechanics of age-related fractures and osteoporosis

### **Simon Tang (Orthopaedic Surgery and Biomedical Engineering)**

PhD, Rensselaer Polytechnic Institute  
Biological mechanisms

## Senior Professors

### **Phillip L. Gould**

PhD, Northwestern University  
Structural analysis and design, shell analysis and design, biomechanical engineering

### **Kenneth L. Jerina**

DSc, Washington University  
Materials, design, solid mechanics, fatigue, fracture

### **Shankar M.L. Sastry**

PhD, University of Toronto  
Materials science, physical metallurgy

### **Barna A. Szabo**

PhD, State University of New York at Buffalo  
Numerical simulation of mechanical systems, finite-element methods

## Senior Lecturer

### **J. Jackson Potter**

PhD, Georgia Institute of Technology  
Senior design

### **Louis G. Woodhams**

BS, University of Missouri–St. Louis  
Computer-aided design

## Lecturers

### **Chiamaka Asinugo**

MS, Washington University  
Mechanical engineering design

### **Sharniece Holland**

PhD, University of Alabama  
Additive manufacturing, mathematics

### **Jeffery Krampf**

MS, Washington University  
Fluid mechanics, modeling, design

### **H. Shaun Sellers**

PhD, Johns Hopkins University  
Mechanics, materials

## Adjunct Instructors

### **Ricardo L. Actis**

DSc, Washington University  
Finite element analysis, numerical simulation, aircraft structures

### **Robert G. Becnel**

MS, Washington University  
FE review

### **Andrew W. Cary**

PhD, University of Michigan  
Computational fluid dynamics

### **Richard S. Dyer**

PhD, Washington University  
Propulsion, thermodynamics, fluids

### **Timothy W. Jackson**

PhD, University of Washington  
Structural analysis, dynamics

---

**Richard R. Janis**

MS, Washington University  
Building environmental systems

**Gary D. Renieri**

PhD, Virginia Polytechnic Institute and State University  
Structural applications, composite materials

**Krishnan K. Sankaran**

PhD, Massachusetts Institute of Technology  
Metallic materials

**Michael C. Wendl**

DSc, Washington University  
Mathematical theory, computational methods in biology and engineering

## Majors

Please visit the following pages for more information about our undergraduate programs:

- Bachelor of Science in Mechanical Engineering (p. 1298)
- Bachelor of Science in Applied Science (Mechanical Engineering) (p. 1300)

## Minors

Please visit the following pages for information about our minors:

- Minor in Aerospace Engineering (p. 1300)
- Minor in Energy Engineering (p. 1285)
- Minor in Environmental Engineering Science (p. 1284)
- Minor in Materials Science & Engineering (p. 1301)
- Minor in Mechanical Engineering (p. 1302)
- Minor in Mechatronics (p. 1303)
- Minor in Nanoscale Science & Engineering (p. 1286)
- Minor in Robotics (p. 1303)

## Courses

Visit online course listings to view semester offerings for E37 MEMS.

---

**E37 MEMS 1001 Machine Shop Practicum**

Operation of basic machine tools including: lathe, drill press, grinder and mill. Machine tool use and safety are covered. Student shop privilege requires completion of this practicum.  
Credit 1 unit. EN: TU

---

**E37 MEMS 1004 Advanced Machine Shop Practicum**

Students will learn to use the vertical machining centers (LPM and 2op), bed mill, and CNC Lathe. Conversation programming and CAD/CAM programming will be taught. Learning to load and unload tooling, set tooling offset, reconcile tools within a program, satisfy machine operational requirements, and complete safety checks will be part of the learning experience. You will learn to read G-Code and M-Code generated by the CAM program and recognize machining events in real time. Pre-requisites: MEMS 1001 Machine Shop Practicum.  
Credit 1 unit. EN: TU

---

**E37 MEMS 101 Introduction to Mechanical Engineering and Mechanical Design**

Mechanical engineers face new challenges in the areas of energy, materials, and systems. This course introduces students to these areas through team-based, hands-on projects that emphasize engineering design, analysis, and measurement skills.

Credit 2 units. EN: TU

---

**E37 MEMS 103 Computer Aided Design - AutoCAD**

AutoCAD is the most used two-dimensional drawing software for Architectural and Engineering production drawings. Introduction to AutoCAD, title blocks, drawing setup, absolute and relative coordinates, drawing entities, layouts, drafting geometry, dimensioning, plotting drawings to scale, sectional and other special views, isometric pictorial views. Classwork involves typical drawings from industry.

Credit 1 unit. EN: TU

---

**E37 MEMS 2000 Introduction to Electrical and Electronic Circuits for Mechanical Engineering**

The purpose of the course is to introduce and expand student knowledge of the field of electrical circuits. The course will be tailored to better meet the needs of Mechanical Engineering students and should not be a substitution for the traditional ESE students. The course will be a lecture/lab environment and introduce students to various concepts necessary to analyze basic electrical circuits. The main objective is to give each student a comfort level in the subject of electrical circuits, which will serve as both a basis for further study and a valuable life-long asset. Topics to be covered include: electrical energy and power, current, voltage, and circuit elements (resistors, capacitors, inductors, diodes, transistors, and operational amplifiers), Ohm's law, magnetic fields and motors, Kirchhoff's laws, Thevenin/Norton, superposition, circuit analysis, maximum power transfer, RL circuits, RC circuits, RLC circuits, filters, basic operational amplifier circuits, AC/DC power supplies, Arduino microcontroller, level shifters, I2C bus interface, stepper motor drivers, servo motor/encoder system, and PWM. Prerequisites: Phys 192 or 194. Corequisite: Math 217. The class format will be a lecture/lab combination where major lab projects will be the basis for lecture material.

Credit 3 units.

---

**E37 MEMS 201 Numerical Methods and Matrix Algebra**

This course provides students with computational tools for solving mechanical, structural, and aerospace engineering problems. An introduction to MATLAB will be presented, including data input/output, program flow control, functions and graphics. Topics covered include matrices, determinants, rank, vector spaces, solutions of linear systems, interpolation and curve fitting, numeric differentiation and integration, eigenvalue and initial-value problems, nonlinear equations, and optimization. Each topic will be treated in the context of a typical engineering application. Prerequisite: Math 217.

Credit 3 units. EN: TU

---

**E37 MEMS 202 Computer-Aided Design**

An introduction to computer aided engineering design in the context of mechanical and structural engineering. Students learn the fundamentals of spatial reasoning and graphical representation. Freehand sketching skills, including pictorial and orthographic views, are applied to the design process. Computer modeling techniques provide accuracy, analysis, and visualization tools necessary for the design of structures, devices and machines. Topics include: detailing design for production, fasteners, dimensioning, tolerancing, creation of part and assembly drawings, computer aided design, analysis and optimization of parts and assemblies; solid modeling of complex surfaces, assembly modeling, assembly constraints, and interference checking.

Credit 2 units. EN: TU

---

**E37 MEMS 203 Advanced Computer-Aided Design**

Topics covered will include computer-aided design, analysis, and optimization of parts and assemblies; solid modeling of complex surfaces, creation of detail drawings, and dimensioning and tolerancing; assembly modeling, assembly constraints, and interference checking; motion constraints, force and acceleration analysis, and thermal analysis; and part optimization for weight, strength, and thermal characteristics using SOLIDWORKS software. Prerequisite: MEMS 202 or equivalent.

Credit 3 units. EN: TU

---

**E37 MEMS 205 Mechanics and Materials Science Laboratory**

Laboratory experiments and exercises focusing on mechanical properties of engineering materials; metallography; heat treatment; beam deflection; stress and strain measurement; properties and structure of engineering materials; calibration and use of instrumentation; acquisition, processing, and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports; and presentation of data. Prerequisite: MEMS 253 Corequisite: MEMS 3610

Credit 2 units. EN: TU

---

**E37 MEMS 253 Statics and Mechanics of Materials**

Principles of statics, solid mechanics, force systems and equilibrium. Equivalent systems of forces and distributed forces. Applications to trusses, frames, machines, beams, and cables. Mechanics of deformable solids and indeterminate problems. Stress, strain, deflection, yield and failure in beams, columns, and torsion members. Prerequisites: Physics 197 Co-requisites: Math 217

Credit 3 units. EN: TU

---

**E37 MEMS 255 Dynamics**

Review of vector algebra and calculus. Kinematics of a particle. Newton's laws and the kinetics of a particle. Work and energy. Impulse and momentum. Kinematics of rigid bodies. General theorems for systems of particles. Kinetics of rigid bodies. The inertia tensor. Computer problems form a significant part of the class. Corequisite: Math 217

Credit 3 units. EN: TU

---

**E37 MEMS 301 Thermodynamics**

This course of classical thermodynamics is oriented towards mechanical engineering applications. It includes properties and states of a substance, processes, cycles, work, heat, and energy. Steady-state and transient analyses utilize the First and Second Laws of Thermodynamics for closed systems and control volumes, as well as the concept of exergy. Prerequisites: Chem 105 or 111A, Math 132, Phys 197.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 305 Fluid Mechanics and Heat Transfer Laboratory**

Laboratory experiments and exercises focusing on fluid properties, flow phenomena, thermal science and heat transfer phenomena; calibration and use of instrumentation; acquisition, processing, and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports; and presentation of data. Prerequisites: MEMS 3410 Corequisite: MEMS 3420

Credit 2 units. EN: TU

---

**E37 MEMS 3110 Machine Elements**

This course includes weekly lectures and a bi-weekly lab. Lectures introduce the engineering design process, review stresses and failure theories, and present a variety of machine elements (such as bearings, shafts, gears, belts, springs, etc.) and their governing equations. In lab, students use a commercial CAD package (SolidWorks) to create and constrain models of machine assemblies, analyze stresses in machine components, and create animations to demonstrate machine motion. Course material is presented in the context of a semester-long engineering design problem that culminates in a final group project. Student teams generate their own design concept to embody in CAD and characterize it with engineering and analytical models. Prerequisite: MEMS 253 Corequisite: MEMS 3610

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 312 Multidisciplinary Design & Prototyping**

This hands-on course introduces students to the engineering design process and a variety of prototyping tools and techniques. Skills are developed through weekly studios, individual exercises, and a design project performed in small groups. Lectures focus on design principles and real-world issues for engineered products. The theme for this semester is "environmental data collectors," seeking to create accurate, robust, low-cost, and easy-to-use devices that measure and record physical conditions (such as temperature, chemical content, noise, light, wind velocity, etc.) for ecological and environmental research.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 3410 Fluid Mechanics**

Fundamental concepts of fluids as continua. Topics include: viscosity, flow fields, velocity, vorticity, streamlines, fluid statics, hydrostatic forces, manometers, conservation of mass and momentum, incompressible inviscid flow, dimensional analysis and similitude, flow in pipes and ducts, flow measurement, boundary-layer concepts, flow in open channels. Corequisite: MEMS 255. Prerequisites: Math 233 and Math 217.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 3420 Heat Transfer**

This course provides an introductory treatment of the principles of heat transfer by conduction, convection, or radiation; analysis of steady and unsteady conduction with numerical solution methods; analytical and semi-empirical methods of forced and natural convection; boiling and condensation heat transfer; and radiation heat transfer. Prerequisites: MEMS 3410 and MEMS 301, ESE 319, and MEMS 201 or ESE 318.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 350 Solid Mechanics**

A continuation of MEMS 253 containing selected topics in the mechanics of deformable solids, presented at a level intermediate between introductory strength of materials and advanced continuum mechanics. Lectures will discuss elastic and elasto-plastic response, failure criteria, composites, beams, and structural stability, as well as an introduction of the tensorial formulation of stress and strain and the governing equations of 3-D linear elasticity. Mathematical methods from calculus, linear algebra and linear differential equations will be used. Computer problems form a significant part of the class. MEMS 255 not required. Prerequisite: MEMS 253; Corequisite: MEMS 201 or ESE 318.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 3610 Materials Science**

Introduction to properties, chemistry and physics of engineering materials; conduction, semiconductors, crystalline structures, imperfections, phase diagrams, kinetics, mechanical properties, ceramics, polymers, corrosion, magnetic materials, and thin films;

relationship of atomic and molecular structure to physical and chemical properties; selection of materials for engineering applications; relationships between physical properties, chemical properties and performance of engineering materials. Prerequisite: Chem 105 or 111A and 151

Credit 3 units. Arch: ETH, NS EN: BME T, TU

---

### **E37 MEMS 400 Independent Study**

Independent investigation on topic of special interest. Prerequisites: junior or senior standing and permission of department chair. Students must complete the Independent Study Approval Form available in the department office.

Credit variable, maximum 3 units.

---

### **E37 MEMS 4001 Fundamentals of Engineering Review**

A review and preparation of the most recent NCEES Fundamentals of Engineering (FE) Exam specifications is offered in a classroom setting. Exam strategies will be illustrated using examples. The main topics for the review include: engineering mathematics, statics, dynamics, thermodynamics, heat transfer, mechanical design and analysis, material science and engineering economics. A discussion of the importance and responsibilities of professional engineering licensure along with ethics will be included.

Credit 1 unit.

---

### **E37 MEMS 4050 Vibrations Lab**

Laboratory experiments, data analysis, and simulation, focusing on vibration of mechanical systems; kinematic and dynamic response; and design of mechanisms and machine components; displacements, velocities, and accelerations in mechanical systems and components; response to static and dynamic forces; transient and steady state response; design of mechanical components for power transmission; calibration and use of instrumentation; acquisition, processing, and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports and presentation of data. MATLAB will be used for data analysis and simulation. Pre-requisites: MEMS 3110 Co-requisite: MEMS 4310.

Credit 1 unit. EN: TU

---

### **E37 MEMS 4101 Manufacturing Processes**

Manufacturing processes and machinery are explained and described. Topics include: analytical tools of machine science, heat transfer, vibrations and control theory are applied to the solution of manufacturing problems, analytical development and application of engineering theory to manufacturing problems, machine tools and automated production equipment.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 411 Mechanical Engineering Design Project**

Student groups work on an open-ended mechanical design problem and finish the semester by presenting a physical prototype and a formal report to an external review board. Groups are guided through the engineering design process by completing a set of project deliverables. The quality of these deliverables provides a basis for evaluation of individual and team performance. This course emphasizes the importance of user-centric design, communication and presentation skill, consideration of real-world constraints, sketching and creativity, prototyping, and data-driven decision making using engineering models and analyses. Prerequisites: MEMS 3110 & MEMS 3420

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 412 Design of Thermal Systems**

Analysis and design of advanced thermo-fluid systems. Student teams participate in the design process which could involve research, design synthesis, codes, standards, engineering economics, a design project report, and formal presentations. Topics include thermo-fluid systems and components such as: power, heating and refrigeration systems; pumps, fans, compressors, combustors, turbines, nozzles, coils, heat exchangers and piping. Prerequisite: MEMS 301 Thermodynamics

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 424 Introduction to Finite Element Methods in Structural Analysis**

Application of finite element methods to beams, frames, trusses and other structural components. Modeling techniques for different types of structural engineering problems. Topics in stress analysis, applied loads, boundary conditions, deflections and internal loads, matrix methods, energy concepts, structural mechanics and the development of finite element modeling methods. Prerequisites: MEMS 253, MEMS 350 and MEMS 201 (or ESE 318).

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 4301 Modeling, Simulation and Control**

Introduction to simulation and control concepts. Topics include: block diagram representation of single- and multi-loop systems, control system components, transient and steady-state performance, stability analysis, Nyquist, Bode, and root locus diagrams, compensation using lead, lag and lead-lag networks, design synthesis by Bode plots and root-locus diagrams, state-variable techniques, state-transition matrix, state-variable feedback. Prerequisite: MEMS 255, ESE 318 and ESE 319.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 4310 Vibrations**

Introduction to the analysis of vibrations in single- and multi-degree of freedom systems; free and forced vibration of multi-degree of freedom and distributed parameter mechanical systems and structures; methods of Laplace transform; complex harmonic balance; matrix formulation; Fourier series; and transient response of continuous systems by partial differential equations. Prerequisites: MEMS 255, ESE 319, and MEMS 201 or ESE 318

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 463 Nanotechnology Concepts and Applications**

The aim of this course is to introduce to students the general meaning, terminology and ideas behind nanotechnology and its potential application in various industries. The topics covered will include nanoparticles - properties, synthesis and applications, carbon nanotubes - properties, synthesis and applications, ordered and disordered nanostructured materials and their applications, quantum wells, wires and dots, catalysis and self-assembly, polymers and biological materials, nanoelectronics and nanophotonics, nanomanufacturing and functional nano-devices, health effects and nanotoxicity etc. Prerequisite: none, students with background in general physics, chemistry and biology should be able to comprehend the material.

Credit 3 units.

---

### **E37 MEMS 500 Independent Study**

Independent investigation on topic of special interest. Prerequisites: graduate standing and permission of the department chair. Students must complete the Independent Study Approval Form available in the department office.

Credit variable, maximum 3 units.

---

### **E37 MEMS 5001 Optimization Methods in Engineering**

Analytical methods in design. Topics include: mathematical methods, linear and nonlinear programming, optimality criteria, fully stressed techniques for the design of structures and machine components, topological optimization, search techniques and genetic algorithms. Knowledge of calculus and computer programming is expected.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 501 Graduate Seminar**

This is a required pass/fail course for masters and doctoral degrees. A passing grade is required for each semester of full-time enrollment. A passing grade is received by attendance at the weekly seminars.

---

### **E37 MEMS 5102 Materials Selection in Design**

Analysis of the scientific bases of material behavior in the light of research contributions of the last 20 years. Development of a rational approach to the selection of materials to meet a wide range of design requirements for conventional and advanced applications. Although emphasis will be placed on mechanical properties, acoustical, optical, thermal and other properties of interest in design will be discussed.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5104 CAE-Driven Mechanical Design**

An introduction to the use of computer-aided engineering (CAE) tools in the mechanical design process. Topics include: integrating engineering analysis throughout the process; multi-disciplinary optimization; and computer-aided design directed toward new manufacturing processes. Students will work with commercial and research software systems to complete several projects. Students should have experience and familiarity with a CAD tool, optimization and the finite element method. Prerequisite: MEMS 202 Computer-Aided Design or equivalent

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5301 Nonlinear Vibrations**

In this course students are introduced to concepts in nonlinear dynamics and vibration and application of these concepts to nonlinear engineering problems. Specific topics include: modeling of lumped and continuous nonlinear systems (strings, beams, and plates); vibrations of buckled structures; perturbation and other approximate analytical methods; the use and limitations of local linearization; properties of nonlinear behavior, such as dimension and Lyapunov exponents; stability of limit cycles; bifurcations; chaos and chaotic vibrations; experimental methods and data analysis for nonlinear systems. Concepts will be reinforced with a number of examples from recently published research. Applications will include aeroelastic flutter, impact dynamics, machine-tool vibrations, cardiac arrhythmias, and control of chaotic behavior.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5302 Theory of Vibrations**

Analytical methods in vibrations. Topics include: Duhamel's integral, Laplace and Fourier transforms, and Fourier series with applications to transient response, forced response, and vibration isolation, Lagrange's equations for linear systems, discrete systems, degrees of freedom, reducible coordinates, holonomic constraints, and virtual work, matrix methods and state variable approach with applications to frequencies and modes, stability, and dynamic response in terms of real and complex modal expansions, dynamic response of continuous systems by theory of partial differential equations, Rayleigh-Ritz and Galerkin energy methods, finite difference and finite element algorithms.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5401 General Thermodynamics**

General foundations of thermodynamics valid for small and large systems, and for equilibrium and non-equilibrium states. Topics include: definitions of state, work, energy, entropy, temperature, heat interaction, and energy interaction. Applications to simple systems, phase rule, perfect and semi-perfect gas, bulk-flow systems, combustion, energy and entropy balances, availability analysis for thermo-mechanical power generation, and innovative energy-conversion schemes. Prerequisite: Graduate standing or permission of instructor.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5403 Conduction and Convection Heat Transfer**

This course examines heat conduction and convection through various fundamental problems that are constructed from the traditional conservation laws for mass, momentum, and energy. Problems include the variable-area fin, the unsteady Dirichlet, Robbins, and Rayleigh problems, multi-dimensional steady conduction, the Couette flow problem, duct convection, and boundary layer convection. Though some numerics are discussed, emphasis is on mathematical technique and includes the extended power series method, similarity reduction, separation of variables, integral transforms, and approximate integral methods.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5404 Combustion Phenomena**

This course provides an introduction to fundamental aspects of combustion phenomena, including relevant thermochemistry, fluid mechanics, and transport processes as well as the interactions among them. Emphasis is on elucidation of the physico-chemical processes, problem formulation and analytic techniques. Topics covered include non-premixed and premixed flames, deflagrations and detonations, particle combustion, flame extinction, flame synthesis, pollutant formation and methods of remediation. Contemporary topics associated with combustion are discussed throughout. Prerequisite: Senior or graduate standing or permission of instructor. Same as E44 EECE 512

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5410 Fluid Dynamics I**

This course covers the fundamentals of incompressible fluid flow. Topics include: fundamental equations (continuity and Navier-Stokes Equations), basic solutions for steady and unsteady flows; laminar and turbulent boundary layer analysis; free shear flows; integral analysis, similarity solutions; turbulent flow on plates, pipes, and channels; computational fluid dynamics software

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5411 Fluid Dynamics II**

Governing equations and thermodynamics relations for compressible flow. Topics include: kinetic theory of gases, steady, one-dimensional flows with friction and heat transfer, shock waves, Rankine-Hugoniot relations, oblique shocks, reflections from walls and flow interfaces, expansion waves, Prandtl-Meyer flow, flow in nozzles, diffusers and inlets, two- and three dimensional flows, perturbation methods, similarity rules, compressible laminar and turbulent boundary layers, acoustic phenomena. Emphasis is relevant to air vehicles.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5412 Computational Fluid Dynamics**

Computational fluid dynamics relevant to engineering analysis and design. Topics include: fundamentals of finite-difference, finite-volume, and finite-element methods, numerical algorithms for parabolic, elliptic, and hyperbolic equations, convergence, stability, and consistency of numerical algorithms, application of numerical

algorithms to selected model equations relevant to fluid flow, grid-generation techniques, and convergence acceleration schemes. Prerequisites: Senior or graduate standing or permission of the instructor.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5413 Advanced Computational Fluid Dynamics**

Scope and impact of computational fluid dynamics. Governing equations of fluid mechanics and heat transfer. Three-dimensional grid-generation methods based on differential systems. Numerical methods for Euler and compressible Navier-Stokes equation. Numerical methods for incompressible Navier-Stokes equations. Computation of transonic inviscid and viscous flow past airfoils and wings. Analogy between the equations of computational fluid dynamics, computational electromagnetics, computational aeroacoustics, and other equations of computational physics. Non-aerospace applications - Bio-fluid mechanics, fluid mechanics of buildings, wind and water turbines, and other energy and environment applications. Prerequisites: MEMS 5412 or permission of the instructor.

Credit 3 units. EN: TU

---

### **E37 MEMS 5414 Aeroelasticity & Flow-Induced Vibrations**

This course deals with the interactions between aerodynamics, dynamics and structures in aerospace systems. Topics covered will include unsteady aerodynamics, finite-state aerodynamic models, classical fixed-wing flutter, rotary-wing aeroelasticity and experimental methods in aeroelasticity. Emphasis will be given to the prediction of flutter and limit cycles in aeroelastic systems

Credit 3 units. EN: TU

---

### **E37 MEMS 5417 Physical Acoustics**

The primary focus of this course is on plane waves as an introduction to acoustical concepts of propagation, reflection and transmission, refraction, normal modes, horn theory, and absorption and dispersion. The course also includes more complicated problems (e.g., those involving spherical and cylindrical waves) and selected topics in applied acoustics including materials/damping, imaging, nondestructive evaluation, and acoustic microfluidics.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5422 Solar Thermal Energy Systems**

Fundamentals of radiation heat transfers and solar radiation, including basic terminology, atmospheric scattering and absorption, radiation interactions with surfaces, and selective surfaces. Components, cycles, and materials of concentrating solar power plants, including parabolic trough and solar towers. Overview over thermal storage, other solar thermal technologies and photovoltaics. This course includes a final project. Prerequisite: MEMS 3420 or equivalent

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5423 Sustainable Environmental Building Systems**

Sustainable design of building lighting and HVAC systems considering performance, life-cycle cost and downstream environmental impact. Criteria, codes and standards for comfort, air quality, noise/vibration and illumination. Life cycle and other investment methods to integrate energy consumption/conservation, utility rates, initial cost, system/component longevity, maintenance cost and building productivity. Direct and secondary contributions to acid rain, global warming and ozone depletion.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5424 Thermo-Fluid Modeling of Renewable Energy Systems**

Overview of sustainable energy systems. Fundamentals of energy conversion. Renewable energy sources and energy conversion from wind, biomass, solar-thermal, geothermal, and ocean/waves. Applications to energy storage, fuel cells, green air and ground transportation, energy - efficient buildings. Energy-economics modeling, emissions modeling, global warming and climate change. Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5427 Fundamentals of Fuel Cells**

This course is intended for the graduate and senior undergraduate Mechanical Engineering/ Materials Science/Chemical Engineering students interested in obtaining a fundamental background in fuel cell systems. Several types of fuel cells will be discussed, and the fundamental thermodynamics, kinetics of electrochemistry processes, and charge and mass transfer of fuel cells will be introduced. The primary focus will be placed on low temperature fuel cells based on polymer based electrolytes. The design, operation, performance, and reliability/durability of fuel cell systems will be discussed in detail. Specific interests to mechanical engineers, including water management and thermal management, will be a main focus of this course. Furthermore, the state of art research and development of fuel cell technologies may be presented through reading assignments from current literature.

Credit 3 units.

---

### **E37 MEMS 5500 Elasticity**

Elastic constitutive relations for isotropic and anisotropic materials. Formulation of boundary-value problems. Application to torsion, flexure, plane stress, plane strain, and generalized plane stress problems. Solution of three-dimensional problems in terms of displacement potentials and stress functions. Solution of two-dimensional problems using complex variables and conformal mapping techniques. Variational and minimum theorems.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5501 Mechanics of Continua**

A broad survey of the general principles governing the mechanics of continuous media. Topics include: general vector and tensor analysis, rigid body motions, deformation, stress and strain rate, large deformation theory, conservation laws of physics, constitutive relations, principles of continuum mechanics and thermodynamics, two-dimensional continua. Prerequisite: ESE 501/502 or instructor's permission.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5502 Plates and Shells**

Introduction to the linear theory of thin elastic plates and shells. The emphasis is on application and the development of physical intuition. The first part of the course focuses on the analysis of plates under various loading and support conditions. The remainder of the course deals mainly with axisymmetric deformation of shells of revolution. Asymptotic methods are used to solve the governing equations. Applications to pressure vessels, tanks, and domes. Prerequisites: BME 240 or MEMS 253; ESE 318 and ESE 319 or equivalent.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5506 Experimental Methods in Solid Mechanics**

Current experimental methods to measure mechanical properties of materials will be covered. Lectures include theoretical principles, measurement considerations, data acquisition and analysis techniques. Lectures are complemented by laboratory sections using research equipment such as biaxial testing machines, pressure myographs, indentation devices for different scales, and viscometers.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5507 Fatigue and Fracture Analysis**

The course objective is to demonstrate practical methods for computing fatigue life of metallic structural components. The course covers the three major phases of metal fatigue progression: fatigue crack initiation, crack propagation and fracture. Topics include: stress vs. fatigue life analysis, cumulative fatigue damage, linear elastic fracture mechanics, stress intensity factors, damage tolerance analysis, fracture toughness, critical crack size computation and load history development. The course focus is on application of this technology to design against metal fatigue and to prevent structural failure. Prerequisite: MEMS 350

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5508 Image-based Measurement of Shape, Motion, and Deformation**

Many engineering analysis and design applications require the knowledge of how materials respond to applied loads. This course will provide an overview of various imaging and computer vision techniques to measure full-field object characteristics including shape, motion, and deformation. Selected topics will include basic geometrical optics, lenses and mirrors, single camera models and calibration, image processing, digital image correlation (in multiple dimensions), stereo vision, photogrammetry, strain calculations, and inverse methods. This course is intended for graduate and upper-level students interested in experimental solid mechanics and practical applications of image processing and analysis.

Credit 3 units.

---

### **E37 MEMS 5562 Cardiovascular Mechanics**

This course focuses on solid and fluid mechanics in the cardiac and cardiovascular system. Cardiac and cardiovascular physiology and anatomy. Solid mechanics of the heart, heart valves, arteries, veins, and microcirculation. Flow through the heart chambers and blood vessels. Prerequisites: graduate standing or permission of instructor.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5564 Orthopaedic Biomechanics-Cartilage/Tendon**

Basic and advanced viscoelasticity and finite strain analysis applied to the musculoskeletal system, with a primary focus on soft orthopaedic tissues (cartilage, tendon, and ligament). Topics include: mechanical properties of cartilage, tendon, and ligament; applied viscoelasticity theory for cartilage, tendon, and ligament; cartilage, tendon, and ligament biology; tendon and ligament wound healing; osteoarthritis. This class is geared to graduate students and upper level undergraduates familiar with statics and mechanics of deformable bodies. Prerequisites: BME 240 or equivalent. Note: BME 590Z (463/563) Orthopaedic Biomechanics--Bones and Joints is NOT a prerequisite.

Credit 3 units. EN: TU

---

### **E37 MEMS 5565 Mechanobiology of Cells and Matrices**

At the interface of the cell and the extracellular matrix, mechanical forces regulate key cellular and molecular events that profoundly affect aspects of human health and disease. This course offers a detailed review of biomechanical inputs that drive cell behavior in physically diverse matrices. In particular, cytoskeletal force-generation machineries, mechanical roles of cell-cell and cell-matrix adhesions, and regulation of matrix deformations are discussed. Also covered are key methods for mechanical measurements and mathematical modeling of cellular response. Implications of matrix-dependent cell motility in cancer metastasis and embryonic development are discussed. Prerequisite: graduate standing or permission of the instructor

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5566 Engineering Mechanobiology**

Engineering Mechanobiology is a new paradigm for understanding and manipulating the biological function of plants, animals, and their cells. Mechanical force has emerged as a critical component of all biological systems, providing mechanisms to sculpt plants and animals during morphogenesis, to enable cell migration, polarization, proliferation, and differentiation in response to physical changes in the environment, and to modulate the function of single molecules. This course provides a foundation for understanding these factors across plant and animal cells. The course begins with an introduction to plant and animal cell biology and principles of signaling, then progresses to an overview of the cell wall and ECM and an introduction to the mechanics and statistical mechanics of solid, viscoelastic, and fibrous continua. The course then focuses on the questions of how do cells feel, how do cells converse with the ECM and wall, and how do cells remember? Knowledge of undergraduate calculus and physics is expected.

Credit 3 units. EN: TU

---

### **E37 MEMS 5601 Mechanical Behavior of Materials**

A materials science based study of mechanical behavior of materials with emphasis on mechanical behavior as affected by processes taking place at the microscopic and/or atomic level. The response of solids to external or internal forces as influenced by inter atomic bonding, crystal/molecular structure, crystalline/non crystalline defects, and material microstructure will be studied. The similarities and differences in the response of different kinds of materials viz., metals and alloys, ceramics, polymers, and composites will be discussed. Topics covered include physical basis of elastic, visco elastic, and plastic deformation of solids; strengthening of crystalline materials; visco elastic deformation of polymers as influenced by molecular structure and morphology of amorphous, crystalline, and fibrous polymers; deformation and fracture of composite materials; mechanisms of creep, fracture and fatigue; high strain-rate deformation of crystalline materials; and deformation of non crystalline materials.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5602 Non-metallics**

Structure, mechanical, and physical properties of ceramics and cermets, with particular emphasis on the use of these materials for space, missile, rocket, high-speed aircraft, nuclear, and solid-state applications.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5603 Materials Characterization Techniques I**

An introduction to the basic theory and instrumentation used in transmission electron, scanning electron, and optical microscopy. Practical laboratory experience in equipment operations, experimental procedures, and material characterization.

Credit 3 units. EN: BME T, TU

---

### **E37 MEMS 5604 Materials Characterization Techniques II**

Introduction to crystallography and elements of X-ray physics. Diffraction theory and application to materials science including following topics: reciprocal lattice concept, crystal-structure analysis, Laue methods, rotating crystal methods, powder method, and laboratory methods of crystal analysis.

Credit 3 units. EN: BME T, TU



---

**E37 MEMS 5605 Mechanical Behavior of Composites**

Analysis and mechanics of composite materials. Topics include micromechanics, laminated plate theory, hydrothermal behavior, creep, strength, failure modes, fracture toughness, fatigue, structural response, mechanics of processing, nondestructive evaluation, and test methods. Prerequisite: Graduate standing or permission of the instructor.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 5606 Soft Nanomaterials**

Soft nanomaterials, which range from self-assembled monolayers (SAMs) to complex 3D polymer structures, are gaining increased attention owing to their broad range applications. The course intends to introduce the fundamental aspects of nanotechnology pertained to soft matter. Various aspects related to the design, fabrication, characterization and application of soft nanomaterials will be discussed. Topics that will be covered include but not limited to SAMs, polymer brushes, Layer-by-Layer assembly, responsive polymers structures (films, capsules), polymer nanocomposites, biomolecules as nanomaterials and soft lithography.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 5607 Introduction to Polymer Blends and Composites**

The course covers topics in multicomponent polymer systems (polymer blends and polymer composites) such as: phase separation and miscibility of polymer blends, surfaces and interfaces in composites, microstructure and mechanical behavior, rubber toughened plastics, thermoplastic elastomers, block copolymers, fiber reinforced and laminated composites, techniques of polymer processing with an emphasis on composites processing, melt processing methods such as injection molding and extrusion, solution processing of thin films, selection of suitable processing methods and materials selection criteria for specific applications. Advanced topics include: nanocomposites such as polymer/CNT composites, bioinspired nanocomposites, and current research challenges. Prerequisite: MEMS 3610 or equivalent or permission of instructor.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 5608 Introduction to Polymer Science and Engineering**

Topics covered in this course are: the concept of long-chain or macromolecules, polymer chain structure and configuration, microstructure and mechanical (rheological) behavior, polymer phase transitions (glass transition, melting, crystallization), physical chemistry of polymer solutions (Flory-Huggins theory, solubility parameter, thermodynamics of mixing and phase separation), polymer surfaces and interfaces, overview of polymer processing (extrusion, injection molding, film formation, fiber spinning) and modern applications of synthetic and bio-polymers.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 5610 Quantitative Materials Science & Engineering**

This course will cover the mathematical foundation of primary concepts in materials science and engineering. Topics covered include mathematical techniques in materials science and engineering; Fourier series; ordinary and partial differential equations; special functions; matrix algebra; and vector calculus. Each topic will be followed by its application to concepts in thermodynamics; kinetics and phase transformations; structure and properties of hard and soft matter; and characterization techniques. This course is intended especially for students pursuing graduate study in materials science.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 5611 Principles and Methods of Micro and Nanofabrication**

A hands-on introduction to the fundamentals of micro- and nano-fabrication processes with emphasis on cleanroom practices. The physical principles of oxidation, optical lithography, thin film deposition, etching and metrology methods will be discussed, demonstrated and practiced. Students will be trained in cleanroom concepts and safety protocols. Sequential micro-fabrication processes involved in the manufacture of microelectronic and photonic devices will be shown. Training in imaging and characterization of micro- and nano-structures will be provided. Prerequisite: graduate or senior standing or permission of the instructor

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 5612 Atomistic Modeling of Materials**

This course will provide a hands-on experience using atomic scale computational methods to model, understand and predict the properties of real materials. It will cover modeling using classical force-fields, quantum-mechanical electronic structure methods such as density functional theory, molecular dynamics simulations, and Monte Carlo methods. The basic background of these methods along with examples of their use for calculating properties of real materials will be covered in the lectures. Atomistic materials modeling codes will be used to calculate various material properties. Prerequisites: MEMS 3610 or equivalent or permission of instructor.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 5613 Biomaterials Processing**

Biomaterials with 3D structures are important for tissue regeneration. The goal of this class is to introduce various types of biomaterials and fabrication approaches to create 3D structures. The relationship between material properties, processing methods, and design will be the primary focus. The topics include degradable biomaterials for scaffold fabrication, processing of tissue engineering scaffolds, processing of tissue engineering hydrogels, processing of drug delivery systems, and scaffold surface modification.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 5614 Polymeric Materials Synthesis and Modification**

Polymer is a class of widely used material. Polymer performance is highly dependent on its chemical properties. The goal of this class is to introduce methods for synthesis and modification of polymers with different chemical properties. The topics include free radical polymerization, reversible addition-fragmentation chain transfer polymerization, atom transfer radical polymerization, step growth polymerization, cationic polymerization, anionic polymerization, ring-opening polymerization, and bulk and surface modification of polymers.

Credit 3 units. EN: BME T, TU

---

**E37 MEMS 5615 Metallurgy and Design of Alloys**

The design of materials used in critical structures such as in airplanes entails optimizing and balancing multiple properties (e.g., strength, fracture toughness, corrosion resistance) to satisfy often conflicting requirements (e.g., better fuel efficiency, lower cost, operation in extreme conditions). Properties of metallic materials are determined by their "microstructure," which in turn is determined by their compositions and processing paths. An understanding of the multivariate relationships among compositions, processing parameters, microstructures, and properties is therefore essential to designing alloys and predicting their behavior in service. This course will discuss these relationships, with emphasis on the hierarchy of microstructural features, how they are achieved by processing, and how they interact to provide desirable property combinations -- essentially

the physical metallurgy of alloys. The discussion will be based on examples from alloys used in airframes, engines, and automobiles and on their design for state-of-the-art processes such as additive manufacturing. Prerequisite: MEMS 3610.

Credit 3 units. EN: BME T, TU

---

### E37 MEMS 5616 Defects in Materials

Defects in materials play a critical role in controlling the properties of solids, which makes them interesting and necessary to study. The objective of this course is to provide a broad overview of defects in crystalline solids, their effect on properties, and methods of characterizing them. Course topics include crystal structures, defect classification, defect interactions, the role of defects in controlling properties of materials, and characterization techniques.

Credit 3 units. EN: BME T, TU

---

### E37 MEMS 5617 Advanced Study of Solid-State Electronics

This course is designed for students who want to pursue advanced study in solid-state materials and electronic applications. It will provide fundamentals of 1) basic solid-state physics 2) phase equilibria and fabrication of emerging solid-state materials: 3D thin films (III-V, III-N, complex oxide) and low dimensional materials (0D, 1D, 2D) 3) electrical and photonic properties and 4) property manipulation: doping and strain engineering. Students will learn various emerging solid-state electronic devices such as HEMT, nano-materials based TFT, QD LEDs, nanogenerators, advanced solar cells and more. The goal of this course is to help students understand fundamentals to design new solid-state device architectures. The course is particularly beneficial for students who have an interest in the emerging semiconductor field.

Credit 3 units. EN: BME T, TU

---

### E37 MEMS 5618 Electronic Behavior of Materials

This course is designed for students who want to understand electronic behavior of materials which is related to electronic/semiconductor research and industry. It will provide fundamentals of 1) crystal structures and bonding of electronic materials, 2) electronic movement in various materials, 3) electronic behavior in junctions, 4) electronic, optic, and magnetic properties correlation, 5) various electronic applications such as solar cells, light-emitting diodes, and transistors. The goal of the course is to help students understand basic knowledge and fundamental about electronic behavior in materials. The course is particularly beneficial for students who have an interest in the semiconductor research and industry.

Credit 3 units.

---

### E37 MEMS 5619 Thermodynamics of Materials

Thermodynamics of mixtures and phase equilibria in materials systems. The course will review the laws of thermodynamics and introduce the principles of statistical mechanics along with thermodynamic variables and the relationships between them. It will cover thermodynamic equilibria in unary and multicomponent systems along with the construction of phase diagrams. The use of thermodynamics for understanding surfaces and interfaces, defects, chemical reactions, and other technical applications will be emphasized.

Credit 3 units.

---

### E37 MEMS 5700 Aerodynamics

This course introduces fundamental concepts of aerodynamics, equations of compressible flows, irrotational flows and potential flow theory, singularity solutions, circulation and vorticity, the Kutta-Joukowski theorem, thin airfoil theory, finite wing theory, slender body theory, subsonic compressible flow and the Prandtl-Glauert rule, supersonic thin airfoil theory, an introduction to performance, and basic concepts of airfoil design. Prerequisite: MEMS 3410 or permission of instructor.

Credit 3 units. EN: BME T, TU

---

### E37 MEMS 5701 Aerospace Propulsion

Propeller, jet, ramjet and rocket propulsion. Topics include: fundamentals of propulsion systems, gas turbine engines, thermodynamics and compressible flow, one-dimensional gas dynamics, analysis of engine performance, air breathing propulsion system, the analysis and design of engine components, and the fundamentals of ramjet and rocket propulsion.

Credit 3 units. EN: BME T, TU

---

### E37 MEMS 5703 Analysis of Rotary-Wing Systems

This course introduces the basic physical principles that govern the dynamics and aerodynamics of helicopters, fans and wind turbines. Simplified equations are developed to illustrate these principles, and the student is introduced to the fundamental analysis tools required for their solution. Topics include: harmonic balance, Floquet theory and perturbation methods.

Credit 3 units. EN: BME T, TU

---

### E37 MEMS 5704 Aircraft Structures

Basic elements of the theory of elasticity; application to torsion of prismatic bars with open and closed thin-wall sections; the membrane analogy; the principle of virtual work applied to 2D elasticity problems. Bending, shear and torsion of open and closed thin-wall section beams; principles of stressed skin construction, structural idealization for the stress analysis of wings, ribs and fuselage structures. Margin of safety of fastened connections and fittings. Stability of plates, thin-wall section columns and stiffened panels. Application of the finite element method for the analysis of fastened connections, structural fittings and problems of local stability of aircraft structural components.

Credit 3 units.

---

### E37 MEMS 5705 Wind Energy Systems

A comprehensive introduction to wind energy systems, a practical means of extracting green and sustainable energy. Topics include: a historical perspective of wind turbines; horizontal axis and vertical axis wind turbines; the basic parameters such as power rating and efficiency; the structural components ranging from blade and hub to nacelle and tower; wind turbine aerodynamics, aeroelasticity and control systems; blade fatigue; statistical wind modeling; unsteady airfoil aerodynamics and downstream wake; and environmental considerations such as noise and aesthetics. Prerequisite: senior or graduate standing in engineering, or permission of the instructor.

Credit 3 units. EN: BME T, TU

---

### E37 MEMS 5706 Aircraft Performance

This course introduces the principles and applications of aerodynamics to determine the performance of typical jet engine and propeller airplanes. The performance calculations include flight conditions of takeoff, climb, level flight, and landing. The topics covered also include range and endurance computation, turning flight, flight envelope, constraint analysis and design process. The knowledge and skill gained in this course can be readily applied in the preliminary design of an airplane. Prerequisite: senior or graduate standing in engineering, or permission of the instructor.

Credit 3 units. EN: BME T, TU

---

### E37 MEMS 5707 Flight Dynamics

The course objective is to introduce methods for analyzing and simulating flight vehicle dynamics and to assess performance characteristics. Topics will include: aerodynamics, structural dynamics, vehicle forces and moments, vehicle equations of motion, rigid body and flexible body considerations, model linearization, longitudinal

and lateral stability, stability and control augmentation, and aircraft handling qualities. The course focus is on the application of flight dynamics principles and MATLAB will be used extensively for modeling and simulation assignments and demonstrations.

Credit 3 units. EN: TU

---

#### **E37 MEMS 5801 Micro-Electro-Mechanical Systems I**

Introduction to MEMS: Microelectromechanical systems (MEMS) are ubiquitous in chemical, biomedical, and industrial (e.g., automotive, aerospace, printing) applications. This course will cover important topics in MEMS design, micro-/nanofabrication, and their implementation in real-world devices. The course will include discussion of fabrication and measurement technologies (e.g., physical/chemical deposition, lithography, wet/dry etching, and packaging), as well as application of MEMS theory to design/fabrication of devices in a cleanroom. Lectures will cover specific processes and how those processes enable the structures needed for accelerometers, gyros, FR filters, digital mirrors, microfluidics, micro total-analysis systems, biomedical implants, etc. The laboratory component will allow students to investigate those processes first-hand by fabricating simple MEMS devices.

Credit 3 units. EN: BME T, TU

---

#### **E37 MEMS 597 MEMS Research Rotation**

Independent research project that will be determined jointly by the doctoral student and the instructor. Assignments may include background reading, presentations, experiments, theoretical, and/or modeling work. The goal of the course is for the doctoral student to learn the background, principles, and techniques associated with research topics of interest and to determine a mutual fit for the student's eventual doctoral thesis laboratory.

Credit 3 units.

---

#### **E37 MEMS 598 Energy Analysis and Design Project**

The Energy Analysis and Design Project is designed to provide mechanical engineering skills in energy applications, renewable energy, and technologies related to energy which can involve heat transfer, thermodynamics, and fluid mechanics. The project topic can be chosen by the student or can be developed by both the student and faculty sponsor. The subsequent research and analysis, conducted under the guidance and direction of the faculty sponsor, results in a final project report that is approved by the faculty sponsor. The course is normally completed over one or two semesters. Recent projects have included: Energy Modeling and Efficiency Improvements: A Comparison of TRACE 700 and eQuest, Analysis of Hydroelectric Power, Optimization of Residential Solar Thermal Heating in the United States, Analysis of Ocean Thermal Energy Conversion Systems, Laboratory Plug Load Analysis and Case Study, Modeling and Optimizing Hydronic Radiant Heating and Cooling Systems using Comsol Multiphysics, CFD Analysis in HVAC Applications, Energy Analysis of Waste Disposal Methods, CFD Analysis of Containment Solutions for Data Center Cooling, Energy Recovery Ventilation, Comparative Study of Green Building Rating Systems, Grid Energy Storage, Protection of Permafrost Under the Qinghai-Tibet Railway by Heat Pipe Technology, Investing in Residential Solar Photovoltaic Systems, How Piping Layout Effects Energy Usage, and Comparison of Building Energy Savings Between China and the United States.

Credit variable, maximum 3 units.

---

#### **E37 MEMS 599 Masters Research**

Credit variable, maximum 6 units.

---

## **Bachelor of Science in Mechanical Engineering**

The mission of the undergraduate program in mechanical engineering is to prepare students within the broad and evolving field of mechanical engineering. The program instills in students a capacity for creative design through critical and analytical thought. The Bachelor of Science in Mechanical Engineering (BSME) is the first step toward a career in industry, academia or government; it encourages a commitment to independent lifelong learning and professional development. In addition to their technical studies, students learn to communicate their ideas clearly and to conduct themselves in an ethical and socially responsible manner.

### **Program Educational Objectives**

Program educational objectives are broad statements that describe what graduates are expected to attain within a few years of graduation. These objectives are based on the needs of the program's constituencies.

Within a few years of graduation, graduates of the BSME program are expected to do the following:

- Engage in professional practice and/or advanced study
- Further their knowledge and skills through education and/or professional development
- Serve society by using and communicating their knowledge and values

### **Student Outcomes**

The Mechanical Engineering program has the following student outcomes that describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills and behaviors that students acquire as they progress through the program.

The student outcomes of the BSME program are as follows:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- An ability to communicate effectively with a range of audiences
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

## Curriculum

The curriculum is a four-year program leading to the first professional degree, the BSME, and it is accredited by the Engineering Accreditation Commission of ABET under the Commission's General Criteria and Program Criteria for Mechanical Engineering. The curriculum prepares the student for professional practice or postgraduate education in a broad spectrum of mechanical and other engineering or professional fields. It provides critical knowledge in solid mechanics, fluid mechanics, thermodynamics and heat transfer, materials science, dynamics and control, and design. It includes 34 units of mathematics and basic sciences, 58 units of engineering topics, and 28 units of general education for a total degree requirement of 120 units. The general education requirement includes 18 units of social science and humanities.

Core courses must be taken for credit (i.e., for a grade). The social science and humanities courses may be taken on a pass/fail basis. The undergraduate program provides the necessary foundations in these areas and the opportunity to specialize in topics of particular interest. Specialization is accomplished via the judicious choice of engineering electives taken as 300-, 400- or 500-level courses approved by the student's advisor. At the end of the four-year program, the student is ready to go on to graduate education or into research or professional practice.

### Basic Core Courses

### Humanities, Social Sciences and Writing

Code	Title	Units
Humanities and social sciences (refer to McKelvey School of Engineering degree requirements for details)		18
Engr 310	Technical Writing	3
Free elective		3
<b>Total Units</b>		<b>24</b>

### Mathematics and Basic Science

Code	Title	Units
Math 132	Calculus II	3
Math 217	Differential Equations	3
Math 233	Calculus III	3
MEMS 201 or ESE 318	Numerical Methods and Matrix Algebra Engineering Mathematics A	3
ESE 319	Engineering Mathematics B	3
ESE 326	Probability and Statistics for Engineering	3
Chem 111A or Chem 105	General Chemistry I Principles of General Chemistry I	3

Chem 151	General Chemistry Laboratory I	2
Physics 191 or Physics 193	Physics I Focused Physics I	3-4
Physics 191L or Physics 193L	Physics I Laboratory Focused Physics I Laboratory	1
Physics 192L	Physics II Laboratory	1
Physics 192 or Physics 194	Physics II Focused Physics II	3-4
Physical or Life Science (200 level or above natural science course in Biology; Chemistry; Physics; Earth, Environmental, and Planetary Sciences; or Environmental Studies)		3
<b>Total Units</b>		<b>34-36</b>

## Mechanical Engineering

Code	Title	Units
CSE 131	Introduction to Computer Science	3
MEMS 1001	Machine Shop Practicum	1
MEMS 101	Introduction to Mechanical Engineering and Mechanical Design	2
MEMS 2000	Introduction to Electrical and Electronic Circuits for Mechanical Engineering	3
MEMS 202	Computer-Aided Design	2
MEMS 205	Mechanics and Materials Science Laboratory	2
MEMS 253	Statics and Mechanics of Materials	3
MEMS 255	Dynamics	3
MEMS 301	Thermodynamics	3
MEMS 305	Fluid Mechanics and Heat Transfer Laboratory	2
MEMS 3110	Machine Elements	3
MEMS 3410	Fluid Mechanics	3
MEMS 3420	Heat Transfer	3
MEMS 350	Solid Mechanics	3
MEMS 3610	Materials Science	3
MEMS 4050	Vibrations Lab	2
MEMS 411	Mechanical Engineering Design Project	3
MEMS 412	Design of Thermal Systems	3
MEMS 4301	Modeling, Simulation and Control	3
MEMS 4310	Vibrations	3
MEMS senior electives		9
<b>Total Units</b>		<b>62</b>

\* MEMS 4050 will increase to 2 units in Fall 2026.

## Bachelor of Science in Applied Science (Mechanical Engineering)

The Bachelor of Science in Applied Science (Mechanical Engineering) program provides substantive and consistent training in mechanical engineering with maximum flexibility. This program is advantageous if a student wishes to pursue a more flexible program than the accredited Bachelor of Science in Mechanical Engineering (BSME) degree program.

Students who do not desire to become licensed engineers but who seek to acquire analytical engineering thinking skills may choose to pursue this program. The added degree flexibility allows these students to pursue additional second majors and/or minors and to increase their ability to participate in programs such as study abroad. It is especially suitable for a double major in combination with mathematics, physics, chemistry, biology, economics or another engineering discipline. The program can be planned to provide a background for graduate work in biological, medical or management fields. The Bachelor of Science in Applied Science is a nonprofessional degree; it is not accredited by the Engineering Accreditation Commission of ABET.

The degree requirements include the residency and general requirements of the university and the school. The Bachelor of Science in Applied Science (Mechanical Engineering) degree requirements are as follows:

- Complete a total of at least 120 applicable units
- Complete a minimum of 60 units at Washington University
- Complete at least 42 units at the 300 level or higher
- Complete at least 48 units in mathematics, natural science and engineering
- Complete at least 30 units of mechanical engineering (MEMS) courses
- Satisfy the McKelvey School of Engineering English composition requirement
- Satisfy the McKelvey School of Engineering humanities and social sciences requirement
- Satisfy the residency requirement of 30 units of 200-level or higher engineering courses
- Earn at least a 2.0 cumulative grade-point average in all applicable courses taken at Washington University
- Earn at least a 2.0 cumulative GPA in all engineering courses

### Pre-Medical Option

Research and practice in the biological and medical sciences increasingly involves advanced technology, including mechanical engineering. For those interested in a career in medicine, the pre-medical option in MEMS makes it possible to obtain an accredited Bachelor of Science while simultaneously meeting the admission requirements of most medical and dental schools. The program also

provides a foundation for graduate study and research in biomedical engineering. The essential requirements of the pre-medical option are two semesters of general biology (Biol 2960, Biol 2970); two semesters of general chemistry with a laboratory (Chem 111A, Chem 151, Chem 112A, Chem 152, Chem 261, Chem 262); and one semester of biochemistry (Biol 451). Psychology (Psych 100B) and sociology are highly recommended. One semester of organic chemistry may be counted as an upper-level MEMS elective; the student must take 6 units of other upper-level mechanical engineering electives to complete the 9-unit requirement. The pre-medical option is easier for those who have a high school background in biology or who, by reason of advanced placement in math/science, have reduced requirements in the Common Studies portion of the curriculum. For additional information about the pre-medical option, please refer to the Pre-Medical Education (p. 1200) section of this *Bulletin*, which is located in the introduction to the McKelvey School of Engineering's Undergraduate Programs. Interested individuals may also contact the pre-health advisor, Jessica Allen, at [jessicaa@wustl.edu](mailto:jessicaa@wustl.edu) for additional information.

## The Minor in Aerospace Engineering

Whether students are intent on a career in aviation or simply enthusiastic about space and flight, a minor in aerospace engineering can satisfy their scientific curiosity, prepare them for a job, or uncover opportunities for technical contributions. The minor in aerospace engineering is available to all undergraduates, but it is most attractive to those pursuing a degree in mechanical engineering. The minor in aerospace engineering requires a minimum of 15 units of courses selected from the list below; it is possible to earn the minor without increasing the number of units (120) required for the Bachelor of Science in Mechanical Engineering (BSME).

Aerospace engineering deals with the analysis, design and performance of flight vehicles such as transport and military aircraft, helicopters, missiles and launch vehicles, and spacecraft. Students learn about aerospace engineering by taking courses in aerodynamics, aircraft flight dynamics and control, aerospace propulsion, aerospace structures and aerospace vehicle design. Students may also have the opportunity to gain experience in aerospace engineering design through collaborative programs with local companies such as Boeing. Aerospace engineers from industry teach courses as adjunct instructors at Washington University, and many Washington University faculty members have extensive aerospace industry experience.

**Units required: 15**

**Required courses (6 units):**

Code	Title	Units
MEMS 4301 or ESE 441	Modeling, Simulation and Control Control Systems	3
MEMS 5700	Aerodynamics	3
<b>Total Units</b>		<b>6</b>

**Core courses (3-6 units):**

Code	Title	Units
MEMS 5701	Aerospace Propulsion	3
MEMS 5704	Aircraft Structures	3

**Electives (3-6 units):**

Any course from the aerospace MS concentration list (PDF) can be used as an aerospace minor elective.

To find out more about this minor, contact the department chair or the advisor for the minor in aerospace engineering, or visit the Minors page of the Mechanical Engineering & Materials Science website.

## The Minor in Materials Science & Engineering

Materials Science & Engineering (MSE) is an interdisciplinary field that applies the fundamental knowledge of the physical sciences to create engineering innovations. In general, the term *engineering* refers to actively designing a system for a given application; MSE enables the design of systems from the atoms up. MSE focuses on the interrelationship between a material's structure (from the subatomic level to the macro scale) and the properties or behaviors that the material exhibits. Materials synthesis and processing techniques enable engineers to control and change the material structure in order to obtain the desired properties. Understanding the structure-properties-processing relationship requires a fundamental knowledge of the underlying chemistry and physics, and it is key to obtaining materials with the desired performance for engineering applications in a wide variety of fields, from computing to medicine to energy.

The minor in MSE builds upon the fundamental insights into material structure and properties gained through required introductory courses in chemistry and materials science. Students then select at least two courses from specialization "pick lists" to gain depth in a particular application area. A free elective provides the opportunity to gain additional depth in the fundamentals or exposure to another application area.

For more information, students should contact the advisor for the Minor in Materials Science & Engineering: Professor Katharine Flores (floresk@wustl.edu) (MEMS).

Some courses have prerequisites. Students will be approved for the minor after discussing appropriate course selection with the advisor for the minor.

## Requirements

**Units required: 17**

Courses	Units
Three required courses	8
Two courses from specialization "pick lists"	6
One free elective	3
<b>Total Units</b>	<b>17</b>

## Required Courses\*

Code	Title	Units
Chem 111A	General Chemistry I	3
Chem 151 or MEMS 205	General Chemistry Laboratory I Mechanics and Materials Science Laboratory	2
MEMS 3610 or EECE 305	Materials Science Materials Science	3
<b>Total Units</b>		<b>8</b>

\* Students majoring in geology, geophysics, geochemistry or environmental earth science may substitute EEPS 352 Earth Materials for the required combination of Chem 111A and Chem 151. In this case, EEPS 352 may not be used to fulfill the specialization pick list or free elective requirements.

## Specialization "Pick Lists"

Students should select at least two courses (6 units) from any one of the following categories:

### Structural Materials

Code	Title	Units
MEMS 5506	Experimental Methods in Solid Mechanics	3
MEMS 5507	Fatigue and Fracture Analysis	3
MEMS 5601	Mechanical Behavior of Materials	3
MEMS 5605	Mechanical Behavior of Composites	3
MEMS 5615	Metallurgy and Design of Alloys	3
MEMS 5616	Defects in Materials	3

### Electronic/Optical Materials

Code	Title	Units
Chem 543	Physical Properties of Quantum Nanostructures	3
ESE 429	Basic Principles of Quantum Optics and Quantum Information	3
ESE 436	Semiconductor Devices	3
ESE 531	Nano and Micro Photonics **	3
MEMS 463	Nanotechnology Concepts and Applications	3
MEMS 5611 or MEMS 5801	Principles and Methods of Micro and Nanofabrication Micro-Electro-Mechanical Systems I	3
MEMS 5617	Advanced Study of Solid-State Electronics	3
MEMS 5618	Electronic Behavior of Materials	3
Physics 472	Solid State Physics	3

## Biomaterials/Soft Materials

Code	Title	Units
BME 479	Biofabrication & Medical Devices	3
BME 432	Physics of Biopolymers	3
or BME 532	Physics of Biopolymers and Bioinspired Polymers	
BME 523	Biomaterials Science	3
Chem 452	Synthetic Polymer Chemistry	3
Chem 462	Synthetic Polymer Chemistry Laboratory	3
MEMS 5606	Soft Nanomaterials	3
MEMS 5607	Introduction to Polymer Blends and Composites	3
MEMS 5608	Introduction to Polymer Science and Engineering	3
MEMS 5613	Biomaterials Processing	3
MEMS 5614	Polymeric Materials Synthesis and Modification	3

## Materials for Energy and Environmental Technologies

Code	Title	Units
Chem 426	Inorganic Electrochemistry and Photochemistry **	3
EECE 504	Aerosol Science and Technology	3
EECE 505	Aquatic Chemistry	3
EECE 574	Electrochemical Engineering	3

## Natural Materials

Code	Title	Units
EEPS 336	Minerals and Rocks in the Environment	3
EEPS 567	Planetary Materials	3

\*\* Offered sporadically.

## Free Electives

To complete the minor, students may select one additional course (3 units) from the categories above or from the list of courses below:

Code	Title	Units
Chem 465	Solid-State and Materials Chemistry ***	3
or Chem 5620	Solid-State and Materials Chemistry	
MEMS 4101	Manufacturing Processes	3
MEMS 5102	Materials Selection in Design	3
MEMS 5610	Quantitative Materials Science & Engineering	3
MEMS 5612	Atomistic Modeling of Materials	3
MEMS 5619	Thermodynamics of Materials	3
Physics 217	Introduction to Quantum Physics	3
Physics 318	Introduction to Quantum Physics II	3
Physics 537	Kinetics of Materials	3

\*\* Chem 465 and Chem 5620 are co-taught and cover the same material. Chem 465 is intended for undergraduates, while Chem 5620 is intended for graduate students. Students with credit for one of these courses may not be allowed to enroll in the other, and only one version of the course can be counted toward the minor.

Students may also fulfill the free elective with 3 credits of MEMS 400 Independent Study for an independent study project on an MSE topic. The project topic and description must be preapproved by the advisor for the minor.

Website: <https://mems.wustl.edu/academics/undergraduate/Minors.html>

## The Minor in Mechanical Engineering

The minor in mechanical engineering complements a major in a field related to mechanical engineering, such as biomedical engineering, electrical engineering, physics, chemistry or architecture. The minor is intended to provide students with a credential that could enhance their opportunities for employment or graduate study. Completion of the minor demonstrates that the student has pursued a structured program approved by the faculty of the Department of Mechanical Engineering & Materials Science.

Students pursuing the minor in mechanical engineering must complete a total of 15 units of course work as described below. Courses selected for the minor program may count toward program requirements of the student's major. The subjects selected for a minor in mechanical engineering are expected to constitute a coherent program within the field of mechanical engineering. Courses taken under the pass/fail grading option cannot be used for a minor program.

### Required courses:

Code	Title	Units
MEMS 253	Statics and Mechanics of Materials	3
or BME 240	Biomechanics	
MEMS 255	Dynamics	3
or Physics 411	Mechanics	
MEMS 350	Solid Mechanics	3
<b>Total Units</b>		<b>9</b>

### Two electives from the following list:

Code	Title	Units
MEMS 301	Thermodynamics	3
or BME 320B	Bioengineering Thermodynamics	
MEMS 3110	Machine Elements	3
MEMS 3410	Fluid Mechanics	3
MEMS 3610	Materials Science	3
MEMS 4310	Vibrations	3

To find out more about this minor, contact the department chair or the advisor for the minor in mechanical engineering or visit the Minors webpage.

## The Minor in Mechatronics

Advancements in power electronics, electronic sensors, and computer hardware and software have led to an expanding role for "smart" systems, which combine electronic and mechanical components. Automotive examples illustrate this point. The replacement of carburetors by fuel injection systems is almost universal, and hybrid/electric cars are replacing traditional automobiles. Not only are auxiliary devices such as fuel pumps, air bags and air-conditioner compressors driven by electric motors controlled by microprocessors, but fundamental components such as intake and outtake valves soon will be driven in this way. The internal combustion engine itself may be replaced by fuel cells and motors. Medical devices, micro-electromechanical systems, robots, fly-by-wire aircraft and wind turbines also all rely on electronic sensing of mechanical parameters and actuation of motion. These examples suggest strongly that engineers who are adept in the design, analysis and simulation of electromechanical systems will be in demand. The minor in mechatronics is created to encourage our students to study this important subject and provide recognition to those who do so.

This program is primarily designed for students in the ESE and MEMS departments and has been approved by the two departments. It is available for others as well.

The proposed minor program consists of four required courses, two electives and one prerequisite:

### Four required courses:

Code	Title	Units
ESE 444	Sensors and Actuators	3
ESE 446	Robotics: Dynamics and Control	3
MEMS 255	Dynamics	3
MEMS 411	Mechanical Engineering Design Project (mechatronics project)	3
<b>Total Units</b>		<b>12</b>

### Two electives chosen from the following:

Code	Title	Units
ESE 436	Semiconductor Devices	3
ESE 482	Digital Signal Processing	3
MEMS 4301	Modeling, Simulation and Control	3
or ESE 441	Control Systems	
MEMS 4310	Vibrations	3

### Prerequisite:

Code	Title	Units
CSE 131	Introduction to Computer Science (basic programming course)	3

For more information about the minor, contact Dennis Mell (ESE) or Jackson Potter (MEMS).

## The Minor in Robotics

Robotic systems have a wide range of applications in modern technology and manufacturing. Robots can vary in complexity and use, from the microrobots used for surgical procedures to the moderate-sized robots common in manufacturing and undersea exploration to the macrorobots used for the disposal of nuclear waste and as arms on space-station modules. The program designed for a minor in robotics provides a fundamental understanding of robotic operation and preliminary training in the design and use of robots.

**Units required:** 18

### Prerequisites:

Code	Title	Units
CSE 131	Introduction to Computer Science	3
Math 217	Differential Equations	3
Physics 191 & 191L	Physics I and Physics I Laboratory	4
Physics 192 & 192L	Physics II and Physics II Laboratory	4

### Required courses:

Code	Title	Units
ESE 351 or MEMS 4310	Signals and Systems Vibrations	3
ESE 446	Robotics: Dynamics and Control	3
ESE 4480	Control Systems Design Laboratory	3
MEMS 255	Dynamics	3
<b>Total Units</b>		<b>12</b>

Two additional courses must be chosen with the approval of the director of the program for a minor in robotics. Suggested courses include the following:

Code	Title	Units
CSE 417T	Introduction to Machine Learning	3
CSE 546T	Computational Geometry	3
ESE 441 or MEMS 4301	Control Systems Modeling, Simulation and Control	3
MEMS 3110	Machine Elements	3

For more information about the minor, contact Dennis Mell (ESE) or Jackson Potter (MEMS).



# University of Missouri- St. Louis/Washington University Joint Undergraduate Engineering Program

In 1993, Washington University and the University of Missouri–St. Louis held the first classes in the Joint Undergraduate Engineering Program. This partnership — the first of its kind in the United States — offers University of Missouri–St. Louis students the opportunity to benefit from the engineering program at Washington University and its century-long tradition of excellence. Effective in October 1999, the three bachelor's degrees (civil, electrical and mechanical engineering) offered in our joint program were accredited by the Engineering Accreditation Commission of ABET. In addition to being the first undergraduate engineering degrees offered in a public/private partnership, these are also the first such degrees to receive ABET accreditation.

The courses are organized for both full-time students and part-time students with daytime commitments who need to attend classes in the evening. Students who enter the program take about half of their course work — mathematics, physics, chemistry, humanities and social sciences — on the campus of the University of Missouri–St. Louis. The remaining half of the degree program, which consists of upper-level engineering courses and laboratories, is taken on the Washington University campus. Students may choose civil, electrical or mechanical engineering. Students receive their undergraduate engineering degrees from the University of Missouri.

For information about this program, please contact the University of Missouri–St. Louis Joint Undergraduate Engineering Program at 314-516-6800 or the Washington University McKelvey School of Engineering at 314-935-6510.

Website: <https://engineering.wustl.edu/about/UMSL-joint-undergraduate-engineering-program.html>

## Faculty

### Faculty Members at the University of Missouri–St. Louis

#### Dean

##### Joseph A. O'Sullivan

Samuel C. Sachs Professor of Electrical Engineering  
PhD, University of Notre Dame

#### Associate Dean

##### Haiyan Cai

PhD, University of Maryland

## Associate Director of Advising and Student Services

##### Mary E. McManus

MEd, University of Missouri–St. Louis

## Degree Requirements

Undergraduate Bachelor of Science (BS) degrees awarded by the McKelvey School of Engineering include several categories as listed below.

#### Engineering degrees include the following:

- BS in Biomedical Engineering
- BS in Chemical Engineering
- BS in Computer Engineering
- BS in Electrical Engineering
- BS in Environmental Engineering
- BS in Mechanical Engineering
- BS in Systems Science & Engineering

#### Computer science degrees include the following:

- BS in Computer Science
- BS in Computer Science + Mathematics
- BS in Computer Science + Economics
- BS in Data Science

#### Applied science degrees include the following:

- BS Major in Applied Science (Chemical Engineering)
- BS Major in Applied Science (Electrical Engineering)
- BS Major in Applied Science (Mechanical Engineering)
- BS Major in Applied Science (Systems Science & Engineering)

#### Joint degrees with other undergraduate divisions on campus include the following:

- BS in Business and Computer Science

## Engineering Bachelor of Science Degrees

To earn the BS in Biomedical Engineering, BS in Chemical Engineering, BS in Computer Engineering, BS in Electrical Engineering, BS in Environmental Engineering, BS in Mechanical Engineering, or BS in Systems Science & Engineering, a student must satisfy all of the following general distribution requirements:

1. Complete the engineering Common Studies courses outlined below with passing letter grades:
  - a. Calculus (Math 131, Math 132, Math 217 and Math 233)  
**Note 1:** The BS in Electrical Engineering and the BS in Systems Science & Engineering require ESE 217 instead of Math 217.
  - b. Physics (Physics 191, Physics 191L, Physics 192 and Physics 192L)

- c. Chemistry (Chem 111A or Chem 105 and Chem 151)  
**Note 1:** Some programs also require Chem 112A or Chem 106 and Chem 152.  
**Note 2:** The BS in Computer Engineering program permits alternate science courses to satisfy this requirement.  
**Note 3:** Chem 111A is required for Biomedical Engineering students; Chem 151 is required with Chem 111A and Chem 105.
  - d. Technical Writing (Engr 310)
2. Satisfy the specific degree requirements of one of the engineering degree programs as outlined in other sections of this *Bulletin*.
  3. Satisfy the requirements listed under All Undergraduate Degrees below.

## Computer Science and Applied Science Bachelor of Science Degrees

To earn the BS in Applied Science (Chemical Engineering), BS in Applied Science (Electrical Engineering), BS in Applied Science (Mechanical Engineering), BS in Applied Science (Systems Science & Engineering), BS in Computer Science, BS in Computer Science + Mathematics, BS in Computer Science + Economics, or the BS in Data Science, a student must satisfy all of the following general distribution requirements:

1. Complete at least 120 applicable units.
2. Complete at least 48 units of the 120 in mathematics, natural sciences and engineering.
3. Complete at least 42 units of the total 120 units at the 300 level or higher.
4. Satisfy the specific degree requirements of one of the applied science degree programs, as outlined in other sections of this *Bulletin*.
5. Satisfy the requirements outlined under All Undergraduate Degrees below.

**Note:** Diplomas for applied science degrees state "Bachelor of Science" and do not indicate the major on the diploma. The major (e.g., Chemical Engineering) is posted on the official transcript.

## All Undergraduate Degrees

**To earn any undergraduate degree in the McKelvey School of Engineering, a student must accomplish all of the following:**

1. Earn at least a C (2.0) cumulative grade-point average in all applicable courses taken at Washington University. All courses must be taken for a letter grade unless otherwise specified. Other course restrictions may apply, and students should closely review the remainder of this *Bulletin* as well as the degree audit system.
2. Earn at least the minimum total number of units specified for the particular degree. All degrees require students to complete at least 120 applicable units.
3. Earn at least a C (2.0) GPA in all engineering courses taken.
4. Satisfy all of the following residency requirements:

- a. Complete a minimum of 30 units of 200-level or higher courses from the school while matriculated at Washington University in a degree program. An approved engineering course transferring in as 200-level or higher from an exchange program or a study abroad experience sanctioned by the McKelvey School of Engineering may be counted as a school equivalent course for the purpose of satisfying this requirement.
  - b. Complete a minimum of 60 units at Washington University while matriculated at Washington University in a degree program. Exchange program or study abroad courses sanctioned by the school may be counted toward this requirement.
  - c. For students who pursue multiple engineering BS degrees, for each additional BS degree from the school, students must complete an additional 15 resident units of 200-level or higher courses from the school, which are in addition to the 30 units of 200-level or higher engineering courses that are listed in 4a above. No more than two BS degrees from the McKelvey School of Engineering may be earned by the same student.
  - d. For students enrolled in a Washington University undergraduate joint or combined degree program connected to a McKelvey academic department and an academic department outside of McKelvey, the McKelvey academic department may designate specific Washington University courses (200-level or higher) taken outside of the McKelvey School of Engineering to satisfy the residency requirement listed in 4a above. Such designated courses must be required for the core or elective portions of the major-specific requirements of the joint or combined degree program.  
**Note:** Some departments may have program-specific residency requirements that require students to complete a minimum number of units at Washington University for their specific degree programs. This is currently true in Computer Science & Engineering.
5. Complete the English proficiency requirement as well as the humanities and social sciences requirement of the McKelvey School of Engineering.

## English Proficiency Requirement

Every student must demonstrate proficiency in the reading and writing of the English language. First-year engineering students are given an opportunity to take a writing placement exam during the summer before they arrive to campus. Proficiency can be demonstrated by satisfactory performance on this writing placement exam administered by the McKelvey School of Engineering. Waivers of the English proficiency requirement via the writing placement exam do not carry degree credit.

Students who do not demonstrate satisfactory proficiency via the writing placement exam are required to enroll in a course or sequence of courses specified by the test's administrator. The school's English proficiency requirement is then satisfied only by a grade of C- or better in one of the themed college writing courses developed by the College Writing Program.

Before enrolling in one of the College Writing Program themed courses, some students may be required to complete CWP 1511 Critical Reading and Analytical Writing, CWP 1001 Foundations of Academic Writing or CWP 200 Writing Tutorial.

Courses taken at other institutions to satisfy the English proficiency requirement must be approved by the school's English proficiency coordinator. If the course is so approved, the student must pass with a grade of C- or better.

## Humanities and Social Sciences Requirement

To earn any bachelor's degree from the McKelvey School of Engineering, students must complete the school's humanities and social sciences requirement:

1. Minimum units: At least 18 units of humanities and social sciences courses must be completed with passing grades. Humanities and social sciences courses (other than transfer courses) may be taken for pass/fail credit.
2. Breadth: At least 6 units of the 18 must be in the humanities, and at least 6 units must be in the social sciences.
3. Upper-level courses: At least 3 units of the 18 units completed must be from one or more courses numbered 300 or higher.

**Note:** Joint degree programs may have different humanities/social science degree requirements.

Washington University courses labeled with the EN:H or EN:S attribute in the semester course listings will count, respectively, toward the humanities or social sciences requirement for engineering degrees. In general, most art courses (F10 and F20) will count toward the engineering school's humanities requirement, even if they do not have the specific EN:H designation. Some upper-level art courses are open only to students with an open art program.

Transfer courses must be approved through Engineering Undergraduate Student Services as acceptable transfer credit and as applicable humanities or social sciences courses. All transfer courses must be taken for credit (i.e., not pass/fail), and students must earn a C- or better in transfer courses for the credit to transfer to the school. Grades do not transfer.

Advanced Placement (AP) credit and International Baccalaureate (IB) credit approved through Engineering Undergraduate Student Services may be used to satisfy all or part of the breadth requirement (i.e., the humanities 6-unit requirement and/or the social science 6-unit requirement); however, AP and IB credit may not be used to satisfy the 18 minimum units needed to satisfy the school's overall humanities and social sciences requirement. Students may individually petition Engineering Undergraduate Student Services to have their AP or IB credit counted toward the humanities 6-unit requirement and/or the social sciences 6-unit requirement. Petitions will be reviewed to determine if they conform to guidelines established for awarding humanities and social sciences credit. Guidelines are approved by the Engineering Undergraduate Studies Committee.

## Engineering Topics Units

Bachelor's degree programs accredited by the Engineering Accreditation Commission of ABET require that the program require a minimum of 45 units of engineering topics. A course carrying engineering topics units will be marked in the Course Listings with the EN:TU attribute.

### Engineering Topics/Design Component

Engineering design is the process of devising a system, component or process to meet desired needs. It is a decision-making process (often iterative) in which basic sciences, mathematics and engineering sciences are applied to convert resources optimally to meet a stated objective. Among the fundamental elements of the design process are the establishment of objectives and criteria, synthesis, analysis, construction, testing and evaluation. The engineering design component of a curriculum must include most of the following features: development of student creativity, use of open-ended problems, development and use of modern design theory and methodology, formulation of design problem statements and specifications, consideration of alternative solutions, feasibility considerations, production processes, concurrent engineering design and detailed system descriptions. Further, it is essential to include a variety of realistic constraints, such as economic factors, safety, reliability, aesthetics, ethics and social impact.

### Engineering Topics/Science Component

The engineering sciences have their roots in mathematics and basic sciences but carry knowledge further toward creative application. These studies provide a bridge between mathematics and basic sciences on the one hand and engineering practice on the other. Such subjects include mechanics, thermodynamics, electrical and electronic circuits, materials science, transport phenomena and computer science (other than computer programming skills), along with other subjects, depending on the discipline. Although it is recognized that some subject areas may be taught from the standpoint of either basic sciences or engineering sciences, the ultimate determination of the engineering science content is based on the extent to which there is extension of knowledge toward creative application. In order to promote breadth, the curriculum must include at least one engineering course outside of the major disciplinary area.

### ABET Mathematics and Basic Science Requirement

Bachelor degree programs accredited by the Engineering Accreditation Commission of ABET require that the program require a minimum of 30 units of college-level mathematics and basic sciences (some with experimental experience) appropriate to the discipline. The basic sciences are defined as biology, chemistry and physics.

## Applicable Undergraduate Engineering Degree Requirements

Undergraduate engineering students are required to satisfy the engineering degree requirements that are published in the online undergraduate Bulletin (p. 11) in effect at the time they first enroll at the university as degree-seeking undergraduate students.

Undergraduate engineering students must complete all undergraduate degree requirements and graduate within 10 consecutive years of enrolling as degree-seeking undergraduate students at the university.

A student who does not graduate within 10 consecutive years will be required to satisfy the degree requirements that are in the most recently published online undergraduate *Bulletin* and to retake courses identified by the chair of the department in which the student is seeking the degree.

- When a student wishes to return to complete course work and earn a degree after the 10-year time period has passed, the most recent online undergraduate *Bulletin* is defined as the catalog in effect when the student re-enrolls in the McKelvey School of Engineering as an undergraduate student seeking a degree.
- When a student has left the university and wishes to complete course work at another university to then transfer back and graduate from the McKelvey School of Engineering and when more than 10 years have elapsed since the student was first enrolled as an undergraduate engineering degree-seeking student, the most recent online undergraduate *Bulletin* is defined as the catalog in effect when the student files an intent to graduate for an engineering undergraduate degree. The course work that the student intends to complete and transfer back to the McKelvey School of Engineering must be approved by the school before the student enrolls in the course work.

## Academic Honors & Awards

### Dean's List

The Dean's List is composed of first-year, sophomore, junior, and senior engineering students who, for the preceding semester, have achieved a 3.6 or higher grade point average based on a minimum of 12 units of applicable courses taken for letter grades (i.e., not Pass/Fail or Audit). An appropriate entry is added to these students' official transcripts.

No I (incomplete) or N (no grade reported) grades may be a part of the semester's record. For a student to be eligible for the fall Dean's List, all final grades must be posted by January 15. For the spring semester, all final grades must be posted by June 15 for a student to be considered. There is no Dean's List for summer terms.

## Latin Honors

For students graduating with undergraduate engineering degrees, Latin honors from the school will be awarded based on the cumulative Washington University GPA. In June, the GPA cutoffs used to select Latin honors for the upcoming year will be assigned by calculating cumulative averages from the three most recent graduation years. For the upcoming graduating class, the three-year average of the top 10% will determine which students are awarded summa cum laude; the three-year average of the next top 10% will determine which students are awarded magna cum laude; and the three-year average of the next top 10% will determine which students are awarded cum laude. Latin honors will be awarded to students whose cumulative GPAs at the time of graduation meet the predefined three-year average GPA cutoffs, which are determined during June of the prior year.

## 4.0 Cumulative GPA Recognition at Graduation

Graduating seniors with a 4.0 cumulative GPA who entered as first-year students (i.e., not transfer students) receive special acknowledgement at the annual McKelvey Recognition Ceremony in May. Students must have earned a 4.0 cumulative GPA, which is not due to GPA upward rounding (i.e., only A and A+ grades have been earned), at Washington University with no repeated courses (i.e., students who have not taken advantage of the course retake policy). Grades earned in approved transfer courses do not count in the cumulative GPA.

## Academic Policies

### Attendance

Each professor in the McKelvey School of Engineering decides how many absences a student may have and still pass the course. Professors are expected to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their professors the reasons for any absences and to discuss with them the possibility of making up missed assignments.

### Units and Grades

A credit unit is the equivalent of one recitation or lecture hour a week for one semester or one laboratory of two and one-half hours a week for one semester. A student's work is rated in terms of the following system of grades and grade points:

Grade	Points per Unit
A or A+	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0

C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
P#	Pass
F#	Failing
S	Satisfactory
U	Unsatisfactory
I	Course work incomplete
X	No final exam taken
W	Withdrawal
WLA	Withdraw leave of absence
R	Retaken course
L	Successful audit
Z	Unsuccessful audit
N	No grade submitted

## Auditing a Course

A student may register for some courses as an auditor. The criteria for a successful audit are determined by the course instructor, and the student should work with the instructor to ensure that these criteria are understood. Generally speaking, the completion of homework and the taking of exams are not required. The grade L signifies a successful audit, and the grade Z signifies an unsuccessful audit. Neither grade affects a student's grade-point average, and the course's units do not contribute to the student's total cumulative degree-seeking units. Audit courses do not count toward any degree, nor do they count toward full-time status determination. They do count toward the 21-unit cap per semester, and audit units are charged at the standard full-time or part-time per-unit rate. Class attendance is normally required to earn a grade of L; unsatisfactory attendance will result in a grade of Z. Computer science courses do not allow students with auditor status.

## Incomplete Grades

The grade I (incomplete) indicates that the work of a student has been generally acceptable but that extenuating circumstances led to certain requirements not having been met. The grade X is recorded when a student is absent from a midterm or final examination because of illness or other unavoidable reason, provided the work has been otherwise satisfactory.

Grades of X and I must be removed no later than the close of the next full semester a student is in residence. On failure to make up an X or I grade, the student will not receive credit for the course, and the grade will be changed to F unless the student has been explicitly excused by the associate dean.

A student should **not** re-enroll in a class to complete an I grade. Enrolling in the class a second time invokes the Course Retake Policy (p. 1308).

## Course Retake Policy

If an engineering student repeats a course at Washington University, only the second grade is included in the calculation of the GPA. Both enrollments and grades are shown on the student's official transcript. The symbol R next to the first enrollment's grade indicates that the course was later retaken. Credit toward the degree is allowed for the latest enrollment only.

If an engineering student repeats a course elsewhere (i.e., as a preapproved transfer course from another university), the student must take the course for credit and earn a C- or better for the units to transfer to Washington University. After an official transcript showing the final grade for the repeated course is received, the symbol R next to the first enrollment's grade indicates that the course was later retaken. The original grade will no longer figure into the student's GPA, nor will the transfer course grade figure into the GPA. The grade for the transfer course does not display on the student's Washington University record, but the units for the transfer course will count toward the degree program.

## Course Descriptions

The McKelvey School of Engineering is subdivided into five academic departments: Biomedical Engineering (E62); Computer Science & Engineering (E81); Electrical & Systems Engineering (E35); Energy, Environmental & Chemical Engineering (E44); and Mechanical Engineering & Materials Science (E37). Each department may offer courses leading to one or more bachelor's, master's or doctoral degrees.

The courses of instruction are numbered according to the following system:

- 100 to 199 are primarily for first-year students.
- 200 to 299 are primarily for sophomores.
- 300 to 399 are primarily for juniors.
- 400 to 499 are primarily for juniors and seniors, although certain courses may carry graduate credit.
- 500 and above are offered to graduate students and to juniors and seniors who have met all stated requirements. If there are no stated requirements, juniors and seniors should obtain permission of the instructor.

One unit of credit is given for each hour of lecture, and one unit is given for each two and one-half hours of laboratory. Each course description shows the course's credit. A table of all engineering courses (PDF) and, for each course, the division of its topics units is available and frequently updated on the school's website.

## Definition of Class Levels

For classification purposes, a student's undergraduate class level is defined according to the year in which they intend to graduate.

## Pass/Fail Option

All undergraduate engineering students are eligible to register each semester for up to 6 units with the pass/fail option, for up to a maximum of 18 units attempted. Some departments require students to take certain courses pass/fail; credits in these courses do not count toward either the semester limit of 6 units or the cumulative limit of 18 units. Other than these courses, **only elective courses may be taken with this option**, including courses in other divisions of the university but that are still contingent upon and subject to departmental requirements. Humanities, social sciences and some technical electives specifically allowed by individual engineering programs, as well as some engineering courses (both undergraduate and graduate that are not specifically required for the student's major program), may be taken with the pass/fail option. Some programs do not allow any courses (either required or elective) to be taken with the pass/fail option. Graduate courses taken on a pass/fail basis cannot be transferred later for credit toward a graduate degree.

Changes from the regular grade basis to pass/fail or vice versa may not be made after the last dates specified in the current Course Listings. The normal regulations for withdrawal or change to auditor status also apply to pass/fail courses.

It is the student's responsibility to discuss with the faculty member what constitutes a pass in a particular course. Although the general pass mark is a C-, instructors have the discretion to set the pass mark higher in their course(s).

A final grade of P# (pass) will earn degree credit where applicable. A final grade of F# (fail) will not earn degree credit. Neither P# nor F# will affect the GPA.

## Academic Standing

This policy applies to all McKelvey undergraduate degree-seeking students. Students who enter as Dual Degree 3-Year Option (3/3) students pursue a McKelvey undergraduate degree for two years and then a McKelvey master's degree during the third year. While pursuing the undergraduate degree during the first two years, this policy is applied to these students. McKelvey graduate academic standing rules are applied during the third year, when these students are primarily pursuing master's degree requirements.

A fundamental requirement for all students is to make sufficient academic progress toward degree completion. In order to make sufficient academic progress, students must earn adequate grades and complete enough units in order to satisfy degree requirements in a timely manner.

The following key performance indicators are used to determine whether a student pursuing an undergraduate degree in McKelvey remains in good academic standing at the end of each fall and spring semester:

- Minimum semester GPA of 2.0
- Minimum cumulative GPA of 2.0
- Completion of 12 units with passing letter grades (D- or higher) or "pass" with the pass/fail grade option

- Course units that will not count as being successfully completed include the following:
  - Courses with an incomplete grade
  - Courses taken for audit credit
  - Courses receiving a failing course grade
  - Courses withdrawn ("W")
  - Courses without any final grades posted

An inability to maintain each indicator above will result in a student being placed into one of the three academic standing categories described below, which is a signal that minimum standards for graduating are in danger of not being met. Unless a student demonstrates improvement, thereby indicating their ability to fulfill degree requirements within a reasonable time period, the student may be dismissed from the university.

If a performance indicator contributing to the status of an academic standing category is raised above the threshold (e.g., by the resolution of an incomplete grade or the change of a final grade), then that academic standing may be reconsidered if the student has not yet graduated. However, repeating a course which then results in the first grade earned in the course to no longer count in a GPA will not result in a past academic standing status to be reconsidered.

## Academic Concern

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Concern:

1. Receiving an incomplete final course grade (first occurrence and all subsequent occurrences)
2. Earning a semester GPA of less than 2.0 (first occurrence)
3. Earning fewer than a total of 12 units in a regular semester (first occurrence)

When a student qualifies for Academic Concern in more than one semester by earning a semester GPA of less than 2.0 (1.b. above) **and/or** by earning fewer than a total of 12 units in a regular semester (1.c. above), then the second (or additional) Academic Concern qualification will immediately convert to Academic Notice or Academic Time Away as described below. Academic Concern is noted only the first time that a student qualifies for an academic action based upon a semester GPA of less than 2.0 **and/or** earning fewer than 12 units.

*Example: In semester A, Justin earns less than a 2.0 semester GPA and is placed on Academic Concern. In semester B, Justin earns fewer than 12 units and is placed on Academic Notice.*

After an incomplete grade is changed to a grade, the semester GPA and cumulative GPA for that semester may be reevaluated in a future semester to determine if the student has become eligible for a different academic action for the semester the incomplete grade was changed. If a different academic standing category is identified, the student will be notified of the new academic standing category.

*Example: In semester A, Bailey earns an incomplete grade and is placed on Academic Concern. The incomplete work was not submitted, so the incomplete grade is converted to a failing F grade, which changed the semester A GPA to less than 2.0. Bailey would be notified that they are placed on an academic action (Academic Concern, Academic Notice, or Time Away, as appropriate) due to semester A GPA being less than 2.0.*

While a student placed on Academic Concern remains in good academic standing, this status is a signal to the student that academic performance is below minimum standards and, if continued, will likely cause the student to fall out of good standing. This status is not noted on the official transcript. Because it does not cause the student to fall out of good standing, it will not be incorporated into enrollment verifications requesting confirmation of academic standing.

## Academic Notice

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Notice:

1. Cumulative GPA of less than 2.0 (first occurrence and all subsequent occurrences)
2. Semester GPA of less than 2.0 (second occurrence and all subsequent occurrences)
3. Earning fewer than a total of 12 units in a regular semester (second occurrence and all subsequent occurrences)
4. First occurrence of 2.b and/or 2.c. above if a student had previously been placed on Academic Concern due to 1.b. and/or 1.c.

*Example: At the end of semester A, Rocky is placed on Academic Concern for earning fewer than 12 units. At the end of semester B, Rocky earns a semester GPA of less than 2.0 (their first semester below 2.0), and is then placed on Academic Notice.*

Academic Notice status indicates that a student is not in good academic standing. Although this status is not noted on the official transcript, it will be incorporated into enrollment verifications requesting confirmation of a student's standing.

## Academic Time Away

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Time Away, which is a pause in enrollment at Washington University:

1. Any third time a student becomes eligible for Academic Notice
2. Any second sequential semester a student becomes eligible for Academic Notice
3. Any semester in which a student was enrolled in courses but earns no degree credit that semester (e.g., fails all courses)

Academic Time Away status indicates that a student is not in good academic standing. Because this status is marked by a break in enrollment, this status is noted on the official transcript.

Academic Time Away is not viewed as punitive. Rather, it is an academic pause applied when it is clear that something is interfering with a student's ability to complete degree requirements. It is not in a student's best interest to continue with their studies unless changes are made that will enable successful and consistent academic progress toward graduation.

Students placed on Academic Time Away are given the option to appeal. Students choosing to appeal must follow a prescribed appeal process within provided specific deadlines. Students who successfully appeal their Academic Time Away will be allowed to continue their enrollment and their academic status category will change to Academic Notice. Students deciding not to appeal, or if their appeal is unsuccessful, will have their registration cancelled for the upcoming semester and their academic record will be closed. When this occurs, it is possible for the student to request reinstatement with McKelvey at a future time. Students in this situation will need to show that they have successfully completed challenging coursework at a different institution (normally, at least for one year), or be employed in a paid position (normally, at least for one year), or a combination of the two (school and work). Students who have been placed on Academic Time Away will be allowed to return when it appears that they are genuinely ready to successfully complete coursework at Washington University.

## Dual-Degree Students

A student who enters as a Dual-Degree 3-Year Option (3/3) student pursues a McKelvey undergraduate degree for two years and then a McKelvey master's degree the third year. While pursuing the undergraduate degree during the first two years, undergraduate academic standing rules are applied to the student. McKelvey graduate probation and suspension rules are applied during the third year, when the student is pursuing the master's degree.

## Satisfactory Academic Progress for Title IV Financial Aid

Federal regulations require that students receiving federal Title IV financial aid maintain Satisfactory Academic Progress (SAP). The minimum GPA requirements needed to maintain eligibility for SAP are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal SAP.

SAP is evaluated annually at the end of the spring semester. In order to maintain SAP and thus be eligible for federal financial aid, a student must maintain minimum requirements for cumulative GPA ( $\geq 2.0$  for undergraduates,  $\geq 2.70$  for master's students, and  $\geq 3.0$  for doctoral students). A student must also maintain minimum requirements for pace (credit earned for at least 67% of the credits attempted). In addition, the degree must be completed within the maximum time frame allowed for the program (defined as 150% of the required credits). Students who are not maintaining SAP will be notified by the McKelvey Registrar and, barring an approved appeal, are ineligible for aid for future semesters.

More information about Satisfactory Academic Progress is available from Student Financial Services.

## Full-Time and Part-Time Enrollment

Engineering undergraduate degree programs are full-time programs. All undergraduate students are automatically charged full-time tuition each semester. Full-time enrollment is 12 to 21 units of credit per semester. Courses taken in audit status do not count toward full-time enrollment status. Students may not enroll in more than 21 units without special permission. An additional per-unit tuition charge is assessed for enrolled units exceeding the 21-unit limit in a semester.

Part-time enrollment is not allowed unless it is formally approved by Disability Resources or Habib Health and Wellness Center. Students approved for part-time status may enroll in 1 to 11 units and are charged part-time tuition, along with all standard undergraduate fees. Each semester, these students should contact the Engineering Registrar and request to have their tuition adjusted to reflect their part-time enrolled units. Financial aid may not be available for part-time enrollment, so students should contact Student Financial Services to discuss their specific situations.

Seniors who need to enroll for an extra semester in order to graduate may request part-time enrollment and part-time tuition charges for that additional semester of study. These students will not have full-time student status if they are enrolled in less than 12 units. For students who enrolled as first-year students, part-time enrollment may be requested after their eighth academic semester of study. For dual-degree undergraduate students, part-time enrollment may be requested after their fourth academic semester of study. Prior to the add/drop deadline for the semester, these seniors may petition the Engineering Registrar to have their tuition adjusted to reflect their part-time enrolled units. Students approved for reduced tuition will have their bills adjusted after the add/drop deadline has passed. Summer sessions are not counted as academic semesters.

## Leaves of Absence

Engineering students may petition to take a leave of absence. For a leave of absence, students in good standing are assured re-enrollment within the next two years. Before returning, the student is to notify the McKelvey School of Engineering and submit a reinstatement form at least six weeks prior to the beginning of the appropriate term. A student wishing to take a medical leave of absence must have a recommendation for the medical leave of absence from Habib Health and Wellness Center submitted to the appropriate dean in the McKelvey School of Engineering prior to leaving and prior to re-enrollment. The dean will decide whether or not to grant the request for the medical leave of absence and re-enrollment upon reviewing the recommendations from the Habib Health and Wellness Center and the student's file.

## Tuition Refunds

All full-time undergraduate students in Engineering are assessed tuition at a full-time tuition rate and do not receive refunds for dropping individual courses. Students who officially withdraw from the university (drop all semester courses) will receive a tuition refund as outlined on the Undergraduate Tuition & Fees page (p. 50) of this *Bulletin*. After the date of the first class meeting, refunds are not granted for short courses, which run less than the full semester length.

## Transfer Credit

A student must get prior approval before taking a course at another university. After completing the course, the student must have an official copy of the transcript sent to the McKelvey School of Engineering for evaluation. If the credit is accepted, the course will appear on the transcript with the units but not the grade. Only units of credit for courses with a grade of C- or better will transfer. No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Conduct Code or the Academic Integrity policy. The transfer course approval process is outlined on the McKelvey School of Engineering website.

Transfer credit is never accepted for online courses.

## School of Continuing & Professional Studies Courses

Engineering students may receive credit for a limited number of School of Continuing & Professional Studies courses that have been approved by the Engineering Undergraduate Studies Committee. The approved courses listed below will display on official transcripts and the course units will count toward engineering degree requirements, but the grade will not be calculated in the students' GPAs. Approved courses must be taken for a letter grade, and students must earn a minimum grade of C- for the course units to count toward engineering degree requirements.

Current approved courses, which may be needed by students seeking admission into medical school, include the following:

- U29 Bio 4170 Endocrine Physiology
- U29 Bio 4241 Immunology

## Eligibility to Enroll in Other School of Continuing & Professional Studies Courses

School of Continuing & Professional Studies courses that do not appear on the approved list above may be taken under certain circumstances. The courses will display on official transcripts, but the units will not count toward engineering degree requirements, and the grade will not be calculated in the students' GPAs. Eligibility is restricted as outlined below:



1. First-year students may take U03 GS 125 College Success Seminar, but the course will not count toward engineering degree requirements.
2. Undergraduate engineering students may enroll in School of Continuing & Professional Studies biology courses (U29), but only the above-listed courses will count toward engineering degree requirements.
3. Undergraduate engineering students in their final year of study may enroll in one School of Continuing & Professional Studies course each semester. Again, these courses will not count toward engineering degree requirements.

## Exceptions

Exceptions to the above rules may exist for a student's declared degree program when working toward a non-Engineering minor or a joint-degree program.

## Military Training

Army and Air Force ROTC programs are available at Washington University.

A student in the McKelvey School of Engineering who takes an ROTC course will have the course name, number, credit units and grade entered on their official transcript. If the course is numbered 100 through 299, the course's units and grade will not apply toward the student's degree requirements; if the course is numbered 300 through 499 and the grade is D- or better, the course's units will apply toward the student's degree requirements (as a free elective), and the grade will be counted in the student's cumulative and semester GPAs. Credit may be awarded for no more than one course per semester, for a maximum of 16 units. The last course in the sequence, MILS 4020, will count for EN:S credit.

Course descriptions for Air Force ROTC and Army ROTC (p. 1320) can be found in the appropriate sections of this *Bulletin*.

## Sever Institute Courses

Sever graduate courses are allowed to count as general units and in the GPA for all undergraduate and graduate McKelvey students. The units earned in Sever graduate courses will count as general units needed to satisfy any McKelvey degree, and they will count toward the general Washington University residency requirement for undergraduate degrees. However, they will not count toward the engineering ("E" course) residency requirement for McKelvey undergraduate degrees. The GPA earned in Sever graduate courses will count toward the cumulative GPA, the semester GPA, the Dean's List, the class rank, and Latin honors. Unless approved by the McKelvey department offering the student's degree program, Sever graduate courses will not satisfy any course requirement (core or elective requirement) for any McKelvey undergraduate degree, graduate degree, second major, minor, or certificate program.

## Online Courses

Online courses taken by engineering undergraduate students will not count toward graduation requirements. Exceptions include only those courses with "E" course numbers offered by McKelvey and "L" course numbers offered by Arts & Sciences.

## Academic Integrity

All students in the McKelvey School of Engineering are expected to conform to high standards of conduct. Undergraduate Students should refer to the Washington University Undergraduate Student Academic Integrity Policy for an overview of expectations. To review our school statement on academic integrity as well as our process, visit the McKelvey Academic Integrity webpage.

## Academic Calendar

In addition to the university's academic calendar, McKelvey maintains an Engineering Academic Calendar with dates and deadlines that are specific to McKelvey students. This calendar includes course information, which is also helpful for non-McKelvey students taking engineering courses.

## Administration

### Dean's Office

314-935-6350

### Department of Biomedical Engineering

314-935-6164

### Department of Computer Science & Engineering

314-935-6160

### Department of Electrical & Systems Engineering

314-935-5565

### Department of Energy, Environmental & Chemical Engineering

314-935-6070

### Department of Mechanical Engineering & Materials Science

314-935-6047

### Engineering Information Technology

314-933-3333

### Engineering Undergraduate Student Services

314-935-6100

## Majors (directory)

Below is a list of majors offered by the McKelvey School of Engineering. Visit the following sections of this *Bulletin* for more information about a specific major. Students must log into WebSTAC and select the Major Programs link under Academics to switch their major program within Engineering or to declare a second major or minor online.

- Applied Science (Chemical Engineering) (p. 1284)
- Applied Science (Electrical Engineering) (p. 1267)
- Applied Science (Mechanical Engineering) (p. 1300)
- Applied Science (Systems Science & Engineering) (p. 1268)
- Biomedical Engineering (p. 1204)
- Business and Computer Science (p. 1240)
- Chemical Engineering (p. 1282)
- Computer Engineering (p. 1232)
- Computer Science (p. 1233)
- Computer Science + Economics (p. 1234)
- Computer Science + Math (p. 1236)
- Data Science (p. 1238)
- Electrical Engineering (p. 1263)
- Environmental Engineering (p. 1283)
- Individually Designed Major (p. 1197)
- Mechanical Engineering (p. 1298)
- Systems Science & Engineering (p. 1264)
- Second Major in Computer Science (p. 1242)
- Second Major in Computer Science + Mathematics (p. 1242)
- Second Major in Data Science (p. 1244)
- Second Major in Electrical Engineering (p. 1268)
- Second Major in Financial Engineering (p. 1269)
- Second Major in Systems Science & Engineering (p. 1268)
- Environmental Engineering Science (p. 1284)
- Human-Computer Interaction (p. 1247)
- Materials Science & Engineering (p. 1301)
- Mechanical Engineering (p. 1302)
- Mechatronics (p. 1271)
- Nanoscale Science & Engineering (p. 1286)
- Quantum Engineering (p. 1272)
- Robotics (p. 1271)
- Systems Science & Engineering (p. 1272)

## Minors (directory)

### Residency Rule for Engineering Minors

No more than 6 units of credit transferred from another institution (outside Washington University) can be used to meet the requirements of any minor offered by the McKelvey School of Engineering. The remaining units (up to the amount required for the minor) must be applicable units from Washington University taken for a letter grade. Classes taken with the pass/fail grade option do not meet requirements unless specifically allowed. The review committee that oversees a minor has the authority to establish a more stringent residency rule.

### Minors

Below is a list of minors offered by the McKelvey School of Engineering. Visit the following sections of this *Bulletin* for more information about a specific minor. Students must log into WebSTAC and select the Major Programs link under Academics to declare a minor online.

- Aerospace Engineering (p. 1300)
- Bioinformatics (p. 1246)
- Biomedical Data Science (p. 1213)
- Computer Science (p. 1246)
- Electrical Engineering (p. 1270)
- Energy Engineering (p. 1285)

# Beyond Boundaries Program

The minimum grade point average requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal Satisfactory Academic Progress. Beyond Boundaries Program students are required to maintain a 2.0 cumulative GPA. To be in good academic standing in the program on a semesterly basis, students are expected to complete a minimum of 12 units per semester with a minimum 2.0 semester GPA.

Contact: Simone Picker  
Phone: 314-935-8874  
Email: [simonepicker@wustl.edu](mailto:simonepicker@wustl.edu)  
Website: <http://beyondboundaries.wustl.edu>

## Curriculum

### Phase A: Foundation (Years 1 and 2)

#### Year One (11 required credits)

Year one requirements include an introductory sequence that teaches writing, the framework of interdisciplinary study, and collaborative problem solving, as well as two Beyond Boundaries courses:

- Beyond Boundaries Seminar (2 credits total, fall and spring)
- Beyond Boundaries Courses (6 credits total, fall and/or spring)
- First Year College Writing (3 credits total, fall)
- Beyond Boundaries Workshops and Events (fall and spring)

#### Fall Semester:

- Beyond Boundaries Seminar (1 credit, Beyond Boundaries Program students only)
- One or two Beyond Boundaries Course(s) (3 or 6 credits)
- College Writing (3 credits)

#### Spring Semester:

- Beyond Boundaries Seminar (1 credit, Beyond Boundaries Program students only)
- One Beyond Boundaries Course (3 credits, unless two courses were taken in the fall)

### Year Two: Beyond Boundaries Programming and Self-Directed Interdisciplinary Learning

After program students have transferred to the academic division of their choosing and completed the curricular requirements of year one, their focus will shift to self-directed learning.

Components of year two will include the following:

- Participation in Beyond Boundaries Peer Mentoring
- Beyond Boundaries Workshops and Events
- Engagement in on- and off-campus activities, such as the following:
  - Speakers or exhibits
  - Networking events or workshops
  - Community service/volunteering events
  - Seminars or conferences
  - Internships/fellowships
  - Interdisciplinary courses/projects/programs

These various opportunities are designed to allow students the flexibility to achieve their academic and cocurricular goals outside of the Beyond Boundaries Program while keeping them connected to the program community.

Students who complete years one and two of the Beyond Boundaries Program receive a milestone notation on their transcript. Students may opt to continue this program into their third and fourth years.

For more information, please review the Beyond Boundaries Program's detailed description of self-directed learning (available via Box).

### Phase B: Focus (Years 3 and 4)

#### Year Three: Beyond Boundaries Programming and Self-Directed Interdisciplinary Learning

The components mentioned above in year 2 will also be applicable in years 3 and 4. In addition, students in this second phase of the program will begin receiving support as they start working on their interdisciplinary capstone projects and thesis papers.

#### Year Four

This final year will culminate in the completion of the previously mentioned program requirements, including the incorporation of a capstone project or thesis paper.

Students who meet the program requirements of this second phase of the program will receive an additional milestone notation on their official transcript.

## Courses

### Year One Courses for Beyond Boundaries Students

#### Beyond Boundaries Seminar (2 credits total)

The Beyond Boundaries Seminar is designed to support the student's development in interdisciplinary thinking and collaborative problem solving. Over the course of two semesters, students will engage in discussions, workshops, skill-building exercises, and panel presentations to grow their skills and knowledge in these areas. Over the course of the academic year, we will ask the following questions:

1. What role(s) do I want to play on collaborative problem-solving teams?
2. What skills, knowledge, and partnerships are necessary for interdisciplinary work?
3. How can I use my time at Washington University to grow these skills?

The knowledge gained is designed to contribute to academic success, personal development, and a more rewarding social and academic experience over the course of the college experience. This is a 1-credit course that is offered during both the fall and spring semesters during the first year of the program.

---

#### 160 BEYOND 100 Beyond Boundaries Seminar

The Beyond Boundaries Seminar is designed to support student's development in interdisciplinary thinking and collaborative problem solving. Over the course of two semesters, students will engage in discussions, workshops, skill building exercises and panel presentations to grow their skills and knowledge in these areas. Over the course of the academic year we will ask the following questions: 1. What role(s) do I want to play on collaborative problem-solving teams? 2. What skills and knowledge are necessary for interdisciplinary work? 3. How can I use my time at Washington University to grow these skills? This course is required for all first-year students in the Beyond Boundaries program and open only to first-year students in the Beyond Boundaries program.

Credit 1 unit. A&S: FYBB

---

#### College Writing (3 credits)

During the fall semester of the first year, Beyond Boundaries Program students will take a 3-unit common College Writing course; this is a requirement for most first-year students at Washington University. This course will focus on basic writing skills and communication across disciplines.

#### Beyond Boundaries Courses (3 credits each, open to *all* first-year students)

In addition to the courses mentioned above, first-year students in the Beyond Boundaries Program will be required to complete two Beyond Boundaries courses (over the course of their first year), for which they will have priority enrollment.

Beyond Boundaries courses, which are funded by the Office of the Provost and offered to first-year students *only*, are designed to prepare students for a rapidly evolving world characterized by social, political, scientific, and economic challenges that cannot be solved using knowledge from a single discipline. Team-taught by faculty from different schools across Washington University, Beyond Boundaries courses offer a window into how scholars from different disciplines approach big, critical topics such as our aging population, the nature of creativity, the phenomenon of climate change, and the art of medicine.

---

#### 160 BEYOND 101 Earth's Future: Causes and Consequences of Global Climate Change

Earth's Future: Causes and Consequences of Global Climate Change examines the following: 1) the physical basis for climate change; 2) how climates are changing and how we know and assess that climates are changing; and 3) the effects of climate change on natural and human systems. The course is team-taught and will involve participation by scholars across the university with expertise in specific subjects. This is a broad introductory course for first-year students, and it presumes no special subject matter knowledge on the part of the student. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S: FYBB A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

---

#### 160 BEYOND 102 The Business of Elections

This course will focus on understanding the primary and presidential elections -- particularly the 2024 election -- through a multidisciplinary approach that primarily involves political science and business. Campaigns are start-ups that rely on strategy, branding, influencing consumers (voters), financing and other concepts to achieve the election of their candidate. At the same time, American politics is highly polarized, with voters who are increasingly hostile to listening to the other side. Given this context, how does a campaign succeed as an entrepreneurial venture? This course will allow students to compare and contrast how different candidates' policies and platforms may affect different constituencies/sectors of the business/labor world as well as the economy, how the media portrays them, and what role they will play in the general election. This course is for first-year (non-transfer) students only. Students who are not first-year students will be automatically unenrolled from this course.

Credit 3 units. Arch: SSC Art: SSC BU: BA EN: S

---

#### 160 BEYOND 105 The Endgame of Entrepreneurship: Leveraging Capitalism for Good

Historically, profit has been a key driver of human behavior. In this course, students will learn to take advantage of the profit-seeking motive of capitalism while also learning from the mistakes and unintended consequences capitalism has caused throughout history. Students will apply these learnings toward profit-seeking solutions for the United Nations' Sustainable Development Goals, which are global challenges that call us to work together with boldness and urgency. We will explore how skills from entrepreneurship and venture creation can be used to improve water, climate, education and gender equality

globally and here in St. Louis. In interdisciplinary teams, students will learn how to define a problem; listen to customers, competitors and collaborators; create value; measure impact; and communicate their vision. Bold entrepreneurial spirit and skills learned in this course will guide students in their further studies at Washington University and beyond. This course does not count for Economics major/minor elective credit. This course is for first-year (non-transfer) students only. Credit 3 units. A&S: FYBB A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

---

**160 BEYOND 115 Environmental Racism and the Health of Everyone**

Environmental inequalities threaten the health and well-being of low-income communities and communities of color who are increasingly on the frontlines in the fight against climate change, air and water pollution, food security, and many other urgent environmental problems. Like many urban areas, the St. Louis region faces egregious social, environmental and health disparities. In this course, we critically examine the role of racism and other structural policy inequalities that produce unequal environments and how those unequal environments contribute to public health disparities in St. Louis and beyond. We explore the use of public health data, policy options, and case studies that allow for evidence-based solutions to environmental racism and improved population health. This course that combines small group sessions, case studies and speakers working on environmental justice in the St. Louis region. We provide students with interdisciplinary perspectives and methods, challenging them to address racism and environmental policy through a population health lens. Student learning will be assessed through case studies, reflections, online assignments, and exams. This course is for first-year (non-transfer) students only. Students who are not first year students will be unenrolled from this course.

Credit 3 units. A&S: FYBB A&S IQ: SSC Arch: ETH, S, SEM EN: S

---

**160 BEYOND 120 Religious Freedom in America**

The intersection of religion and law in American society has sparked some of the fiercest cultural engagements in recent memory: Should a for-profit religious corporation have a right not to fund birth control for its employees? Can a public college expel campus religious groups whose membership is not open to all students? May a Muslim in prison grow a beard for religious reasons? Should a cake baker or a florist be permitted to refuse services for a gay wedding? Can a church hire and fire its ministers for any reason? These current debates and the issues that frame them are interwoven in the American story. This course introduces students to the major texts and historical arguments underlying that story. Drawing from the respective expertise of the instructors, the course will expose students to a variety of scholarly methods related to the issue: legal history and case law, intellectual history and canonical texts, social history and narrative accounts, and political philosophy and contemporary analyses. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH, HUM EN: H

---

**160 BEYOND 123 When I'm 64: Preparing Ourselves and Society for a Good Long Life**

Whether you know it or not, you're living in the midst of a revolution — a revolution that is going to change your personal and professional lives. Although old age may seem a long way off, you'll likely live to age 80 or beyond, with a 50% chance of seeing your 100th birthday. The demographic revolution you're going to live through will change the health care you receive, the house you live in, the car you drive, the jobs you do, and the relationships you have. This course will give you a competitive edge in understanding how you can harness what's happening to shape your career and lifestyle. In class, you'll

be introduced to leaders and ideas from many fields — medicine, engineering, architecture, public health, social work, law, business, art, and psychology — focused on the issues of our aging society. There will also be opportunities to tailor the class to your interests through events on and off campus, including movies, lectures, performances, field trips, and community projects. Each week, we'll gather for lectures and also break into small groups for discussion. This course will set you on a path to lead the aging revolution and transform the society of tomorrow.

Credit 3 units.

---

**160 BEYOND 125 St. Louis and the Documentary Image**

From magazines to maps to documentary movies and TV, we look to pictures to tell us the truth. But no image is ever completely objective; every visual reflection of the real world is mediated by technology, culture, politics, and memory. How do we—as viewers, as creators, as people—sort out the complicated claims pictures make on the world around us? Drawing on collaborations between four areas in two schools—Visual Arts, English, American Culture Studies, Film and Media Studies—this class will introduce students to theories and practices of visual nonfiction within the city of St. Louis. Through immersive, site-specific course units focused on a variety of approaches to visual nonfiction in different media, students will engage with the tumultuous history, material culture, and landscapes of St. Louis. The course will introduce first-year students both to their city and their university, preparing them to explore existing coursework in Arts & Sciences and the Sam Fox School. This course is for first-year (non-transfer) students only. Students who are not first-year students will be unenrolled from this course.

Credit 3 units. A&S IQ: HUM, SC Art: FAAM

---

**160 BEYOND 130 The Art of Medicine**

This interdisciplinary, cross-school course at the intersection of history, visual culture and the visual arts includes a roster of notable speakers and offers students a singular encounter with western medicine from ancient times to the present day. In tandem with the history of medicine, the course examines the capacity of the arts to frame medical practice and to raise questions and influence perceptions, both positively and negatively, of medical advancements. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S: FYBB A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

**160 BEYOND 140 To Sustainability and Beyond: People, Planet, Prosperity (P3)**

This class examines the subject of sustainability from multiple perspectives to gain an appreciation for its interconnected environmental, social, and economic dimensions. We explore foundational concepts and principles through a variety of activities and assignments, including readings, discussions, group work, games, presentations, and projects. The goal is to integrate knowledge and methods from different disciplines to achieve a holistic understanding of sustainability problems and solutions. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

**160 BEYOND 160 Gender, Youth, and Global Health**

Through in-depth case studies, this course provides an introduction to gender-specific issues in the context of childhood and adolescence, poverty, and global health. Students will learn to identify how gender and gender differences affect conditions of life in the areas of reproductive health, nutrition, conflict, access to healthcare, and the social determinants of health, especially for young people. Students will learn to analyze health conditions and disparities in relation to both the micro dynamics of local worlds and the macro dynamics of large-scale social forces in the postcolonial global field. In addition, students

will come to understand the current challenges that global health practitioners and institutions confront in achieving gender equity and the current efforts toward closing the gap. These learning objectives will be achieved using lectures as well as discussion-based sessions and Skype-based interactions with NGOs and experts who are currently working in the field. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S: FYBB, FYS A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA, IS EN: S

---

### **I60 BEYOND 161 Morality and Markets**

What does it look like to live a moral life in today's market system? We know all too well what it does not look like. The news is filled with moral failures of leaders and executives at top firms. We like to believe that we would behave differently, but what kinds of pressures inform our moral choices? What pulls us, what pushes us, and what persuades us to act one way rather than another? These are the questions that a course combining business and literature can address in unique ways; the world of fiction helps us to examine the ethical dilemmas of the market we inhabit every day. In this course, we use great books, classics of film and modern television, and the tools of modern psychology and business strategy to think critically about what is entailed in living a moral life in the midst of the modern market. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S: FYBB A&S IQ: HUM Arch: HUM Art: HUM EN: H

---

### **I60 BEYOND 175 Designing Creativity: Innovation Across Disciplines**

From "a-ha!" epiphanies to slow-developing discoveries, the creative process has been employed by innovators and artists in virtually every corner of the globe for centuries. This course will explore the study and practice of the creative process across many disciplines, with input from prominent thinkers and practitioners in the areas of medicine, neuroscience, law, engineering, architecture, human-centered design, business, stage design, and the performing arts. The course will also incorporate the practice of design thinking and creativity techniques via a lab component that will allow students to explore the development of innovative ideas in collaborative teams followed by project presentations to core faculty and classmates. This course is for first-year (non-transfer) students only.

Credit 3 units. A&S: FYBB A&S IQ: HUM Arch: HUM Art: FADM, HUM BU: HUM EN: H

---

## **First-Year Bear Bridge Courses (3 credits)**

During the spring semester, students in the Beyond Boundaries cohort have the opportunity to apply their interdisciplinary knowledge to important social and intellectual questions via one of two Bear Bridge courses (only open to program students). As mentioned previously, students can opt to take a Bear Bridge course in the spring instead of a second Beyond Boundaries course.

Bear Bridge courses are intended to do the following:

- Apply knowledge and experience from team-taught Beyond Boundaries courses in a project-based, applied context.
- Reinforce cohort experiences within the Beyond Boundaries Program. Students enrolled in the Beyond Boundaries Program will have additional curricular and cocurricular cohort building, and Bear Bridge courses will reinforce these connections.

- Prepare students for ongoing interdisciplinary approaches during their subsequent three years on campus. Bear Bridge courses offer students a set of tools that can be used to apply interdisciplinary approaches to informing their choice of major, their approach to their capstone project, and their self-identity as a scholar.

---

### **I60 BEYOND 110 Empathy First: Solutions with Heart**

Decisions that impact the daily lives of people are often made without consideration of the lived experience of those impacted, resulting in harm and eroded trust. Empathy is a critical tool for understanding the lived experience of others and creating better quality of life for all people. This course will introduce the integration of empathy into decisions through the methods, processes, and approaches used in design and social work. Students will examine how empathy is incorporated into the development and implementation of new solutions to wicked problems through conversations with experts in health, law, and business; community-based team projects; and reflection and discussion. Course activities will build cohort connections.

Credit 3 units. A&S: FYBB A&S IQ: SSC Arch: SSC Art: SSC EN: S

---

### **I60 BEYOND 111 Law, Race, and Design: Examining the St. Louis Story**

This interdisciplinary course focuses on the intersection of law, race, and design in St. Louis. From Dred Scott to Ferguson, St. Louis has served as a focal point for some of the most important issues in our country's long and still unfinished work toward racial equality. The law has played an important role in these developments; judicial opinions, city ordinances, and commission reports have shaped how we understand questions of race and equality. But the law is not simply the written word: it involves people, practices, places, and the stories we tell about them. How we communicate our stories ultimately affects how we understand those stories and how we understand ourselves. This course situates law within stories and equips students to communicate those stories in ways that draw from a range of communication design methodological tools. Using design research, thinking, and a human-centered design approach, this course will challenge students to connect the words of legal documents with the experiences of those whose lives are situated by them. There will be two required self-guided visits outside of normal class time, each of which should take 2.5 - 3 hours, including travel to and from the site. Accommodations for normal class sessions (either ending early or canceling class) will take place to offset some of this time commitment. This is a Bear Bridge course required for all first-year students in the Beyond Boundaries program; it is open only to students in the Beyond Boundaries program.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM EN: H

# Interdisciplinary Opportunities

Washington University offers courses through interdisciplinary programs that include studies in a variety of disciplines that cross traditional academic boundaries and support academic areas outside of the schools.

- A limited opportunity for some Washington University students to enroll in courses at Saint Louis University and the University of Missouri-St. Louis is available through the Inter-University Exchange Program (p. 1318).
- ROTC (p. 1319) courses are offered in conjunction with the U.S. Air Force and U.S. Army.
- The Skandalaris Center (p. 1321) offers cocurricular programming and practical, hands-on training and funding opportunities to students and faculty in all disciplines and schools.

## Inter-University Exchange Program

The Inter-University Exchange (IE) program between Washington University, Saint Louis University (SLU), and the University of Missouri–St. Louis (UMSL) began in 1976 as an exchange agreement encouraging greater inter-institutional cooperation at the graduate level. Over time, this program has evolved to include undergraduate education. The basic provisions of the original agreement are still in place today, and participation continues to be at the discretion of each academic department or unit.

At Washington University, there are several schools that *do not participate* in this program (i.e., degree-seeking students in these schools are not eligible to participate in the IE program, and courses offered in these schools are not open to SLU and UMSL students attending Washington University through the IE program). They are the School of Law, the School of Medicine, the McKelvey School of Engineering, and the School of Continuing & Professional Studies. The Washington University schools that are open to participation in the IE program may have specific limitations or requirements for participation; details are available in those offices.

The following provisions apply to all course work taken by Washington University students attending SLU or UMSL through the IE program:

- Such courses can be used for the fulfillment of degree or major requirements. (Students should consult with their dean's office for information about how IE course work will count toward their grade-point average, units and major requirements.)
- Such courses are not regularly offered at Washington University.
- Registration for such courses requires preliminary approval of the student's major/department advisor, the student's division office or dean, and the academic department of the host university.
- Students at the host institution have first claim on course enrollment (i.e., a desired course at SLU or UMSL may be fully subscribed and unable to accept Washington University students).

- Academic credit earned in such courses will be considered as resident credit, not transfer credit.
- Tuition for such courses will be paid to Washington University at the prevailing Washington University rates; there is no additional tuition cost to the student who enrolls in IE course work on another campus. However, students are responsible for any and all fees charged by the host school.
- Library privileges attendant on enrolling in a course on a host campus will be made available in the manner prescribed by the host campus.

## Instructions

Washington University students must be enrolled full-time to participate in the IE program and have no holds, financial or otherwise, on their academic record at Washington University or at the host institution.

1. The student must complete the IE program application form. Forms are available from the Office of the University Registrar website.
2. The student must provide all information requested in the top portion of the form and indicate the course in which they wish to enroll.
3. The student must obtain the approval signature of the professor teaching the class or the department chair at SLU or UMSL, preferably in person.
4. The student also must obtain the approval signatures of their major advisor at Washington University and the appropriate individual in their dean's office.
5. Completed forms must be submitted to the Office of the University Registrar in the Women's Building a minimum of one week before the start of the term.

Course enrollment is handled administratively by the registrars of the home and host institutions. Washington University students registered for IE course work will see these courses on their class schedule and academic record at WebSTAC under departments I97 (SLU) and I98 (UMSL). Final grades are recorded when received from the host institution. The student does not need to obtain an official transcript from SLU or UMSL to receive academic credit for IE course work at Washington University.

Contact:	Office of the University Registrar
Phone:	314-935-5959
Email:	registrar@wustl.edu
Website:	<a href="http://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program">http://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program</a>

## Reserve Officers Training Corps (ROTC)

The number of ROTC credits that may be counted toward graduation requirements depends on the student's program of study. ROTC students should consult with their academic advisor to determine if or how ROTC course work will satisfy their graduation requirements.

For more information about specific schools, please visit the following pages:

- Undergraduate Arts & Sciences Academic Regulations (p. 1136)
- Undergraduate Business Degree Requirements (p. 1190)
- Undergraduate Engineering Academic Policies (p. 1312)

## Air Force ROTC — Aerospace Studies

### Professor

#### Michael J. Vyn

Lieutenant Colonel, USAF

**Military Aerospace Science.** Our Core Values: Integrity First, Service Before Self, Excellence In All We Do. Air Force operations are currently conducted in the technologically demanding environments of air, space and cyberspace.

Air Force ROTC (AFROTC) is an officer development program that produces the leaders of tomorrow's Air Force. The program's purpose is to train and develop outstanding college students to earn commissions as U.S. Air Force Officers. Numerous Washington University students have participated in AFROTC and gone on to distinguish themselves as Air Force aviators, engineers, lawyers, physicians and astronauts.

In AFROTC, Washington University students have the opportunity to be challenged within a unique leadership environment, with the potential to earn a commission as a second lieutenant. Participation in AFROTC is available to undergraduate and graduate Washington University students and does not obligate these students to serve in the U.S. Air Force.

AFROTC attracts the very best and brightest college students. The categorization of officer candidates within AFROTC is based on competitive selection criteria.

For more information, contact AFROTC:

Detachment 207 in St. Louis  
314-977-8328  
Detachment 207 website

U.S. Air Force ROTC  
888-4-AFROTC  
AFROTC website

For AFROTC scholarship information, refer to the Scholarship Funds (p. 48) section of this *Bulletin*.

## Army ROTC

**Military Science.** The Army ROTC program is designed to develop leaders for life. In doing so, it develops leadership, management and training skills, regardless of a student's career plans. Those who successfully complete the program earn commissions and serve as second lieutenants in the U.S. Army, Army Reserve or Army National Guard.

All students are eligible to participate in Army ROTC courses. Introductory courses are designed to develop a student's confidence, self-esteem and motivation. The intent is to develop and refine the student's leadership traits and skills to ensure their future success in military and nonmilitary environments. Instruction also includes the role of the military in national defense strategy. The number of ROTC credits that may be counted toward graduation requirements depends upon the student's program of study. ROTC students should consult with their academic advisor to determine if or how ROTC course work satisfies graduation requirements. Once a student accepts a scholarship or enters the advanced ROTC courses (300 and 400 levels), they incur a military obligation.

For more information, contact the Military Science Department, Washington University in St. Louis, 700 Rosedale Ave., Suite 1550, St. Louis, MO 63112; call 314-935-5521; visit the Washington University Army ROTC website; or email Lee Rodriguez (lee.e.rodriguez@wustl.edu), the Army ROTC Scholarships and Enrollment Officer.

For Army ROTC scholarship information, refer to the Financial Support section (p. 48) of this *Bulletin*.

## Requirements

### Airforce ROTC — Aerospace Studies Program Requirements

For more information, call the detachment for additional information about ROTC cadet in-processing and the first day of class at 314-977-8328. The Saint Louis University Air Force ROTC facility (main office) is located at 3450 Lindell Boulevard, Suite 1033, St. Louis, MO 63103.

### Army ROTC Program Requirements

Army ROTC provides the leadership skills needed to balance working with both civilians and enlisted personnel, instilling confidence as an officer, a leader, a trainer, and a mentor. Army ROTC prepares college students to succeed in any competitive environment. The leadership training and experiences that students have in Army ROTC will provide them with a foundation to become commissioned Army Officers upon graduation. Any undergraduate or graduate student can enroll in a Military Science course and participate only in the classes or in the additional military training, such as physical fitness training, leadership labs, and field training exercises.



---

## Courses

- Air Force ROTC — Aerospace Studies (p. 1319)
- Army ROTC (p. 1320)

---

### Air Force ROTC — Aerospace Studies

Visit online course listings to view semester offerings for I02 MAIR.

---

#### I02 MAIR 1010 Heritage and Values of the United States Air Force 1

This course is the first part of a two-course sequence designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing students with followership experiences and prepares them for Field Training. Classroom activity 1 hour and 15 minutes per week; Leadership Laboratory 2 hours per week.

---

#### I02 MAIR 1020 Heritage and Values of the United States Air Force 2

This course is the second part of a two course sequence designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing students with followership experiences and prepares them for Field Training. Classroom activity 1 hour and 15 minutes per week; Leadership Laboratory 2 hours per week.

---

#### I02 MAIR 2010 Team and Leadership Fundamentals 1

This course is the first part of a two-course sequence that focuses on laying the foundation for teams and leadership. Topics include skills that will allow cadets to improve their leadership on a personal level and within a team. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing the first opportunity for applied leadership experiences and prepares them for Field Training. Classroom activity 1 hour and 15 minutes per week; Leadership Laboratory 2 hours per week. Prerequisites: I02 1010 and lab.

---

#### I02 MAIR 2020 Team and Leadership Fundamentals 2

This course is the second part of a two course sequence that focuses on laying the foundation for teams and leadership. Topics include skills that will allow cadets to improve their leadership on a personal level and within a team. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing the first opportunity for applied leadership experiences and prepares them for Field Training. Classroom activity 1 hour and 15 minutes per week; Leadership Laboratory 2 hours per week. Prerequisites: I02 1020 and lab.

---

#### I02 MAIR 3010 Leading People and Effective Communication 1

This course is the first part of a two-course sequence that teaches advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. A mandatory Leadership Laboratory complements this course for Air Force ROTC cadets. Leadership Laboratory provides advanced

leadership experiences and gives cadets opportunities to develop and apply leadership skills. Classroom activity 3 hours per week; Leadership Laboratory 2 hours per week. Prerequisites: I02 1010, 1020, 2010, 2020, and labs.

---

#### I02 MAIR 3020 Leading People and Effective Communication 2

This course is the second part of a two course sequence that teaches advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. A mandatory Leadership Laboratory complements this course for Air Force ROTC cadets. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply leadership skills. Classroom activity 3 hours per week; Leadership Laboratory 2 hours per week. Prerequisites: I02 1010, 1020, 2010, 2020, 3010, and labs.

---

#### I02 MAIR 4010 National Security Affairs/Preparation for Active Duty

Cadets learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, cadets will study topics that will prepare them for their first active-duty assignment as officers in the Air Force. A mandatory Leadership Laboratory complements this course. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity 3 hours per week; Leadership Laboratory 2 hours per week. Aerospace Studies courses (MAIR 3010 through MAIR 4020) are advanced courses designed to improve communication and management skills required of Air Force officers. Prerequisites: I02 1010, 1020, 2010, 2020, 3010, 3020, and labs.

---

#### I02 MAIR 4020 Preparation for Active Duty

Cadets learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, cadets will study topics that will prepare them for their first active-duty assignment as officers in the Air Force. A mandatory Leadership Laboratory complements this course. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity 3 hours per week; Leadership Laboratory 2 hours per week. Aerospace Studies courses (MAIR 3010 through MAIR 4020) are advanced courses designed to improve communication and management skills required of Air Force officers. Prerequisites: I02 1010, 1020, 2010, 2020, 3010, 3020, 4010, and labs.

---

## Army ROTC

Visit online course listings to view semester offerings for I25 MILS.

---

#### I25 MILS 1010 Introduction to Leadership I

Examine the challenges and competencies that are critical for effective leadership. You will learn how the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, officership, and the Army profession. Open to all students and enrollment does not require a commitment to join the US Army.

Credit 2 units.

---

### **I25 MILS 1020 Introduction to Leadership II**

Investigate leadership fundamentals such as problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. You will explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Learn fundamental military concepts and explore the Army's leadership philosophy. I25 MILS 1020 is open to all students and enrollment does not require a commitment to join the US Army. Credit 2 units.

---

### **I25 MILS 2010 Innovative Team Leadership**

Explore the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and leadership theories. The course continues to build on developing knowledge of leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Enrollment in I25 MILS 2010 does not require a commitment to join the US Army. Credit 3 units.

---

### **I25 MILS 2020 Foundations of Tactical Leadership**

Develop greater self-awareness as you assess your own leadership styles and practice communication and team building skills. Examine and practice the challenges of leading teams in the complex operational environment. Study dimensions of terrain analysis, patrolling, and operation orders. Explores the dynamics of adaptive leadership in the context of military operations. Enrollment in I25 MILS 2020 does not require a commitment to join the US Army. Credit 3 units.

---

### **I25 MILS 3010 Adaptive Team Leadership**

This is an academically challenging course where you will study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, and small unit tactics. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a team or squad in the execution of a tactical mission during a classroom practical exercise (PE), a leadership lab, or during a military situational training exercise (STX) in a field environment. Prerequisites: successful completion of I25 MILS 1010, 1020, 2010, and 2020 or attendance at the Leader's Training Course (LTC). Contact the Military Science Department for more details. Credit 3 units.

---

### **I25 MILS 3020 Applied Team Leadership**

Continue to learn and apply the fundamentals of Army leadership, officership, Army values and ethics as you hone your leadership abilities in a variety of tactical environments and the classroom. Successful completion of this course will help prepare you for success at the ROTC Leader Development and Assessment Course (LDAC) which you will attend the summer following this course at Fort Lewis, Washington. You will receive systematic and specific feedback on your leadership attributes, values and core leader competencies from your instructors, other ROTC cadre, and senior cadets. Prerequisite: successful completion of I25 MILS 3010. Credit 3 units.

---

### **I25 MILS 4010 Adaptive Leadership**

This course focuses on practical application of adaptive leadership. Throughout the semester, students will apply the fundamentals of principles of training, the Army writing style, and military decision making. Students will study the special trust reposed to Army Officers

by the US Constitution and the President of the United States--a special trust given to no other civilian professions. Students will also study the Army officer's role in the Uniform Code of Military Justice, and the counseling and development of subordinates. Prerequisite: successful completion of the ROTC Leadership Development and Assessment Course (LDAC) or permission of instructor. Credit 3 units.

---

### **I25 MILS 4020 Leadership in a Complex World**

Explore the dynamics of leading in the complex situation of current military operations in the contemporary operating environment. Examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You will also explore aspects of interacting with non-government organizations, civilians on the battlefield and host nation support. Significant emphasis is placed on your transition to officership, preparing you for your branch school and first unit of assignment. Prerequisite: successful completion of I25 MILS 4010 or permission of instructor. Credit 3 units.

---

### **I25 MILS 4500 Modern American Military History**

A survey of US military involvement beginning with the Treaty of Versailles following World War I and concluding with the current Global War on Terror. Students will follow a chronological study of crucial battles of World War II, Korea, and Vietnam and conclude with in-depth case studies from Iraq and Afghanistan. The class focuses on both tactical and strategic lessons learned and the political and cultural influences that affect the way wars are fought. Prerequisite: sophomore status and good standing in the ROTC program. Credit 3 units.

---

### **I25 MILS 4501 Advanced American Military History**

This course is a continuation of the fall semester prerequisite Modern American Military History course, outlining major conflicts that have occurred throughout the course of American history in post WWII 20th and 21st Century. It aims to highlight the contemporary American military's efforts to modernize in a multi-polar international relations environment in its struggle to become the global hegemon. This course familiarizes students with the context of the current profession of arms. The philosophy guiding the curriculum is centered around how and why the military is structured in present form and how officership in particular has shaped the macro and micro aspects of combat over the last 75 years. Credit 3 units.

---

## **Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship**

The Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship is the hub of creativity, innovation, and entrepreneurship at Washington University. We believe everyone can be entrepreneurial. Skandalaris provides programming where anyone can explore their creative and entrepreneurial interests, develop an entrepreneurial mindset, and go from ideation to launch.

## Mission

The Skandalaris Center fosters and empowers an inclusive community that finds opportunities in problems and transforms ideas into action. We build an ecosystem of education, research, and resources that engages all WashU students, faculty, alumni, and staff as entrepreneurial leaders and collaborators.

## Who We Serve

We work with the best and brightest at WashU — the change-makers, thought leaders, and visionaries — to solve the world's problems and meet local needs through innovation and entrepreneurship. As an interdisciplinary center, our initiatives serve students, faculty, staff, and alumni from all levels and disciplines.

## Our Initiatives

We develop programs for WashU entrepreneurs, creatives, innovators, and scholars. Our commitment to interdisciplinary innovation and entrepreneurship is motivated by the following beliefs:

- *Everyone can be creative.* We provide hands-on experiences and the creative means to solve problems.
- *Innovation is the backbone of entrepreneurship.* Our opportunities are designed to develop and share new ideas while connecting with other WashU entrepreneurs and innovators.
- *Good ideas are one opportunity away from success.* Our programs are created to help WashU entrepreneurs and innovators access the resources they need to take their ideas to the next level.
- *Knowledge and skills are key to innovation and entrepreneurship.* Our Center offers events and opportunities to help our community of WashU entrepreneurs, creatives, and innovators learn the ins and outs of innovation and entrepreneurship.

## Programs and Resources

- **Course: The Endgame of Entrepreneurship: Leveraging Capitalism for Good**  
This course is offered through the Beyond Boundaries Program. Students will learn to take advantage of the profit-seeking motive of capitalism while also learning from the mistakes and unintended consequences that capitalism has caused throughout history.
- **Experts on Call**  
This program provides an opportunity for the WashU community to connect with experts in the Skandalaris Center or remotely, free of charge.
- **Honors in Innovation & Entrepreneurship**  
Students who have shown exemplary involvement in innovation and entrepreneurship during their time at Washington University are recognized through this program. Honors are earned by accumulating points through a combination of curricular and cocurricular activities.
- **In-Residence Program**

This program provides WashU students, faculty, staff, and alumni with the opportunity to learn from and work with professionals with extensive industry experience.

- **PhD Citation in Entrepreneurship**  
This program provides opportunities for PhD students who are interested in developing skills and experiences in the areas of entrepreneurship and innovation.
- **Resources**  
The Skandalaris Center, Washington University, and external services and resources are available to support innovators and entrepreneurs.
- **Skandalaris Spaces**  
Our collaboration space is available for hosting meetings or events. Requests should be made a week in advance.
- **Skandalaris Startup Webinars, Panel Discussions, and Workshops**  
These webinars provide an exciting way for alumni to reconnect and share their experiences with entrepreneurship. We also offer free, noncredit workshops designed to encourage creativity, innovation, and entrepreneurship.
- **Startup Venture Promotion**  
The Skandalaris Center is happy to help Washington University in St. Louis students, faculty, staff, and alumni with promoting their startup ventures.
- **St. Louis Entrepreneurial Fellowship**  
This year-long program gives WashU students a chance to explore entrepreneurship at WashU and in St. Louis. The experience includes a spring semester seminar that explores innovation and entrepreneurship, a 10-week paid summer internship at a St. Louis startup, a fall semester capstone project, professional development opportunities, and programs and events to engage with entrepreneurs, founders, and innovators.
- **Student Entrepreneurial Program (StEP)**  
StEP provides a unique opportunity for students to own and operate a business on campus that serves the WashU community. Student owners can supplement the valuable business and entrepreneurial skills they learn in the classroom while gaining real-world experience as they manage and lead their own businesses.
- **Student Groups**  
There are many organizations that allow students to gain experience and make valuable interdisciplinary connections in the areas of creativity, innovation, and entrepreneurship.
- **Venture Development**  
The WashU community is invited to set an appointment with a member of our team for help with ideas and businesses at any stage. We will work with these individuals to brainstorm ideas, strengthen financial models, draft business plans, perfect pitches, and more.
- **Washington University Entrepreneurship Courses**  
Courses in entrepreneurship offered across the university are available to students at all levels and in all disciplines.

## Competitions

- **IdeaBounce**

IdeaBounce is both an online platform and an event for sharing venture ideas and making connections. This is an opportunity for participants to pitch their ideas (no matter how "fresh"), get feedback on them, and make connections. In-person events happen frequently throughout the fall and spring semesters.

- **Skandalaris Venture Competition (SVC)**

The SVC provides expert mentorship to new ventures and startups to ready them for commercializing their ideas, launching, and pitching to investors. Teams will develop materials focused on explaining the ideas that they are working on to a broad audience.

- **Who Can Apply:** Current Washington University students and alumni (within one year of graduation) with an early-stage venture or idea

- **Award:** Up to \$22,500

- **Global Impact Award (GIA)**

The GIA awards WashU-affiliated ventures with inventions, products, ideas, and business models that will have a broad and lasting impact on society.

- **Who Can Apply:** WashU students, postdocs, residents, and alumni who have graduated within the last 10 years

- **Award:** Up to \$50,000

## Learn More

Please contact the Skandalaris Center to sign up for our newsletter and for additional information about all programs.

Phone: 314-935-9134

Email: [sc@wustl.edu](mailto:sc@wustl.edu)

Website: <http://skandalaris.wustl.edu>

# Index

## A

A&S Integration: Ampersand Programs .....	1114
A&S Integration: Integrated Inquiries .....	1117
A&S Integration: Study Away Programs .....	1116
About This Bulletin .....	11
About Washington University in St. Louis .....	18
Academic Calendar .....	18
Academic Honors & Awards, Architecture .....	94
Academic Honors & Awards, Art .....	184
Academic Honors & Awards, Business .....	1192
Academic Honors & Awards, College of Arts & Sciences .....	1130
Academic Honors & Awards, Engineering .....	1307
Academic Regulations, Business .....	1193
Academic Regulations, College of Arts & Sciences .....	1132
Academic Regulations, Engineering .....	1307
Accelerated Bachelor's/Master's Program .....	1140
Additional Academic Opportunities .....	1140
Administration, Architecture, Undergraduate .....	103
Administration, Art, Undergraduate .....	193
Administration, Business, Undergraduate .....	1195
Administration, College of Arts & Sciences .....	1137
Administration, Engineering, Undergraduate .....	1312
Admissions, Undergraduate .....	36
African and African-American Studies .....	198
African and African-American Studies Major .....	213
African and African-American Studies Minor .....	214
American Culture Studies .....	214
American Culture Studies Major .....	264
American Culture Studies Minor .....	266
Ampersand Programs .....	1140
Ancient Studies Major .....	423
Ancient Studies Minor .....	424
Anthropology .....	268
Anthropology Major .....	302
Anthropology Major, Global Health and Environment Specialization .	304
Anthropology Minor .....	305

Anthropology Minor, Global Health and Environment Specialization .	306
Applied Linguistics .....	306
Applied Linguistics Minor .....	311
Applied Mathematics Major .....	796
Applied Microeconomics Minor .....	525
Arabic Major .....	767
Arabic Minor .....	770
Architecture, College of .....	57
Art, College of .....	104
Art History and Archaeology .....	312
Art History and Archaeology Major .....	341
Art History and Archaeology Minor .....	343
Arts & Sciences, College of .....	194
Asian American Studies Minor .....	266
Astrophysics and Astroparticle Physics Minor .....	906
Astrophysics Major .....	901

## B

Bachelor of Science in Applied Science (Chemical Engineering) .....	1284
Bachelor of Science in Applied Science (Electrical Engineering) .....	1267
Bachelor of Science in Applied Science (Mechanical Engineering) ...	1300
Bachelor of Science in Applied Science (Systems Science & Engineering) .....	1268
Bachelor of Science in Business and Computer Science .....	1240
Bachelor of Science in Chemical Engineering .....	1282
Bachelor of Science in Computer Engineering (CSE) .....	1232
Bachelor of Science in Computer Engineering (ESE) .....	1266
Bachelor of Science in Computer Science .....	1233
Bachelor of Science in Computer Science + Economics .....	1234
Bachelor of Science in Computer Science + Mathematics .....	1236
Bachelor of Science in Data Science .....	1238
Bachelor of Science in Electrical Engineering .....	1263
Bachelor of Science in Environmental Engineering .....	1283
Bachelor of Science in Mechanical Engineering .....	1298
Bachelor of Science in Systems Science & Engineering .....	1264
Bachelor's and Master's Degrees in the Professional Schools .....	1144
Beyond Boundaries Program .....	1314
Bioinformatics Minor .....	391
Biology .....	344
Biology Major .....	378

Biology Major, Ecology and Evolution Specialization .....	380
Biology Major, Genomics and Computational Biology Specialization .....	381
Biology Major, Microbiology Specialization .....	383
Biology Major, Molecular Biology and Biochemistry Specialization ...	385
Biology Major, Neuroscience Specialization .....	387
Biology Minor .....	392
Biomedical Engineering .....	1201
Biomedical Physics Minor .....	907
Business School, Undergraduate .....	1155

## C

Campus Resources .....	19
Catalog Editions .....	15
Chemistry .....	393
Chemistry Major .....	406
Chemistry Major, Biochemistry Specialization .....	407
Chemistry Minor .....	409
Children's Studies Minor .....	582
Classics .....	409
Classics Major .....	423
Classics Minor .....	424
Combined Undergraduate Degree Opportunities .....	1145
Comparative Literature and Thought .....	425
Comparative Literature and Thought Major .....	458
Comparative Literature and Thought Major, Comparative Arts Specialization .....	459
Comparative Literature and Thought Minor .....	462
Computer Science & Engineering .....	1214
Course Numbering .....	12
Curriculum Designators .....	12

## D

Dance Major .....	860
Dance Minor .....	863
Data Science in the Humanities Minor .....	462
Data Science Major .....	1075
Degree Requirements, Architecture .....	92
Degree Requirements, Art .....	180
Degree Requirements, Business .....	1190
Degree Requirements, College of Arts & Sciences .....	1112

Degree Requirements, Engineering .....	1304
Double Majors and the Pre-Medical Program (EECE) .....	1284
Drama Major .....	862
Drama Minor .....	864

## E

Earth, Environmental, and Planetary Sciences .....	464
Earth Science Major .....	472
Earth Science Minor .....	477
East Asian Languages and Cultures .....	480
East Asian Languages and Cultures Major .....	507
East Asian Languages and Cultures Major, Chinese Specialization ...	509
East Asian Languages and Cultures Major, Japanese Specialization ..	510
East Asian Languages and Cultures Major, Korean Specialization ....	511
East Asian Languages and Cultures Minor .....	512
Economics .....	513
Economics and Computer Science Major .....	521
Economics Major .....	522
Education .....	526
Educational Studies Major .....	538
Educational Studies Minor .....	548
Electrical & Systems Engineering .....	1248
Elementary Teacher Education Major .....	541
Energy, Environmental & Chemical Engineering .....	1273
Engineering, Undergraduate .....	1197
English .....	549
English Literature Major .....	580
English Literature Major, Creative Writing Specialization .....	580
English Literature Major, Publishing Specialization .....	581
English Minor .....	583
Environmental Analysis Major .....	594
Environmental Biology Major .....	389
Environmental Policy Major .....	927
Environmental Science Major .....	474
Environmental Science Minor .....	478
Environmental Studies .....	584
Environmental Studies Minor .....	598

## F

Fields of Study, College of Arts & Sciences .....	196
---	-----

Fields of Study, Engineering, Undergraduate .....	1201
Film and Media Studies .....	599
Film and Media Studies Major .....	613
Film and Media Studies Major, Film and Media Production Specialization .....	613
Film and Media Studies Minor .....	614
Financial Economics Specialization for Economics Majors .....	523
Financial Support, Undergraduate .....	48
French Major .....	1048
French Minor .....	1052

## G

General Economics Minor .....	526
Geospatial Science Minor .....	479
Germanic Languages and Literatures Major .....	461
Germanic Languages and Literatures Minor .....	463
Global Film and Media Studies Minor .....	615
Global Studies .....	615
Global Studies Major, Development Concentration .....	666
Global Studies Major, Eurasian Studies Concentration .....	669
Global Studies Major, European Studies Concentration .....	673
Global Studies Major, Global Asias Concentration .....	675
Global Studies Major, Global Cultural Studies Concentration .....	680
Global Studies Major, International Affairs Concentration .....	682

## H

Hebrew Major .....	768
Hebrew Minor .....	770
History .....	686
History Major .....	729
History Minor .....	730

## I

Individual and Group Performance .....	1145
Inter-University Exchange Program, Undergraduate .....	1318
Interdisciplinary Opportunities, Undergraduate .....	1318
Internships .....	1145
Italian Major .....	1049
Italian Minor .....	1053

## J

Jazz Studies Minor .....	833
Jewish, Islamic, and Middle Eastern Studies .....	732
Jewish, Islamic, and Middle Eastern Studies Major, Comparative Jewish and Islamic Studies Concentration .....	768
Jewish, Islamic, and Middle Eastern Studies Major, Modern Middle Eastern Studies Concentration .....	769
Jewish, Islamic, and Middle Eastern Studies Minor, Comparative Jewish and Islamic Studies Concentration .....	771
Jewish, Islamic, and Middle Eastern Studies Minor, Modern Middle Eastern Studies Concentration .....	772

## K

K-12 Teacher Education Major .....	542
------------------------------------	-----

## L

Latin American Studies .....	773
Latin American Studies Major .....	784
Latin American Studies Minor .....	785
Legal Studies Minor .....	463
Linguistics .....	786
Linguistics Major .....	789
Linguistics Minor .....	790

## M

Majors Across Schools .....	1145
Majors (all schools) .....	52
Majors (directory), Architecture .....	103
Majors (directory), Art .....	193
Majors (directory), Business .....	1195
Majors (directory), College of Arts & Sciences .....	1137
Majors (directory), Engineering .....	1312
Mathematical Sciences Major .....	798
Mathematics .....	790
Mathematics and Computer Science Major .....	801
Mathematics and Economics Major .....	524
Mathematics and Economics Major .....	805
Mathematics Major .....	808
Mathematics Minor .....	810
Mechanical Engineering & Materials Science .....	1287
Medical Humanities Minor .....	731

Medicine & Society .....	1145
Medieval and Renaissance Studies Minor .....	464
Middle School Teacher Education Major (Grades 5-9) .....	544
Minor in Aerospace Engineering .....	1300
Minor in Bioinformatics .....	1246
Minor in Biomedical Data Science .....	1213
Minor in Computer Science .....	1246
Minor in Electrical Engineering .....	1270
Minor in Energy Engineering (EECE) .....	1285
Minor in Energy Engineering (ESE) .....	1270
Minor in Environmental Engineering Science .....	1284
Minor in Human-Computer Interaction .....	1247
Minor in Materials Science & Engineering .....	1301
Minor in Mechanical Engineering .....	1302
Minor in Mechatronics (ESE) .....	1271
Minor in Mechatronics (MEMS) .....	1303
Minor in Nanoscale Science & Engineering .....	1286
Minor in Quantum Engineering .....	1272
Minor in Robotics (ESE) .....	1271
Minor in Robotics (MEMS) .....	1303
Minor in Systems Science & Engineering .....	1272
Minors (all schools) .....	55
Minors (directory), Architecture .....	103
Minors (directory), Art .....	193
Minors (directory), Business .....	1195
Minors (directory), College of Arts & Sciences .....	1138
Minors (directory), Engineering .....	1313
Music .....	811
Music – General Studies Minor .....	833
Music Major (AB) .....	826
Music Major (BMus) .....	827
Music Major, Composition Concentration (BMus) .....	828
Music Major, General Concentration (BMus) .....	829
Music Major, History and Culture Concentration (BMus) .....	830
Music Major, Performance Concentration (BMus) .....	831
Music Major, Theory Concentration (BMus) .....	832

## O

Other First-Year Programs .....	1147
---------------------------------	------

Overseas Study Programs .....	1147
-------------------------------	------

## P

Performing Arts .....	834
Philosophy .....	865
Philosophy Major .....	874
Philosophy Major, Law and Policy Specialization .....	875
Philosophy Major, Philosophy of Science Specialization .....	876
Philosophy Major, Philosophy Research Specialization .....	877
Philosophy Minor .....	879
Philosophy of Science Minor .....	879
Philosophy-Neuroscience-Psychology .....	879
Philosophy-Neuroscience-Psychology Major, Cognitive Neuroscience Concentration .....	888
Philosophy-Neuroscience-Psychology Major, Language Cognition and Culture Concentration .....	889
Philosophy-Neuroscience-Psychology Minor .....	892
Physical Education .....	1147
Physics .....	892
Physics Major .....	903
Physics Major, Biophysics Specialization .....	905
Physics Minor .....	907
Planetary Science Major .....	475
Planetary Science Minor .....	479
Policies, Architecture .....	96
Policies, Art .....	185
Policies, Bulletin .....	12
Policies, Washington University .....	22
Political Science .....	908
Political Science Major .....	928
Political Science Major, American Politics Specialization .....	929
Political Science Major, Comparative Politics Specialization .....	930
Political Science Major, International Politics Specialization .....	932
Political Science Major, Political Methodology Specialization .....	933
Political Science Major, Political Theory Specialization .....	934
Political Science Minor .....	936
Post-Baccalaureate Premedical Program .....	1153
Pre-College Programs, College of Arts & Sciences .....	1151
Prior Bulletins .....	16
Psychological & Brain Sciences .....	936



Psychological & Brain Sciences Major ..... 948

Psychological & Brain Sciences Major, Cognition in Children Specialization ..... 951

Psychological & Brain Sciences Major, Cognitive Neuroscience Specialization ..... 954

Psychological & Brain Sciences Major, Experimental Psychopathology Specialization ..... 956

Psychological & Brain Sciences Major, Lifespan Development Specialization ..... 958

Psychological & Brain Sciences Major, Personality and Individual Differences Specialization ..... 961

Psychological & Brain Sciences Minor ..... 976

Psychological & Brain Sciences: Cognitive Neuroscience Major ..... 949

Psychological & Brain Sciences: Cognitive Neuroscience Major, Cognition in Children Specialization ..... 963

Psychological & Brain Sciences: Cognitive Neuroscience Major, Experimental Psychopathology Specialization ..... 966

Psychological & Brain Sciences: Cognitive Neuroscience Major, Lifespan Development Specialization ..... 969

Psychological & Brain Sciences: Cognitive Neuroscience Major, Personality and Individual Differences Specialization ..... 972

Public Health & Society ..... 976

Public Health & Society Minor ..... 977

**R**

Religion and Politics ..... 980

Religion and Politics Minor ..... 990

Religious Studies ..... 991

Religious Studies Major ..... 1016

Religious Studies Minor ..... 1017

Reserve Officers Training Corps (ROTC) ..... 1319

Romance Languages and Literatures ..... 1017

Romance Languages and Literatures Major ..... 1051

Russian Language and Literature ..... 1055

Russian Language and Literature Minor ..... 1057

**S**

Sam Fox School of Design & Visual Arts, Architecture ..... 90

Sam Fox School of Design & Visual Arts, Art ..... 177

Second Major in Computer Science ..... 1242

Second Major in Computer Science + Mathematics ..... 1242

Second Major in Data Science ..... 1244

Second Major in Electrical Engineering ..... 1268

Second Major in Financial Engineering ..... 1269

Second Major in Systems Science & Engineering ..... 1268

Secondary Teacher Education Major (Grades 9-12) ..... 546

Skandalaris Center, Undergraduate ..... 1321

Sociology ..... 1058

Sociology Major ..... 1068

Sociology Minor ..... 1069

South Asian Studies (Hindi) Minor ..... 772

Spanish Major ..... 1050

Spanish Minor ..... 1054

Special Major and Special Minor ..... 1149

Speech and Hearing ..... 1070

Speech and Hearing Minor ..... 1070

Statistics and Data Science ..... 1071

Statistics Major ..... 1079

Statistics Minor ..... 1081

Summer Session ..... 1150

**T**

Translation Studies Minor ..... 464

Trustees & Administration ..... 18

Tuition & Fees, Undergraduate ..... 50

**U**

Undergraduate Pre-Professional Preparation ..... 1149

Undergraduate Study ..... 31

Undergraduate Visiting Students ..... 1152

University Affiliations ..... 29

University of Missouri-St. Louis/Washington University Joint Undergraduate Engineering Program ..... 1304

**W**

Women, Gender, and Sexuality Studies ..... 1082

Women, Gender, and Sexuality Studies Major ..... 1106

Women, Gender, and Sexuality Studies Major, Health Specialization ..... 1110

Women, Gender, and Sexuality Studies Major, Politics Specialization ..... 1111

Women, Gender, and Sexuality Studies Minor ..... 1112

World Music, Dance, and Theater Minor ..... 864

Writing Minor ..... 584